

HECAT: Module MEH

MENTAL AND EMOTIONAL HEALTH CURRICULUM

Description: This module contains the tools to analyze and score curricula that are intended to promote mental and emotional health.

are encouraged to review the analysis items before analyzing curricula and add, delete, or revise them to meet local needs and requirements.

Healthy Behavior Outcome (HBO)

A pre-K–12 mental and emotional health curriculum should enable students to

- HBO 1. *Express feelings in a healthy way.*
- HBO 2. *Engage in activities that are mentally and emotionally healthy.*
- HBO 3. *Prevent and manage interpersonal conflict in healthy ways.*
- HBO 4. *Prevent and manage emotional stress and anxiety in healthy ways.*
- HBO 5. *Use self-control and impulse-control strategies to promote health.*
- HBO 6. *Get help for troublesome thoughts, feelings, or actions for oneself and others.*
- HBO 7. *Show tolerance and acceptance of differences in others.*
- HBO 8. *Establish and maintain healthy relationships.*

Some knowledge and skill expectations are relevant to more than one health topic. Look in other health topic modules for any related knowledge or skill expectations that might be added for the review of mental and emotional health curricula. If a curriculum focuses on additional topics, such as sexual health or violence prevention, use these modules as well.

Overall Instructions

- Determine the desired HBO (box on left) you expect a curriculum to address.
- Review the HECAT items in this module. Add, delete, or revise items to meet the selected healthy behavior outcomes, the curriculum requirements of the state or school district, and community needs.
- Review the completed *General Curriculum Information* (Chapter 2) for the curriculum under consideration.
- Read the curriculum to become familiar with its content and how it is organized.
- Complete the analysis of the curriculum for each standard in this module.
- Score the curriculum based on the analysis: There will be **one** rating score for coverage of essential knowledge expectations (Standard 1) and **two** rating scores for each of the essential skill expectations (Standards 2–8).
- Transfer scores from the analysis of each standard to the *Overall Summary Form* (Chapter 3).
- Complete a separate analysis for each curriculum being reviewed. Make additional copies of analysis pages as needed.
- Keep all written notes and comments to justify scores and to inform group discussions and curriculum decisions.

This module uses the *National Health Education Standards (NHES)* as the framework for determining the extent to which the curriculum is likely to enable students to master the essential knowledge and skills that promote mental and emotional health.

The specific knowledge and skill expectations included in this module were developed through a rigorous process guided by research evidence and expert opinion on the types of knowledge, skills, and learning experiences that help students in grades pre-K–12 adopt and maintain behaviors that promote mental and emotional health. Appendix 5 also includes suggested knowledge and skill expectations for children ages 3–4, who might be enrolled in a school-based early childhood program.

Because school curricula must meet local community needs and conform to the curriculum requirements of the state or school district, users

Standard 1

The Standard 1 curriculum analysis will result in a single score that reflects the extent to which the curriculum addresses the knowledge required to achieve the selected Healthy Behavior Outcomes for mental and emotional health (HBOs, page MEH-1). The HECAT lists the essential knowledge expectations to be completed by grades 2, 5, 8, and 12. These are listed by grade group: pre-K–2; 3–5; 6–8; and 9–12, starting on page MEH-3. The relationship of each knowledge expectation to a HBO is identified following each expectation in parentheses.

The knowledge expectations are numbered sequentially for the ease of identification and discussion. Before each knowledge expectation, the number represents topic abbreviation, *NHES* standard number, grade group (last grade in that group), and knowledge expectation item number. For example, MEH1.5.1 would represent Mental and Emotional Health, standard 1, grade group 3-5, knowledge expectation item 1.

Directions for Standard 1

- Review the knowledge expectations (pages MEH-3 through MEH-9).
- Decide if any of the knowledge expectations need to be deleted or modified or if any additional expectations should be added to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Review other standards before making changes to the knowledge expectations in Standard 1. Some knowledge expectations may be reflected in the skill expectations in Standards 2–8; some relevant knowledge expectations might be found in other health topic modules. Look in other related topic modules for knowledge expectations that might be edited and added to the list of expectations for this topic.
- Read the curriculum to become familiar with its content, the information provided for students, and the methods used to convey information and knowledge content.
- Place a check in the box next to each knowledge expectation that is addressed by the curriculum and determine the *Knowledge Expectations Coverage Score*. **Important** — a knowledge expectation is “addressed” if there is sufficient information provided in the curriculum for students to be able to demonstrate understanding of this concept. Some knowledge expectations might require more evidence than others.
- Transfer the *Knowledge Expectations Coverage Score* to the appropriate line on the *Overall Summary Form* (Chapter 3).
- Record notes to justify scores and to inform group discussions and curriculum decisions.
- Analyze Standard 1 for each curriculum being reviewed. If the curriculum addresses more than one grade group, complete a separate analysis of Standard 1 for each group.
- Complete a separate *Overall Summary Form* for each curriculum and grade group.

Instructions for Standards 2–8 are provided on page MEH–11.

Standard 1 Students will comprehend concepts related to health promotion and disease prevention.

After implementing this curriculum, students will comprehend concepts important for establishing and maintaining behaviors that promote mental and emotional health.

Grades Pre-K–2 Knowledge Expectations: Check the box next to each mental and emotional health-related knowledge expectation addressed in the curriculum.

By grade 2, students will be able to:

- MEH1.2.1 Explain the importance of talking with parents and other trusted adults about feelings. (HBO 1, 2 & 8)
- MEH1.2.2 Identify appropriate ways to express and deal with feelings. (HBO 1, 2, 3 & 4)
- MEH1.2.3 Explain the relationship between feelings and behavior. (HBO 1 & 5)
- MEH1.2.4 Describe the difference between bullying and teasing. (HBO 1, 3 & 7)
- MEH1.2.5 Explain the importance of respecting the personal space and boundaries of others. (HBO 2, 3, 5 & 8)
- MEH1.2.6 Explain why it is wrong to tease or bully others. (HBO 7)
- MEH1.2.7 Identify the benefits of healthy family relationships. (HBO 8)
- MEH1.2.8 Identify the benefits of healthy peer relationships. (HBO 8)

Additional Knowledge Expectations

- _____
- _____

KNOWLEDGE EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

The curriculum addresses:

4 = all of the knowledge expectations. (100%)

3 = most of the knowledge expectations. (67-99%)

2 = some of the knowledge expectations. (34-66%)

1 = a few of the knowledge expectations. (1-33%)

0 = none of the knowledge expectations. (0)

KNOWLEDGE EXPECTATIONS COVERAGE SCORE

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TRANSFER THIS SCORE TO THE KNOWLEDGE EXPECTATIONS LINE OF THE *OVERALL SUMMARY FORM* (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

Standard **1** Students will comprehend concepts related to health promotion and disease prevention.

After implementing this curriculum, students will comprehend concepts important for establishing and maintaining behaviors that promote mental and emotional health.

Grades 3–5 Knowledge Expectations: Check the box next to each mental and emotional health-related knowledge expectation addressed in the curriculum.

By grade 5, students will be able to:

- MEH1.5.1 Identify characteristics of a mentally and emotionally healthy person. (HBO 1 & 2)
- MEH1.5.2 Explain what it means to be mentally or emotionally healthy. (HBO 1 & 2)
- MEH1.5.3 Describe the relationship between feelings and behavior. (HBO 1 & 2)
- MEH1.5.4 Identify role models who demonstrate positive emotional health. (HBO 1, 2, 3, 4, 5, 7 & 8)
- MEH1.5.5 Describe appropriate ways to express and deal with emotions. (HBO 1, 2, 4 & 5)
- MEH1.5.6 Describe healthy ways to express affection, love, friendship, and concern. (HBO 1, 2 & 8)
- MEH1.5.7 Explain the importance of talking with parents and other trusted adults about feelings. (HBO 1, 2 & 8)
- MEH1.5.8 Identify feelings and emotions associated with loss and grief. (HBO 1 & 4)
- MEH1.5.9 Identify feelings of depression, sadness, and hopelessness for which someone should seek help. (HBO 1 & 6)
- MEH1.5.10 Describe the importance of being aware of one's own feelings and of being sensitive to the feelings of others. (HBO 1, 7 & 8)
- MEH1.5.11 Identify positive and negative ways of dealing with stress and anxiety. (HBO 2, 3, 4 & 5)
- MEH1.5.12 Explain the importance of respecting the personal space and boundaries of others. (HBO 2, 3 & 8)
- MEH1.5.13 Identify characteristics of someone who has self-respect. (HBO 2 & 7)
- MEH1.5.14 Give examples of pro-social behaviors (e.g., helping others, being respectful of others, cooperation, consideration). (HBO 2, 7 & 8)
- MEH1.5.15 Explain that anger is a normal emotion. (HBO 3)
- MEH1.5.16 Identify personal stressors at home, in school, and with friends. (HBO 3 & 4)
- MEH1.5.17 Identify characteristics of someone who has self-control. (HBO 3, 4 & 5)
- MEH1.5.18 List physical and emotional reactions to stress. (HBO 4)
- MEH1.5.19 Describe the value of others' talents and strengths. (HBO 7)
- MEH1.5.20 Describe how people are similar and different. (HBO 7)

Promoting Mental and Emotional Health, Grades 3-5 continued on next page.

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

Standard 1 Students will comprehend concepts related to health promotion and disease prevention.

After implementing this curriculum, students will comprehend concepts important for establishing and maintaining behaviors that promote mental and emotional health.

Grades 3–5 Knowledge Expectations (continued): Check the box next to each mental and emotional health-related knowledge expectation addressed in the curriculum.

By grade 5, students will be able to:

- MEH1.5.21 Identify characteristics of healthy relationships. (HB0 8)
- MEH1.5.22 Describe the benefits of healthy family relationships. (HB0 8)
- MEH1.5.23 Describe the benefits of healthy peer relationships. (HB0 8)
- MEH1.5.24 Identify characteristics of a responsible family member. (HB0 8)

Additional Knowledge Expectations

- _____
- _____

KNOWLEDGE EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

The curriculum addresses:

4 = all of the knowledge expectations. (100%)

3 = most of the knowledge expectations. (67-99%)

2 = some of the knowledge expectations. (34-66%)

1 = a few of the knowledge expectations. (1-33%)

0 = none of the knowledge expectations. (0)

KNOWLEDGE EXPECTATIONS COVERAGE SCORE

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TRANSFER THIS SCORE TO THE KNOWLEDGE EXPECTATIONS LINE OF THE *OVERALL SUMMARY FORM* (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

Standard **1** Students will comprehend concepts related to health promotion and disease prevention.

After implementing this curriculum, students will comprehend concepts important for establishing and maintaining behaviors that promote mental and emotional health.

Grades 6–8 Knowledge Expectations: Check the box next to each mental and emotional health-related knowledge expectation addressed in the curriculum.

By grade 8, students will be able to:

- MEH1.8.1 Describe characteristics of a mentally and emotionally healthy person. (HBO 1 & 2)
- MEH1.8.2 Explain the interrelationship of physical, mental, emotional, social and spiritual health. (HBO 1 & 2)
- MEH1.8.3 Discuss how emotions change during adolescence. (HBO 1 & 2)
- MEH1.8.4 Explain appropriate ways to express needs, wants, emotions, and feelings. (HBO 1, 2, 3, 4 & 5)
- MEH1.8.5 Describe role models that demonstrate positive mental and emotional health. (HBO 1, 2, 3, 5, 7 & 8)
- MEH1.8.6 Summarize the benefits of talking with parents and other trusted adults about feelings. (HBO 1, 2 & 8)
- MEH1.8.7 Describe healthy ways to express affection, love, friendship, and concern. (HBO 1, 2 & 8)
- MEH1.8.8 Describe a variety of appropriate ways to respond to stress when angry or upset. (HBO 1, 3, 4 & 8)
- MEH1.8.9 Summarize feelings and emotions associated with loss and grief. (HBO 1 & 4)
- MEH1.8.10 Explain the importance of a positive body image. (HBO 2)
- MEH1.8.11 Describe how mental and emotional health can affect health-related behaviors. (HBO 2, 3 & 4)
- MEH1.8.12 Describe how sharing or posting personal information electronically about self or others on social media sites (e.g., chat groups, e-mail, websites, phone and tablet applications) can negatively impact mental and emotional health. (HBO 2, 3 & 7)
- MEH1.8.13 Explain the causes, symptoms, and effects of depression. (HBO 2, 3, 4 & 5)
- MEH1.8.14 Explain the causes, symptoms, and effects of anxiety. (HBO 2, 3, 4 & 5)
- MEH1.8.15 Describe the signs, symptoms, and consequences of common eating disorders. (HBO 2, 4 & 5)
- MEH1.8.16 Describe pro-social behaviors that help prevent violence. (HBO 2, 7 & 8)
- MEH1.8.17 Describe what it means to be a responsible person. (HBO 2 & 8)
- MEH1.8.18 Describe characteristics of a responsible family member. (HBO 2 & 8)
- MEH1.8.19 Describe examples of situations that require self control. (HBO 3, 4 & 5)
- MEH1.8.20 Describe how power and control differences in relationships can contribute to aggression and violence. (HBO 3, 5, 6 & 8)
- MEH1.8.21 Describe ways to manage interpersonal conflict nonviolently. (HBO 3, 5 & 7)
- MEH1.8.22 Explain why it is important to understand the perspectives of others in resolving interpersonal conflicts. (HBO 3 & 7)
- MEH1.8.23 Explain causes and effects of stress. (HBO 4)
- MEH1.8.24 Describe personal stressors at home, in school, and with friends. (HBO 4)

Promoting Mental and Emotional Health, Grades 6-8 continued on next page.

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

Standard 1 Students will comprehend concepts related to health promotion and disease prevention.

After implementing this curriculum, students will comprehend concepts important for establishing and maintaining behaviors that promote mental and emotional health.

Grades 6–8 Knowledge Expectations (continued): Check the box next to each mental and emotional health-related knowledge expectation addressed in the curriculum.

By the end of grade 8, students will be able to:

- MEH1.8.25 Explain positive and negative ways of dealing with stress. (HBO 4)
- MEH1.8.26 Analyze the risks of impulsive behaviors. (HBO 5)
- MEH1.8.27 Explain how the expression of emotions or feelings can help or hurt oneself and others. (HBO 5 & 6)
- MEH1.8.28 Explain why people with eating disorders need professional help. (HBO 6)
- MEH1.8.29 Examine the importance of being aware of one's own feelings and of being sensitive to the feelings of others. (HBO 6 & 8)
- MEH1.8.30 Explain how intolerance can affect others. (HBO 7)
- MEH1.8.31 Explain the benefits of living in a diverse society. (HBO 7)
- MEH1.8.32 Explain why it is wrong to tease or bully others based on personal characteristics (such as body type, gender, appearance, mannerisms, and the way one dresses or acts). (HBO 7)
- MEH1.8.33 Describe characteristics of healthy relationships. (HBO 8)
- MEH1.8.34 Explain the qualities of a healthy dating relationship. (HBO 8)
- MEH1.8.35 Differentiate healthy and unhealthy relationships. (HBO 8)

Additional Knowledge Expectations

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KNOWLEDGE EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

The curriculum addresses:

4 = all of the knowledge expectations. (100%)

3 = most of the knowledge expectations. (67-99%)

2 = some of the knowledge expectations. (34-66%)

1 = a few of the knowledge expectations. (1-33%)

0 = none of the knowledge expectations. (0)

KNOWLEDGE EXPECTATIONS COVERAGE SCORE

→

TRANSFER THIS SCORE TO THE KNOWLEDGE EXPECTATIONS LINE OF THE *OVERALL SUMMARY FORM* (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

Standard **1** Students will comprehend concepts related to health promotion and disease prevention.

After implementing this curriculum, students will comprehend concepts important for establishing and maintaining behaviors that promote mental and emotional health.

Grades 9–12 Knowledge Expectations: Check the box next to each mental and emotional health-related knowledge expectation addressed in the curriculum.

By the end of grade 12, students will be able to:

- MEH1.12.1 Analyze the interrelationship of physical, mental, emotional, social and spiritual health. (HBO 1 & 2)
- MEH1.12.2 Analyze characteristics of a mentally and emotionally healthy person. (HBO 1 & 2)
- MEH1.12.3 Analyze how mental and emotional health can affect health-related behaviors. (HBO 1, 2, 3 & 4)
- MEH1.12.4 Summarize healthy ways to express affection, love, friendship, and concern. (HBO 1, 2 & 8)
- MEH1.12.5 Summarize strategies for coping with loss and grief. (HBO 1 & 4)
- MEH1.12.6 Differentiate between a positive and negative body image. (HBO 2)
- MEH1.12.7 Analyze the causes, symptoms, and effects of depression. (HBO 2, 3, 4 & 5)
- MEH1.12.8 Analyze the causes, symptoms, and effects of anxiety. (HBO 2, 3, 4 & 5)
- MEH1.12.9 Analyze strategies for managing and reducing interpersonal conflicts. (HBO 2, 3 & 8)
- MEH1.12.10 Analyze how sharing or posting personal information electronically about self or others on social media sites (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) can negatively impact mental and emotional health. (HBO 2, 3 & 7)
- MEH1.12.11 Explain the effects of eating disorders on healthy growth and development. (HBO 2, 4, 5 & 8)
- MEH1.12.12 Summarize characteristics of someone who has self-respect and self-control. (HBO 2 & 5)
- MEH1.12.13 Analyze how pro-social behaviors can benefit overall health. (HBO 2, 7 & 8)
- MEH1.12.14 Summarize personal stressors at home, in school, and with friends. (HBO 4)
- MEH1.12.15 Explain the body's physical and psychological responses to stressful situations. (HBO 4)
- MEH1.12.16 Evaluate effective strategies for dealing with stress. (HBO 4)
- MEH1.12.17 Summarize impulsive behaviors and strategies for controlling them. (HBO 5)
- MEH1.12.18 Justify why people with eating disorders need professional help. (HBO 6)
- MEH1.12.19 Determine when to seek help for mental and emotional health problems. (HBO 6)
- MEH1.12.20 Describe personal characteristics (such as body type, gender, appearance, mannerisms, and the way one dresses or acts) that make people unique. (HBO 7)
- MEH1.12.21 Summarize the benefits of living in a diverse society. (HBO 7)

Promoting Mental and Emotional Health, Grades 9-12 continued on next page.

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

Standard 1 Students will comprehend concepts related to health promotion and disease prevention.

After implementing this curriculum, students will comprehend concepts important for establishing and maintaining behaviors that promote mental and emotional health.

Grades 9–12 Knowledge Expectations (continued): Check the box next to each mental and emotional health-related knowledge expectation addressed in the curriculum.

By grade 12, students will be able to:

- MEH1.12.22 Summarize how intolerance can affect others. (HB0 7)
- MEH1.12.23 Explain how to build and maintain healthy family and peer relationships. (HB0 8)
- MEH1.12.24 Analyze characteristics of healthy relationships. (HB0 8)
- MEH1.12.25 Summarize the qualities of a healthy dating relationship. (HB0 8)
- MEH1.12.26 Evaluate effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends. (HB0 8)

Additional Knowledge Expectations

- _____
- _____

KNOWLEDGE EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

The curriculum addresses:

4 = all of the knowledge expectations. (100%)

3 = most of the knowledge expectations. (67-99%)

2 = some of the knowledge expectations. (34-66%)

1 = a few of the knowledge expectations. (1-33%)

0 = none of the knowledge expectations. (0)

KNOWLEDGE EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO THE KNOWLEDGE EXPECTATIONS LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

This is the end of Standard 1

Notes:

Standards 2–8

The Standards 2–8 analysis will result in **two** ratings for each standard. One rating reflects the extent to which the curriculum addresses the skill expectations important to achieve selected Healthy Behavior Outcomes for mental and emotional health (HBO, page MEH-1). The second reflects the extent to which the curriculum provides opportunities for students to understand and practice the skills necessary to meet these skill expectations.

The *National Health Education Standards (NHES)* 2–8 describe the key processes and performance indicators that help students promote personal, family and community health. CDC reviewed these and other state-level indicators, analyzed the research on effective programs, and used input from experts in health education to develop a list of relevant general skill expectations for each standard.

Each standard 2–8 lists the mental and emotional health-specific skill expectations for each grade group. The mental and emotional health-specific skill expectations are based on the general skill expectations listed in *Appendix 3: HECAT Skill Expectations for Skill Standards 2–8*.

Very few topic-specific curricula address every skill expectation in every grade. Before analyzing the curriculum, determine the most appropriate skill expectations for the grade group(s) under consideration and ensure that the other skill expectations are addressed in other grades or other topics.

Add, delete, or revise skill expectations to reflect community needs and meet the curriculum requirements of the school district. However, refer to the general skill expectations listed in *Appendix 3* for guidance when considering additions, deletions or revisions. Also, review skill expectations in other health topic modules for skill expectations that could be edited and added to the skill expectations for this topic.

The skill expectations are numbered sequentially for the ease of identification and discussion. Before each skill expectation, the number represents topic abbreviation, *NHES* standard

number, grade group (last grade in that group), and expectation item number. For example, MEH3.5.1 would represent Mental and Emotional Health, standard 3, grade group 3-5, skill expectation item 1.

Directions for Standards 2–8

- Review the topic-specific skill expectations for each standard.
- Decide if any skill expectations need to be added or modified to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Look in other related topic modules for ones that might be edited and added to the list of skill expectations for this topic.
- Read the curriculum to become familiar with the content, the focus on skill learning, and the methods used to convey skill learning.
- Place a check in the box next to each skill expectation that is addressed by the curriculum and determine the *Skill Expectations Coverage Score*.
Important — a skill expectation is “addressed” if there is sufficient information provided in the curriculum for students to be able to demonstrate competency in this skill expectation. Some skill expectations might require more evidence than others.
- Complete the *Student Skill Practice Score* by checking the criteria box for each statement that applies to the curriculum. Add the total number of checks for an overall score.
- Transfer the *Skill Expectations Coverage Score* and the *Student Skill Practice Score* to the appropriate lines on the *Overall Summary Form* (Chapter 3).
- Record notes to justify scores and to inform group discussions and curriculum decisions.
- Complete a separate *Overall Summary Form* for each curriculum and grade group.

Standard 2 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on mental and emotional health behaviors.

Grades Pre-K–2 Student Skill Expectations: Check the box next to each mental and emotional health-related skill expectation addressed in the curriculum.

By grade 2, students will be able to:

- MEH2.2.1 Identify relevant influences of family on mental and emotional health practices and behaviors.
- MEH2.2.2 Identify relevant influences of school on mental and emotional health practices and behaviors.
- MEH2.2.3 Identify relevant influences of media and technology on mental and emotional health practices and behaviors.
- MEH2.2.4 Describe positive influences on mental and emotional health practices and behaviors.
- MEH2.2.5 Describe negative influences on mental and emotional health practices and behaviors.

Additional Skill Expectations

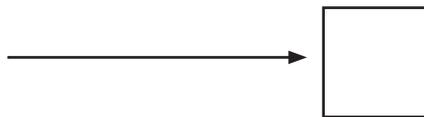
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SKILL EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the skill expectations.** (100%)
- 3 = most of the skill expectations.** (67-99%)
- 2 = some of the skill expectations.** (34-66%)
- 1 = a few of the skill expectations.** (1-33%)
- 0 = none of the skill expectations.** (0)

SKILL EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO STANDARD 2: ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

Standard 2 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on mental and emotional health behaviors.

Grades Pre-K–2 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the skills needed to meet this standard . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the skills needed to meet this standard . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>
Student Skill Practice Score (total number of checks) →	<input style="width: 50px; height: 50px;" type="text"/>

**TRANSFER THIS SCORE TO STANDARD 2:
ANALYZING INFLUENCES (STUDENT SKILL
PRACTICE) LINE OF THE OVERALL SUMMARY
FORM (CHAP. 3).**

Notes:

Standard 2 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on mental and emotional health behaviors.

Grades 3–5 Student Skill Expectations: Check the box next to each mental and emotional health-related skill expectation addressed in the curriculum.

By grade 5, students will be able to:

- MEH2.5.1 Identify relevant influences of culture on mental and emotional health practices and behaviors.
- MEH2.5.2 Identify relevant influences of peers on mental emotional health practices and behaviors.
- MEH2.5.3 Identify relevant influences of community on mental and emotional health practices and behaviors.
- MEH2.5.4 Describe how relevant influences of family and culture affect mental and emotional health practices and behaviors.
- MEH2.5.5 Describe how relevant influences of school and community affect mental and emotional health practices and behaviors.
- MEH2.5.6 Describe how relevant influences of media and technology affect mental and emotional health practices and behaviors.
- MEH2.5.7 Describe how relevant influences of peers affect mental and emotional health practices and behaviors.

Additional Skill Expectations

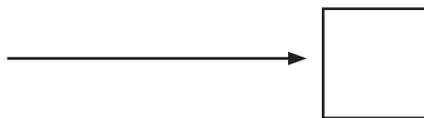
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- _____

SKILL EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the skill expectations.** (100%)
- 3 = most of the skill expectations.** (67-99%)
- 2 = some of the skill expectations.** (34-66%)
- 1 = a few of the skill expectations.** (1-33%)
- 0 = none of the skill expectations.** (0)

SKILL EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO STANDARD 2: ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

Standard 2 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on mental and emotional health behaviors.

Grades 3–5 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the skills needed to meet this standard . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the skills needed to meet this standard . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score (total number of checks)



**TRANSFER THIS SCORE TO STANDARD 2:
ANALYZING INFLUENCES (STUDENT SKILL
PRACTICE) LINE OF THE OVERALL SUMMARY
FORM (CHAP. 3).**

Notes:

Standard 2 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on mental and emotional health behaviors.

Grades 6–8 Student Skill Expectations: Check the box next to each mental and emotional health-related skill expectation addressed in the curriculum.

By grade 8, students will be able to:

- MEH2.8.1 Explain the influence of school rules and community laws on mental and emotional health practices and behaviors.
- MEH2.8.2 Explain how perceptions of norms influence healthy and unhealthy mental health practices and behaviors.
- MEH2.8.3 Explain how social expectations influence healthy and unhealthy mental and emotional health practices and behaviors.
- MEH2.8.4 Explain how personal values and beliefs influence personal mental and emotional health practices and behaviors.
- MEH2.8.5 Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy mental and emotional health behaviors (e.g., how using alcohol and other drugs increase the risk of suicide and self-injury).
- MEH2.8.6 Analyze how relevant influences of family and culture affect mental and emotional health practices and behaviors.
- MEH2.8.7 Analyze how relevant influences of school and community affect mental and emotional health practices and behaviors.
- MEH2.8.8 Analyze how relevant influences of media and technology affect mental and emotional health practices and behaviors.
- MEH2.8.9 Analyze how relevant influences of peers affect mental and emotional health practices and behaviors.

Additional Skill Expectations

- _____
- _____

SKILL EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the skill expectations.** (100%)
- 3 = most of the skill expectations.** (67-99%)
- 2 = some of the skill expectations.** (34-66%)
- 1 = a few of the skill expectations.** (1-33%)
- 0 = none of the skill expectations.** (0)

SKILL EXPECTATIONS COVERAGE SCORE

→

TRANSFER THIS SCORE TO STANDARD 2: ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

Standard 2 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on mental and emotional health behaviors.

Grades 6–8 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the skills needed to meet this standard . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the skills needed to meet this standard . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score (total number of checks)



**TRANSFER THIS SCORE TO STANDARD 2:
ANALYZING INFLUENCES (STUDENT SKILL
PRACTICE) LINE OF THE OVERALL SUMMARY
FORM (CHAP. 3).**

Notes:

Standard 2 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on mental and emotional health behaviors.

Grades 9–12 Student Skill Expectations: Check the box next to each mental and emotional health-related skill expectation addressed in the curriculum.

By grade 12, students will be able to:

- MEH2.12.1 Explain the influences of public health policies on mental and emotional health practices and behaviors.
- MEH2.12.2 Analyze how culture supports and challenges mental and emotional health beliefs, practices and behaviors.
- MEH2.12.3 Analyze how peers and perceptions of norms influence healthy and unhealthy mental and emotional health behaviors.
- MEH2.12.4 Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy mental and emotional health behaviors.
- MEH2.12.5 Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy mental and emotional health behaviors (e.g., how using alcohol and other drugs increase the risk of suicide and self-injury).
- MEH2.12.6 Analyze how laws, rules, and regulations influence mental and emotional health promotion and disease prevention.
- MEH2.12.7 Analyze how school and community affect mental and emotional health practices and behaviors.
- MEH2.12.8 Analyze the effect of media and technology on personal, family, and community mental and emotional health.
- MEH2.12.9 Differentiate the relevant influences, including family, culture, peers, school, community, media, technology, and public health policies, on mental and emotional health practices and behaviors.
- MEH2.12.10 Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support mental and emotional health for oneself and others.

Additional Skill Expectations

- _____
- _____

SKILL EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the skill expectations.** (100%)
- 3 = most of the skill expectations.** (67-99%)
- 2 = some of the skill expectations.** (34-66%)
- 1 = a few of the skill expectations.** (1-33%)
- 0 = none of the skill expectations.** (0)

SKILL EXPECTATIONS COVERAGE SCORE

→

TRANSFER THIS SCORE TO STANDARD 2: ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

Standard 2 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on mental and emotional health behaviors.

Grades 9–12 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the skills needed to meet this standard . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the skills needed to meet this standard . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score (total number of checks)



**TRANSFER THIS SCORE TO STANDARD 2:
ANALYZING INFLUENCES (STUDENT SKILL
PRACTICE) LINE OF THE OVERALL SUMMARY
FORM (CHAP. 3).**

Notes:

Standard 3 Students will demonstrate the ability to access valid information, products, and services to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain behaviors that promote mental and emotional health.

Grades Pre-K–2 Student Skill Expectations: Check the box next to each mental and emotional health-related skill expectation addressed in the curriculum.

By grade 2, students will be able to:

- MEH3.2.1 Identify trusted adults at home who can help promote mental and emotional health.
- MEH3.2.2 Identify trusted adults and professionals in school who can help promote mental and emotional health (e.g., school nurse, school counselor).
- MEH3.2.3 Identify trusted adults and professionals in the community who can help promote mental and emotional health (e.g., counselors, social workers, healthcare providers).
- MEH3.2.4 Explain how to locate school health helpers who can help with mental and emotional health (e.g., school nurse, school counselor).
- MEH3.2.5 Explain how to locate community health helpers who can help promote mental and emotional health (e.g., counselors, healthcare providers).
- MEH3.2.6 Demonstrate how to locate school health helpers to enhance mental and emotional health.

Additional Skill Expectations

- _____
- _____

SKILL EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the skill expectations.** (100%)
- 3 = most of the skill expectations.** (67-99%)
- 2 = some of the skill expectations.** (34-66%)
- 1 = a few of the skill expectations.** (1-33%)
- 0 = none of the skill expectations.** (0)

SKILL EXPECTATIONS COVERAGE SCORE

→

TRANSFER THIS SCORE TO STANDARD 3: ACCESSING VALID INFORMATION (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

The use of “valid,” in the context of these skill expectations does not imply statistical rigor. Valid means accurate, legitimate, authoritative, and authentic health information, health products, and health services.

Standard **3** Students will demonstrate the ability to access valid information, products, and services to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain behaviors that promote mental and emotional health.

Grades Pre-K–2 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the skills needed to meet this standard . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the skills needed to meet this standard . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score (total number of checks) →

**TRANSFER THIS SCORE TO STANDARD 3:
ACCESSING VALID INFORMATION (STUDENT
SKILL PRACTICE) LINE OF THE OVERALL
SUMMARY FORM (CHAP. 3).**

Notes:

Standard **3** Students will demonstrate the ability to access valid information, products, and services to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain behaviors that promote mental and emotional health.

Grades 3–5 Student Skill Expectations: Check the box next to each mental and emotional health-related skill expectation addressed in the curriculum.

By grade 5, students will be able to:

- MEH3.5.1 Describe characteristics of accurate mental and emotional health information.
- MEH3.5.2 Describe characteristics of appropriate and reliable mental and emotional health products.
- MEH3.5.3 Describe characteristics of appropriate and trustworthy mental and emotional health services.
- MEH3.5.4 Demonstrate how to locate sources of accurate mental and emotional health information.

Additional Skill Expectations

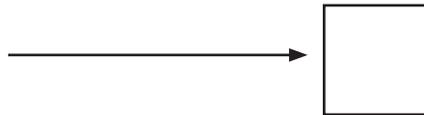
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SKILL EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the skill expectations.** (100%)
- 3 = most of the skill expectations.** (67-99%)
- 2 = some of the skill expectations.** (34-66%)
- 1 = a few of the skill expectations.** (1-33%)
- 0 = none of the skill expectations.** (0)

SKILL EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO STANDARD 3: ACCESSING VALID INFORMATION (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

The use of “valid” and “reliable,” in the context of these skill expectations does not imply statistical rigor. Valid means accurate, legitimate, authoritative, and authentic health information, health products, and health services. Reliable means trustworthy, dependable, and appropriate information, products, and services.

Standard **3** Students will demonstrate the ability to access valid information, products, and services to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain behaviors that promote mental and emotional health.

Grades 3–5 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the skills needed to meet this standard . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the skills needed to meet this standard . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score (total number of checks)



**TRANSFER THIS SCORE TO STANDARD 3:
ACCESSING VALID INFORMATION (STUDENT
SKILL PRACTICE) LINE OF THE OVERALL
SUMMARY FORM (CHAP. 3).**

Notes:

Standard **3** Students will demonstrate the ability to access valid information, products, and services to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain behaviors that promote mental and emotional health.

Grades 6–8 Student Skill Expectations: Check the box next to each mental and emotional health-related skill expectation addressed in the curriculum.

By grade 8, students will be able to:

- MEH3.8.1 Analyze the validity and reliability of mental and emotional health information.
- MEH3.8.2 Analyze the validity and reliability of mental and emotional health products.
- MEH3.8.3 Analyze the validity and reliability of mental and emotional health services.
- MEH3.8.4 Describe situations that call for professional mental and emotional health services.
- MEH3.8.5 Determine the availability of valid and reliable mental and emotional health products.
- MEH3.8.6 Access valid and reliable mental and emotional health information from home, school or community.
- MEH3.8.7 Locate valid and reliable mental and emotional health products.
- MEH3.8.8 Locate valid and reliable mental and emotional health services.

Additional Skill Expectations

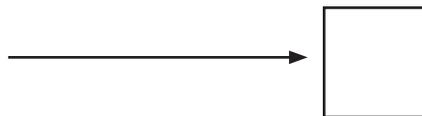
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SKILL EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the skill expectations.** (100%)
- 3 = most of the skill expectations.** (67-99%)
- 2 = some of the skill expectations.** (34-66%)
- 1 = a few of the skill expectations.** (1-33%)
- 0 = none of the skill expectations.** (0)

SKILL EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO STANDARD 3: ACCESSING VALID INFORMATION (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

The use of “valid” and “reliable,” in the context of these skill expectations does not imply statistical rigor. Valid means accurate, legitimate, authoritative, and authentic health information, health products, and health services. Reliable means trustworthy, dependable, and appropriate information, products, and services.

Standard **3** Students will demonstrate the ability to access valid information, products, and services to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain behaviors that promote mental and emotional health.

Grades 6–8 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the skills needed to meet this standard . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the skills needed to meet this standard . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score (total number of checks)



**TRANSFER THIS SCORE TO STANDARD 3:
ACCESSING VALID INFORMATION (STUDENT
SKILL PRACTICE) LINE OF THE OVERALL
SUMMARY FORM (CHAP. 3).**

Notes:

Standard **3** Students will demonstrate the ability to access valid information, products, and services to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain behaviors that promote mental and emotional health.

Grades 9–12 Student Skill Expectations: Check the box next to each mental and emotional health-related skill expectation addressed in the curriculum.

By grade 12, students will be able to:

- MEH3.12.1 Evaluate the validity and reliability of mental and emotional health information.
- MEH3.12.2 Evaluate the validity and reliability of mental and emotional health products.
- MEH3.12.3 Evaluate the validity and reliability of mental and emotional health services.
- MEH3.12.4 Determine the accessibility of valid and reliable mental and emotional health products.
- MEH3.12.5 Determine when professional mental and emotional health services may be required.
- MEH3.12.6 Determine the accessibility of valid and reliable mental and emotional health services.
- MEH3.12.7 Use resources that provide valid and reliable mental and emotional health information.
- MEH3.12.8 Use valid and reliable mental and emotional health products.
- MEH3.12.9 Use valid and reliable mental and emotional health services.

Additional Skill Expectations

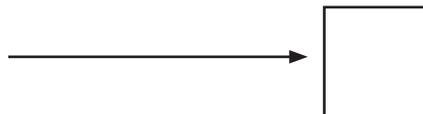
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SKILL EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the skill expectations.** (100%)
- 3 = most of the skill expectations.** (67-99%)
- 2 = some of the skill expectations.** (34-66%)
- 1 = a few of the skill expectations.** (1-33%)
- 0 = none of the skill expectations.** (0)

SKILL EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO STANDARD 3: ACCESSING VALID INFORMATION (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

The use of “valid” and “reliable,” in the context of these skill expectations does not imply statistical rigor. Valid means accurate, legitimate, authoritative, and authentic health information, health products, and health services. Reliable means trustworthy, dependable, and appropriate information, products, and services.

Standard **3** Students will demonstrate the ability to access valid information, products, and services to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain behaviors that promote mental and emotional health.

Grades 9–12 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the skills needed to meet this standard . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the skills needed to meet this standard . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score (total number of checks)



**TRANSFER THIS SCORE TO STANDARD 3:
ACCESSING VALID INFORMATION (STUDENT
SKILL PRACTICE) LINE OF THE OVERALL
SUMMARY FORM (CHAP. 3).**

Notes:

Standard **4** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

After implementing this curriculum, students will be able to use interpersonal communication skills to enhance mental and emotional health.

Grades Pre-K–2 Student Skill Expectations: Check the box next to each mental and emotional health-related skill expectation addressed in the curriculum.

By grade 2, students will be able to:

- MEH4.2.1 Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.
- MEH4.2.2 Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback.
- MEH4.2.3 Demonstrate effective refusal skills to avoid participating in emotionally unhealthy behaviors.
- MEH4.2.4 Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.
- MEH4.2.5 Describe how to effectively communicate care and concern for others.

Additional Skill Expectations

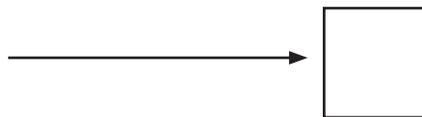
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SKILL EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the skill expectations.** (100%)
- 3 = most of the skill expectations.** (67-99%)
- 2 = some of the skill expectations.** (34-66%)
- 1 = a few of the skill expectations.** (1-33%)
- 0 = none of the skill expectations.** (0)

SKILL EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO STANDARD 4: COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

Standard 4 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

After implementing this curriculum, students will be able to use interpersonal communication skills to enhance mental and emotional health.

Grades Pre-K–2 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the skills needed to meet this standard . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the skills needed to meet this standard . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score (total number of checks)



**TRANSFER THIS SCORE TO STANDARD 4:
COMMUNICATION SKILLS (STUDENT SKILL
PRACTICE) LINE OF THE OVERALL SUMMARY
FORM (CHAP. 3).**

Notes:

Standard 4 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

After implementing this curriculum, students will be able to use interpersonal communication skills to enhance mental and emotional health.

Grades 3–5 Student Skill Expectations: Check the box next to each mental and emotional health-related skill expectation addressed in the curriculum.

By grade 5, students will be able to:

- MEH4.5.1 Demonstrate effective verbal and nonverbal communication skills.
- MEH4.5.2 Explain how to be empathetic and compassionate toward others.
- MEH4.5.3 Demonstrate effective peer resistance skills to avoid or reduce mental and emotional health risk.
- MEH4.5.4 Demonstrate healthy ways to manage or resolve interpersonal conflict.
- MEH4.5.5 Demonstrate how to effectively ask for help to improve personal mental and emotional health.
- MEH4.5.6 Demonstrate how to effectively communicate support for others.

Additional Skill Expectations

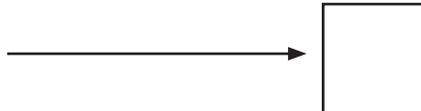
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SKILL EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the skill expectations.** (100%)
- 3 = most of the skill expectations.** (67-99%)
- 2 = some of the skill expectations.** (34-66%)
- 1 = a few of the skill expectations.** (1-33%)
- 0 = none of the skill expectations.** (0)

SKILL EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO STANDARD 4: COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

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Standard 4 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

After implementing this curriculum, students will be able to use interpersonal communication skills to enhance mental and emotional health.

Grades 3–5 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the skills needed to meet this standard . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the skills needed to meet this standard . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score (total number of checks)



**TRANSFER THIS SCORE TO STANDARD 4:
COMMUNICATION SKILLS (STUDENT SKILL
PRACTICE) LINE OF THE OVERALL SUMMARY
FORM (CHAP. 3).**

Notes:

Standard 4 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

After implementing this curriculum, students will be able to use interpersonal communication skills to enhance mental and emotional health.

Grades 6–8 Student Skill Expectations: Check the box next to each mental and emotional health-related skill expectation addressed in the curriculum.

By grade 8, students will be able to:

- MEH4.8.1 Demonstrate the effective use of verbal and nonverbal communication skills to enhance mental and emotional health.
- MEH4.8.2 Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to prevent interpersonal conflict.
- MEH4.8.3 Demonstrate effective peer resistance skills to avoid or reduce mental and emotional health risks.
- MEH4.8.4 Demonstrate effective negotiation skills to avoid or reduce mental and emotional health risk.
- MEH4.8.5 Demonstrate healthy ways to manage or resolve interpersonal conflict.
- MEH4.8.6 Demonstrate how to effectively ask for assistance to improve personal mental and emotional health.
- MEH4.8.7 Demonstrate how to effectively communicate empathy and support for others.

Additional Skill Expectations

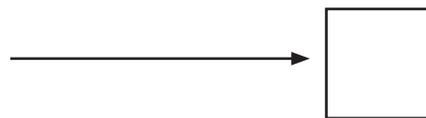
- _____
- _____

SKILL EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the skill expectations.** (100%)
- 3 = most of the skill expectations.** (67-99%)
- 2 = some of the skill expectations.** (34-66%)
- 1 = a few of the skill expectations.** (1-33%)
- 0 = none of the skill expectations.** (0)

SKILL EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO STANDARD 4: COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

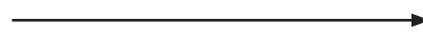
Standard 4 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

After implementing this curriculum, students will be able to use interpersonal communication skills to enhance mental and emotional health.

Grades 6–8 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the skills needed to meet this standard . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the skills needed to meet this standard . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score (total number of checks)



**TRANSFER THIS SCORE TO STANDARD 4:
COMMUNICATION SKILLS (STUDENT SKILL
PRACTICE) LINE OF THE OVERALL SUMMARY
FORM (CHAP. 3).**

Notes:

Standard 4 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

After implementing this curriculum, students will be able to use interpersonal communication skills to enhance mental and emotional health.

Grades 9–12 Student Skill Expectations: Check the box next to each mental and emotional health-related skill expectation addressed in the curriculum.

By grade 12, students will be able to:

- MEH4.12.1 Demonstrate effective communication skills to enhance mental and emotional health.
- MEH4.12.2 Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to prevent interpersonal conflict.
- MEH4.12.3 Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in mentally and emotionally unhealthy behaviors.
- MEH4.12.4 Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict.
- MEH4.12.5 Demonstrate how to effectively ask for assistance to improve personal mental and emotional health.
- MEH4.12.6 Demonstrate how to effectively offer assistance to improve the mental and emotional health of others.

Additional Skill Expectations

- _____
- _____

SKILL EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the skill expectations.** (100%)
- 3 = most of the skill expectations.** (67-99%)
- 2 = some of the skill expectations.** (34-66%)
- 1 = a few of the skill expectations.** (1-33%)
- 0 = none of the skill expectations.** (0)

SKILL EXPECTATIONS COVERAGE SCORE

→

TRANSFER THIS SCORE TO STANDARD 4: COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

Standard 4 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

After implementing this curriculum, students will be able to use interpersonal communication skills to enhance mental and emotional health.

Grades 9–12 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the skills needed to meet this standard . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the skills needed to meet this standard . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score (total number of checks)



**TRANSFER THIS SCORE TO STANDARD 4:
COMMUNICATION SKILLS (STUDENT SKILL
PRACTICE) LINE OF THE OVERALL SUMMARY
FORM (CHAP. 3).**

Notes:

Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to promote mental and emotional health.

Grades Pre-K–2 Student Skill Expectations: Check the box next to each mental and emotional health-related skill expectation addressed in the curriculum.

By grade 2, students will be able to:

- MEH5.2.1 Identify situations which need a decision related to mental and emotional health (e.g., dealing with interpersonal conflict, managing anger).
- MEH5.2.2 Describe how family, peers or media influence a decision related to mental and emotional health.
- MEH5.2.3 Explain the potential positive and negative outcomes from decisions related to mental and emotional health (e.g., dealing with interpersonal conflict, managing anger).
- MEH5.2.4 Describe when help is needed and when it is not needed to make a mentally- and emotionally-healthy decision (e.g., dealing with interpersonal conflict, managing anger).

Additional Skill Expectations

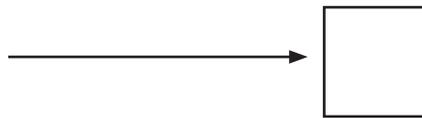
- _____
- _____

SKILL EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the skill expectations.** (100%)
- 3 = most of the skill expectations.** (67-99%)
- 2 = some of the skill expectations.** (34-66%)
- 1 = a few of the skill expectations.** (1-33%)
- 0 = none of the skill expectations.** (0)

SKILL EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to promote mental and emotional health.

Grades Pre-K–2 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the skills needed to meet this standard . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the skills needed to meet this standard . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>
Student Skill Practice Score (total number of checks)	

TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING (STUDENT SKILL LEARNING) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to promote mental and emotional health.

Grades 3–5 Student Skill Expectations: Check the box next to each mental and emotional health-related skill expectation addressed in the curriculum.

By grade 5, students will be able to:

- MEH5.5.1 Identify situations which need a decision related to mental and emotional health (e.g., dealing with interpersonal conflict, managing emotional stress).
- MEH5.5.2 Decide when help is needed and when it is not needed to make a decision related to mental and emotional health (e.g., dealing with interpersonal conflict, managing emotional stress).
- MEH5.5.3 Explain how family, culture, peers or media influence a decision related to mental and emotional health (e.g., dealing with interpersonal conflict, managing emotional stress).
- MEH5.5.4 Identify options and their potential outcomes when making a decision related to mental and emotional health (e.g., dealing with interpersonal conflict, managing emotional stress).
- MEH5.5.5 Choose a healthy option when making a decision related to mental and emotional health.
- MEH5.5.6 Describe the final outcome of a decision related to mental and emotional health.

Additional Skill Expectations

- _____
- _____

SKILL EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the skill expectations.** (100%)
- 3 = most of the skill expectations.** (67-99%)
- 2 = some of the skill expectations.** (34-66%)
- 1 = a few of the skill expectations.** (1-33%)
- 0 = none of the skill expectations.** (0)

SKILL EXPECTATIONS COVERAGE SCORE

→

TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to promote mental and emotional health.

Grades 3–5 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the skills needed to meet this standard . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the skills needed to meet this standard . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score (total number of checks)



TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to promote mental and emotional health.

Grades 6–8 Student Skill Expectations: Check the box next to each mental and emotional health-related skill expectation addressed in the curriculum.

By grade 8, students will be able to:

- MEH5.8.1 Identify circumstances that help or hinder making a healthy decision related to mental and emotional health.
- MEH5.8.2 Determine when situations require a decision related to mental and emotional health (e.g., dealing with interpersonal conflict, managing emotional stress).
- MEH5.8.3 Distinguish when decisions about a mental or emotional health problem should be made individually or with the help of others.
- MEH5.8.4 Explain how family, culture, media, peers, and personal beliefs affect a mental or emotional health-related decision (e.g., dealing with interpersonal conflict, acceptance of differences in others).
- MEH5.8.5 Distinguish between healthy and unhealthy alternatives of a mental and emotional health-related decision.
- MEH5.8.6 Predict the potential outcomes of healthy and unhealthy alternatives of a mental and emotional health-related decision (e.g., response when angry, dealing with interpersonal conflict).
- MEH5.8.7 Choose a healthy alternative when making a decision related to mental and emotional health.
- MEH5.8.8 Analyze the effectiveness of a final outcome of a mental and emotional health-related decision (e.g., response when angry, dealing with interpersonal conflict).

Additional Skill Expectations

- _____
- _____

SKILL EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the skill expectations.** (100%)
- 3 = most of the skill expectations.** (67-99%)
- 2 = some of the skill expectations.** (34-66%)
- 1 = a few of the skill expectations.** (1-33%)
- 0 = none of the skill expectations.** (0)

SKILL EXPECTATIONS COVERAGE SCORE

→

**TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING
(SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL
SUMMARY FORM (CHAP. 3).**

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to promote mental and emotional health.

Grades 6–8 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the skills needed to meet this standard . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the skills needed to meet this standard . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>
Student Skill Practice Score (total number of checks) →	<input style="width: 50px; height: 50px;" type="text"/>

TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to promote mental and emotional health.

Grades 9–12 Student Skill Expectations: Check the box next to each mental and emotional health-related skill expectation addressed in the curriculum.

By grade 12, students will be able to:

- MEH5.12.1 Examine barriers to making a healthy decision related to mental and emotional health (e.g., dealing with interpersonal conflict, managing emotional stress).
- MEH5.12.2 Determine the value of applying thoughtful decision making regarding a mental and emotional health problem.
- MEH5.12.3 Justify when individual or collaborative decision making is appropriate regarding an emotional or mental health problem.
- MEH5.12.4 Analyze how family, culture, media, peers, and personal beliefs affect a mental or emotional health-related decision (e.g., dealing with interpersonal conflict, managing emotional stress).
- MEH5.12.5 Generate alternatives when making a mental and emotional health-related decision.
- MEH5.12.6 Predict potential short-term and long-term consequences of alternatives to mental and emotional health-related decisions (e.g., to seek or not seek help).
- MEH5.12.7 Choose a healthy alternative when making a mental and emotional health-related decision.
- MEH5.12.8 Evaluate the effectiveness of mental and emotional health-related decisions.

Additional Skill Expectations

- _____
- _____

SKILL EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the skill expectations.** (100%)
- 3 = most of the skill expectations.** (67-99%)
- 2 = some of the skill expectations.** (34-66%)
- 1 = a few of the skill expectations.** (1-33%)
- 0 = none of the skill expectations.** (0)

SKILL EXPECTATIONS COVERAGE SCORE

→

**TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING
(SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL
SUMMARY FORM (CHAP. 3).**

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to promote mental and emotional health.

Grades 9–12 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,

Criteria met

1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.
2. The curriculum provides at least one opportunity or activity for students to practice the **skills needed to meet this standard**.
(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)
3. The curriculum provides two or more opportunities or activities for students to practice the **skills needed to meet this standard**.
(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.

Student Skill Practice Score (total number of checks)



TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Standard **6** Students will demonstrate the ability to use goal-setting skills to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to mental and emotional health, take steps to achieve these goals, and monitor their progress in achieving them.

Grades Pre-K–2 Student Skill Expectations: Check the box next to each mental and emotional health-related skill expectation addressed in the curriculum.

By grade 2, students will be able to:

- MEH6.2.1 Identify a realistic personal short-term goal to improve or maintain positive mental and emotional health.
- MEH6.2.2 Take steps to achieve the goal to improve or maintain positive mental and emotional health.
- MEH6.2.3 Identify people who can help achieve a goal to improve or maintain positive mental and emotional health.

Additional Skill Expectations

- _____
- _____

SKILL EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the skill expectations.** (100%)
- 3 = most of the skill expectations.** (67-99%)
- 2 = some of the skill expectations.** (34-66%)
- 1 = a few of the skill expectations.** (1-33%)
- 0 = none of the skill expectations.** (0)

SKILL EXPECTATIONS COVERAGE SCORE

→

TRANSFER THIS SCORE TO STANDARD 6: GOAL SETTING (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

Standard **6** Students will demonstrate the ability to use goal-setting skills to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to mental and emotional health, take steps to achieve these goals, and monitor their progress in achieving them.

Grades Pre-K–2 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the skills needed to meet this standard . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the skills needed to meet this standard . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score (total number of checks)



TRANSFER THIS SCORE TO STANDARD 6: GOAL SETTING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Standard **6** Students will demonstrate the ability to use goal-setting skills to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to mental and emotional health, take steps to achieve these goals, and monitor their progress in achieving them.

Grades 3–5 Student Skill Expectations: Check the box next to each mental and emotional health-related skill expectation addressed in the curriculum.

By grade 5, students will be able to:

- MEH6.5.1 Set a realistic goal to improve or maintain positive mental and emotional health.
- MEH6.5.2 Track progress to achieving the goal to improve or maintain positive mental and emotional health.
- MEH6.5.3 Identify resources that can help achieve a goal to improve or maintain positive mental and emotional health.

Additional Skill Expectations

- _____
- _____

SKILL EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the skill expectations.** (100%)
- 3 = most of the skill expectations.** (67-99%)
- 2 = some of the skill expectations.** (34-66%)
- 1 = a few of the skill expectations.** (1-33%)
- 0 = none of the skill expectations.** (0)

SKILL EXPECTATIONS COVERAGE SCORE

→

TRANSFER THIS SCORE TO STANDARD 6: GOAL SETTING (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

Standard **6** Students will demonstrate the ability to use goal-setting skills to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to mental and emotional health, take steps to achieve these goals, and monitor their progress in achieving them.

Grades 3–5 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the skills needed to meet this standard . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the skills needed to meet this standard . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score (total number of checks)



TRANSFER THIS SCORE TO STANDARD 6: GOAL SETTING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Standard **6** Students will demonstrate the ability to use goal-setting skills to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to mental and emotional health, take steps to achieve these goals, and monitor their progress in achieving them.

Grades 6–8 Student Skill Expectations: Check the box next to each mental and emotional health-related skill expectation addressed in the curriculum.

By grade 8, students will be able to:

- MEH6.8.1 Assess personal mental and emotional health practices.
- MEH6.8.2 Set a realistic goal to improve or maintain positive mental and emotional health.
- MEH6.8.3 Assess the barriers to achieving a goal to improve or maintain positive mental and emotional health.
- MEH6.8.4 Apply strategies to overcome barriers to achieving a goal to improve or maintain positive mental and emotional health.
- MEH6.8.5 Use strategies and skills to achieve a goal to improve or maintain positive mental and emotional health.

Additional Skill Expectations

- _____
- _____

SKILL EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the skill expectations.** (100%)
- 3 = most of the skill expectations.** (67-99%)
- 2 = some of the skill expectations.** (34-66%)
- 1 = a few of the skill expectations.** (1-33%)
- 0 = none of the skill expectations.** (0)

SKILL EXPECTATIONS COVERAGE SCORE

→

TRANSFER THIS SCORE TO STANDARD 6: GOAL SETTING (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

Standard **6** Students will demonstrate the ability to use goal-setting skills to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to mental and emotional health, take steps to achieve these goals, and monitor their progress in achieving them.

Grades 6–8 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the skills needed to meet this standard . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the skills needed to meet this standard . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score (total number of checks)



TRANSFER THIS SCORE TO STANDARD 6: GOAL SETTING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Standard 6 Students will demonstrate the ability to use goal-setting skills to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to mental and emotional health, take steps to achieve these goals, and monitor their progress in achieving them.

Grades 9–12 Student Skill Expectations: Check the box next to each mental and emotional health-related skill expectation addressed in the curriculum.

By grade 12, students will be able to:

- MEH6.12.1 Assess personal mental and emotional health practices and behaviors.
- MEH6.12.2 Set a realistic personal goal to improve or maintain positive emotional health.
- MEH6.12.3 Assess the barriers to achieve a goal to improve or maintain positive emotional health.
- MEH6.12.4 Develop a plan to achieving a goal to improve or maintain positive emotional health.
- MEH6.12.5 Implement strategies, including self monitoring, to achieve a personal mental and emotional health goal.
- MEH6.12.6 Use strategies to overcome barriers to achieving a goal to improve or maintain positive mental and emotional health.
- MEH6.12.7 Formulate an effective long-term personal health plan to achieve a goal to improve or maintain positive mental and emotional health.

Additional Skill Expectations

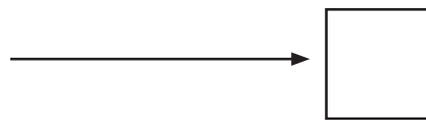
- _____
- _____

SKILL EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the skill expectations.** (100%)
- 3 = most of the skill expectations.** (67-99%)
- 2 = some of the skill expectations.** (34-66%)
- 1 = a few of the skill expectations.** (1-33%)
- 0 = none of the skill expectations.** (0)

SKILL EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO STANDARD 6: GOAL SETTING (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

Standard **6** Students will demonstrate the ability to use goal-setting skills to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to mental and emotional health, take steps to achieve these goals, and monitor their progress in achieving them.

Grades 9–12 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the skills needed to meet this standard . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the skills needed to meet this standard . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score (total number of checks)



TRANSFER THIS SCORE TO STANDARD 6: GOAL SETTING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Standard **7** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain positive mental and emotional health.

Grades Pre-K–2 Student Skill Expectations: Check the box next to each mental and emotional health-related skill expectation addressed in the curriculum.

By grade 2, students will be able to:

- MEH7.2.1 Identify mental and emotional health practices that reduce or prevent health risks.
- MEH7.2.2 Demonstrate healthy mental and emotional health practices.
- MEH7.2.3 Make a commitment to practice healthy mental and emotional health behaviors.

Additional Skill Expectations

- _____
- _____

SKILL EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the skill expectations.** (100%)
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- 1 = a few of the skill expectations.** (1-33%)
- 0 = none of the skill expectations.** (0)

SKILL EXPECTATIONS COVERAGE SCORE

→

TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE) LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

Standard **7** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain positive mental and emotional health.

Grades Pre-K–2 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the skills needed to meet this standard . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the skills needed to meet this standard . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score (total number of checks)



**TRANSFER THIS SCORE TO STANDARD 7:
PRACTICING HEALTHY BEHAVIORS (STUDENT
SKILL PRACTICE) LINE OF THE OVERALL
SUMMARY FORM (CHAP. 3).**

Notes:

Standard **7** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain positive mental and emotional health.

Grades 3–5 Student Skill Expectations: Check the box next to each mental and emotional health-related skill expectation addressed in the curriculum.

By grade 5, students will be able to:

- MEH7.5.1 Describe mental and emotional practices and behaviors that reduce or prevent health risks.
- MEH7.5.2 Demonstrate healthy mental and emotional health practices and behaviors.
- MEH7.5.3 Make a commitment to practice healthy mental and emotional health behaviors.

Additional Skill Expectations

- _____
- _____

SKILL EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

The curriculum addresses:

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SKILL EXPECTATIONS COVERAGE SCORE

→

TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE) LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

Standard **7** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain positive mental and emotional health.

Grades 3–5 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the skills needed to meet this standard . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the skills needed to meet this standard . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score (total number of checks)



**TRANSFER THIS SCORE TO STANDARD 7:
PRACTICING HEALTHY BEHAVIORS (STUDENT
SKILL PRACTICE) LINE OF THE OVERALL
SUMMARY FORM (CHAP. 3).**

Notes:

Standard **7** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain positive mental and emotional health.

Grades 6–8 Student Skill Expectations: Check the box next to each mental and emotional health-related skill expectation addressed in the curriculum.

By grade 8, students will be able to:

- MEH7.8.1 Explain the importance of being responsible for personal mental and emotional health behaviors.
- MEH7.8.2 Analyze personal mental and emotional health practices and behaviors that reduce or prevent health risks.
- MEH7.8.3 Demonstrate healthy mental and emotional health practices and behaviors to improve the health of oneself and others.
- MEH7.8.4 Make a commitment to practice healthy mental and emotional health behaviors.

Additional Skill Expectations

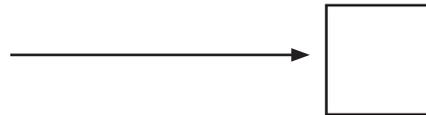
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The curriculum addresses:

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SKILL EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

Standard **7** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain positive mental and emotional health.

Grades 6–8 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the skills needed to meet this standard . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the skills needed to meet this standard . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score (total number of checks)



**TRANSFER THIS SCORE TO STANDARD 7:
PRACTICING HEALTHY BEHAVIORS (STUDENT
SKILL PRACTICE) LINE OF THE OVERALL
SUMMARY FORM (CHAP. 3).**

Notes:

Standard 7 Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain positive mental and emotional health.

Grades 9–12 Student Skill Expectations: Check the box next to each mental and emotional health-related skill expectation addressed in the curriculum.

By grade 12, students will be able to:

- MEH7.12.1 Analyze the role of individual responsibility in enhancing personal mental and emotional health.
- MEH7.12.2 Evaluate personal mental and emotional health practices that reduce or prevent health risks.
- MEH7.12.3 Demonstrate healthy mental and emotional health practices and behaviors to improve the health of oneself and others.
- MEH7.12.4 Make a commitment to practice healthy mental and emotional health behaviors.

Additional Skill Expectations

- _____
- _____

SKILL EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the skill expectations.** (100%)
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SKILL EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

Standard **7** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain positive mental and emotional health.

Grades 9–12 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the skills needed to meet this standard . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the skills needed to meet this standard . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>
Student Skill Practice Score (total number of checks) →	<input style="width: 50px; height: 50px;" type="text"/>

**TRANSFER THIS SCORE TO STANDARD 7:
PRACTICING HEALTHY BEHAVIORS (STUDENT
SKILL PRACTICE) LINE OF THE OVERALL
SUMMARY FORM (CHAP. 3).**

Notes:

Standard 8 Students will demonstrate the ability to advocate for personal, family, and community health.

After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to improve mental and emotional health.

Grades Pre-K–2 Student Skill Expectations: Check the box next to each mental and emotional health-related skill expectation addressed in the curriculum.

By grade 2, students will be able to:

- MEH8.2.1 Make requests to others to promote personal mental and emotional health practices.
- MEH8.2.2 Demonstrate how to encourage peers to make healthy mental and emotional health choices.

Additional Skill Expectations

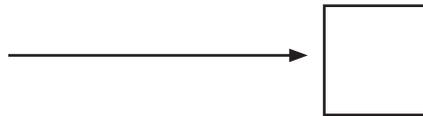
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SKILL EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the skill expectations.** (100%)
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- 0 = none of the skill expectations.** (0)

SKILL EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO STANDARD 8: ADVOCACY (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to improve mental and emotional health.

Grades Pre-K–2 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the skills needed to meet this standard . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the skills needed to meet this standard . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score (total number of checks)



**TRANSFER THIS SCORE TO STANDARD 8:
ADVOCACY (STUDENT SKILL PRACTICE) LINE OF
THE OVERALL SUMMARY FORM (CHAP. 3).**

Notes:

Standard 8 Students will demonstrate the ability to advocate for personal, family, and community health.

After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to improve mental and emotional health.

Grades 3–5 Student Skill Expectations: Check the box next to each mental and emotional health-related skill expectation addressed in the curriculum.

By grade 5, students will be able to:

- MEH8.5.1 Give factual information to improve the mental and emotional health of others.
- MEH8.5.2 State personal beliefs to improve the mental and emotional health of others.
- MEH8.5.3 Demonstrate how to persuade others to make positive mental and emotional health choices.

Additional Skill Expectations

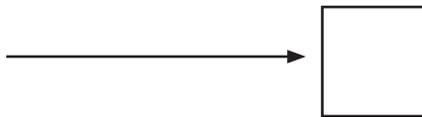
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SKILL EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the skill expectations.** (100%)
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SKILL EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO STANDARD 8: ADVOCACY (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to improve mental and emotional health.

Grades 3–5 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the skills needed to meet this standard . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the skills needed to meet this standard . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score (total number of checks)



**TRANSFER THIS SCORE TO STANDARD 8:
ADVOCACY (STUDENT SKILL PRACTICE) LINE OF
THE *OVERALL SUMMARY FORM* (CHAP. 3).**

Notes:

Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to improve mental and emotional health.

Grades 6–8 Student Skill Expectations: Check the box next to each mental and emotional health-related skill expectation addressed in the curriculum.

By grade 8, students will be able to:

- MEH8.8.1 State a health-enhancing position on a mental and emotional health topic, supported with accurate information, to improve the health of others.
- MEH8.8.2 Persuade others to make positive mental and emotional health choices.
- MEH8.8.3 Collaborate with others to advocate for improving mental and emotional health of individuals, families, and schools.
- MEH8.8.4 Demonstrate how to adapt a positive mental and emotional health message for different audiences.

Additional Skill Expectations

- _____
- _____

SKILL EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

The curriculum addresses:

4 = all of the skill expectations. (100%)

3 = most of the skill expectations. (67-99%)

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SKILL EXPECTATIONS COVERAGE SCORE

→

TRANSFER THIS SCORE TO STANDARD 8: ADVOCACY (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

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Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to improve mental and emotional health.

Grades 6–8 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the skills needed to meet this standard . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
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Student Skill Practice Score (total number of checks)



**TRANSFER THIS SCORE TO STANDARD 8:
ADVOCACY (STUDENT SKILL PRACTICE) LINE OF
THE OVERALL SUMMARY FORM (CHAP. 3).**

Notes:

Standard 8 Students will demonstrate the ability to advocate for personal, family, and community health.

After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to improve mental and emotional health.

Grades 9–12 Student Skill Expectations: Check the box next to each mental and emotional health-related skill expectation addressed in the curriculum.

By grade 12, students will be able to:

- MEH8.12.1 Use positive peer and societal norms, based on accurate health information, to formulate mental and emotional health-enhancing messages.
- MEH8.12.2 Persuade and support others to make positive mental and emotional health choices.
- MEH8.12.3 Collaborate with others to advocate for improving personal, family and community mental and emotional health.
- MEH8.12.4 Encourage school and community environments to promote the mental and emotional health of others.
- MEH8.12.5 Adapt mental and emotional health messages and communication techniques for a specific target audience.
- MEH8.12.6 Persuade community leaders about the importance of ensuring safe, accessible, equitable and affordable opportunities, products and mental health services to improve the health of oneself and others.

Additional Skill Expectations

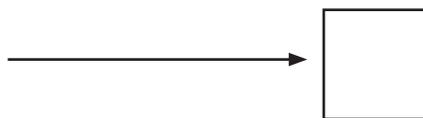
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SKILL EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

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SKILL EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO STANDARD 8: ADVOCACY (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

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Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to improve mental and emotional health.

Grades 9–12 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the skills needed to meet this standard . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the skills needed to meet this standard . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score (total number of checks)



**TRANSFER THIS SCORE TO STANDARD 8:
ADVOCACY (STUDENT SKILL PRACTICE) LINE OF
THE *OVERALL SUMMARY FORM* (CHAP. 3).**

Notes:

This concludes the health education curriculum analysis items related to mental and emotional health. Complete the *Overall Summary Form* and use the scores and notes to inform group discussions and curriculum decisions.

Additional Notes: