

# HECAT: Module PHW

## PERSONAL HEALTH AND WELLNESS CURRICULUM

**Description:** This module contains the tools to analyze and score curricula that are intended to promote personal health and wellness.

### Healthy Behavior Outcomes (HBO)

*A pre-K–12 personal health and wellness curriculum should enable students to*

- HBO 1. *Brush and floss teeth daily.*
- HBO 2. *Practice appropriate hygiene habits.*
- HBO 3. *Get an appropriate amount of sleep and rest.*
- HBO 4. *Prevent vision and hearing loss.*
- HBO 5. *Prevent damage from the sun.*
- HBO 6. *Practice behaviors that prevent infectious diseases.*
- HBO 7. *Practice behaviors that prevent chronic diseases.*
- HBO 8. *Prevent serious health problems that result from common chronic diseases and conditions among youth, such as allergies, asthma, diabetes, and epilepsy.*
- HBO 9. *Practice behaviors that prevent foodborne illnesses.*
- HBO 10. *Seek out help for common infectious diseases and chronic diseases and conditions.*
- HBO 11. *Seek out healthcare professionals for appropriate screenings and examinations.*
- HBO 12. *Prevent health problems that result from fads or trends.*

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 personal health and wellness.

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

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 personal health and wellness curricula. If a curriculum focuses on additional topics, such as safety, healthy eating, or physical activity, 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.

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## Standard 1

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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 personal health and wellness (HBOs, page PHW-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 PHW-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, PHW1.5.1 would represent Personal Health and Wellness, standard 1, grade group 3-5, knowledge expectation item 1.

### Directions for Standard 1

- Review the knowledge expectations (pages PHW-4 through PHW-7).
  - 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. Some knowledge expectations may be reflected in the skill expectations in Standards 2–8. Review other standards before making changes to the knowledge expectations in Standard 1. Some relevant knowledge expectations might be found in other health topic modules. Look in other related topic modules for those 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 PHW–8.**

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

After implementing this curriculum, students will comprehend concepts important for promoting personal health and wellness.

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

By grade 2, students will be able to:

- PHW1.2.1 Identify the proper steps for daily brushing and flossing teeth. (HBO 1 & 2)
- PHW1.2.2 State why hygiene is important to good health. (HBO 1 & 2)
- PHW1.2.3 Identify the benefits of personal health care practices such as washing hair and bathing regularly. (HBO 1 & 2)
- PHW1.2.4 State the steps for proper hand washing. (HBO 2 & 6)
- PHW1.2.5 Explain why sleep and rest are important for proper growth and good health. (HBO 3)
- PHW1.2.6 Explain how hearing can be damaged by loud noise. (HBO 4)
- PHW1.2.7 Identify ways to protect vision. (HBO 4)
- PHW1.2.8 Identify ways to protect hearing. (HBO 4)
- PHW1.2.9 List ways to prevent harmful effects of the sun. (HBO 5)
- PHW1.2.10 Describe what it means to be healthy. (HBO 6)
- PHW1.2.11 Identify different ways that disease-causing germs are transmitted. (HBO 6)
- PHW1.2.12 Identify ways to prevent the spread of germs that cause common infectious diseases. (HBO 6)
- PHW1.2.13 Identify foods and non-food triggers that are common causes of allergic reactions. (HBO 6)
- PHW1.2.14 Explain that foods can contain germs that can cause illness. (HBO 6)
- PHW1.2.15 Identify food safety strategies that can control germs that causes foodborne illnesses. (HBO 6 & 9)
- PHW1.2.16 Identify proper steps for treating a wound to reduce chances of infection. (HBO 6 & 10)

### 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 promoting personal health and wellness.

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

By the end of grade 5, students will be able to:

- PHW1.5.1 Describe the benefits of personal health care practices such as tooth brushing and flossing, washing hair and bathing regularly. **(HBO 1 & 2)**
- PHW1.5.2 Describe values that promote healthy behaviors. **(HBO 2)**
- PHW1.5.3 Explain why sleep and rest are important for proper growth and good health. **(HBO 3)**
- PHW1.5.4 Explain how hearing can be damaged by loud sounds. **(HBO 4)**
- PHW1.5.5 Describe how vision can be damaged. **(HBO 4)**
- PHW1.5.6 Describe ways to prevent vision or hearing damage. **(HBO 4)**
- PHW1.5.7 Describe ways to prevent harmful effects of the sun. **(HBO 5)**
- PHW1.5.8 Explain the difference between infectious diseases and non-infectious diseases. **(HBO 6 & 7)**
- PHW1.5.9 Describe ways that common infectious diseases are transmitted. **(HBO 6)**
- PHW1.5.10 Describe ways to prevent the spread of germs that cause infectious diseases. **(HBO 6)**
- PHW1.5.11 Describe symptoms that occur when a person is sick. **(HBO 6 & 7)**
- PHW1.5.12 Describe the symptoms of someone who is seriously ill and needs immediate medical attention. **(HBO 10)**
- PHW1.5.13 Explain how hand washing and covering a cough and sneeze are effective ways to prevent many infectious diseases. **(HBO 6 & 9)**
- PHW1.5.14 Describe how foodborne illnesses can spread at school or in the community. **(HBO 6 & 9)**
- PHW1.5.15 Describe how to keep food safe from harmful germs. **(HBO 6 & 9)**
- PHW1.5.16 Identify health problems associated with common childhood chronic diseases or conditions such as asthma, allergies, diabetes, and epilepsy. **(HBO 7 & 8)**
- PHW1.5.17 Describe the importance of seeking help and treatment for common infectious diseases. **(HBO 10)**

### 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:

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

After implementing this curriculum, students will comprehend concepts important for promoting personal health and wellness.

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

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

- PHW1.8.1 Summarize the benefits of good hygiene practices for promoting health and maintaining positive social relationships. (HBO 2)
- PHW1.8.2 Summarize the benefits of getting proper rest and sleep for healthy growth and development. (HBO 3)
- PHW1.8.3 Identify common causes of noise-induced hearing loss. (HBO 4)
- PHW1.8.4 Describe appropriate ways to protect vision and hearing. (HBO 4)
- PHW1.8.5 Summarize actions to take to protect oneself against potential damage from exposure to the sun. (HBO 5)
- PHW1.8.6 Explain the difference between infectious, noninfectious, acute and chronic diseases. (HBO 6 & 7)
- PHW1.8.7 Summarize the symptoms of someone who is sick or getting sick. (HBO 6 & 7)
- PHW1.8.8 Summarize the symptoms of someone who is seriously ill and needs immediate medical attention. (HBO 10)
- PHW1.8.9 Summarize ways that common infectious diseases are transmitted. (HBO 6 & 9)
- PHW1.8.10 Summarize health practices to prevent the spread of infectious diseases that are transmitted by food, air, indirect contact, and person-to-person contact. (HBO 6 & 9)
- PHW1.8.11 Describe food safety strategies that can control germs that causes foodborne illnesses. (HBO 6 & 9)
- PHW1.8.12 Explain ways to prevent the spread of germs that cause infectious diseases such as HIV by not having sex, not touching blood, and not touching used hypodermic or tattoo needles. (HBO 6 & 12)
- PHW1.8.13 Explain the behavioral and environmental factors that contribute to the major chronic diseases. (HBO 7 & 8)
- PHW1.8.14 Describe how an inactive lifestyle contributes to chronic disease. (HBO 7 & 8)
- PHW1.8.15 Describe the importance of seeking help and treatment for common infectious diseases and chronic diseases. (HBO 10)
- PHW1.8.16 Describe the potential health and social consequences of popular fads or trends such as body piercing and tattooing. (HBO 12)

### 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**

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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 promoting personal health and wellness.

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

By grade 12, students will be able to:

- PHW1.12.1 Analyze the personal physical, emotional, mental, and social health; educational; and vocational performance benefits of rest and sleep. (HB0 3)
- PHW1.12.2 Summarize personal strategies for reducing hearing damage due to exposure to loud sounds. (HB0 4)
- PHW1.12.3 Summarize personal strategies for avoiding vision damage. (HB0 4)
- PHW1.12.4 Summarize personal strategies for minimizing potential harm from sun exposure. (HB0 5)
- PHW1.12.5 Summarize how common infectious diseases are transmitted by indirect contact and person-to-person contact. (HB0 6 & 9)
- PHW1.12.6 Analyze how common foodborne diseases are transmitted. (HB0 6 & 9)
- PHW1.12.7 Explain the relationship between intravenous drug use and transmission of bloodborne diseases such as HIV and hepatitis. (HB0 6 & 12)
- PHW1.12.8 Summarize ways to prevent the spread of germs that cause infectious diseases such as HIV by not having sex, not touching blood, and not touching used hypodermic or tattoo needles. (HB0 6 & 12)
- PHW1.12.9 Analyze the behavioral and environmental factors that contribute to the major chronic diseases. (HB0 7 & 8)
- PHW1.12.10 Describe the relationship between poor personal health and wellness habits and chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis. (HB0 7 & 8)
- PHW1.12.11 Justify why it is important to seek help and treatment for common infectious diseases and chronic diseases. (HB0 10)
- PHW1.12.12 Summarize important health screenings, immunizations, checkups, examinations, and health screenings necessary to maintain good health. (HB0 11)
- PHW1.12.13 Summarize the potential health and social consequences of popular fads or trends such as body piercing and tattooing. (HB0 12)

### 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**

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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.

**This is the end of Standard 1**

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## Standards 2–8

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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 personal health and wellness (HBO, page PHW-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 personal health and wellness-specific skill expectations for each grade group. The personal health and wellness-specific skill expectations are based on the general skill expectations listed in *Appendix 3: HECAT Skill Expectations for Skill Standards 2–8*.

The phrase “personal health and wellness practices and behaviors” is used for the skill expectations in place of the specific behaviors (e.g., hand washing, hearing protection, brushing teeth) identified in Standard 1. School districts should determine the specific personal health and wellness behaviors on which to focus in order to meet 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. 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 expectation, the number represents topic abbreviation, *NHES* standard number, grade group (last grade in that group), and skill expectation item number. For example, PHW3.5.1 would represent Personal Health and Wellness, 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 practice, and the methods used to convey skill practice.
- 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 personal health and wellness practices and behaviors.

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

By grade 2, students will be able to:

- PHW2.2.1 Identify relevant influences of family on personal health and wellness practices and behaviors.
- PHW2.2.2 Identify relevant influences of school on personal health and wellness practices and behaviors.
- PHW2.2.3 Identify relevant influences of media and technology on personal health and wellness practices and behaviors.
- PHW2.2.4 Describe positive influences on personal health and wellness practices and behaviors.
- PHW2.2.5 Describe negative influences on personal health and wellness practices and behaviors.

### Additional Skill Expectations

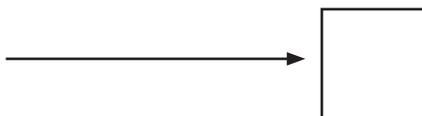
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**SKILL EXPECTATIONS COVERAGE SCORE:** Complete the score based on the criteria listed below.

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 personal health and wellness practices and 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 <b>skills needed to meet this standard</b> . (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 <b>skills needed to meet this standard</b> . (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 personal health and wellness practices and behaviors.

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

By grade 5, students will be able to:

- PHW2.5.1 Identify relevant influences of culture on personal health and wellness-related practices and behaviors.
- PHW2.5.2 Identify relevant influences of peers on personal health and wellness-related practices and behaviors.
- PHW2.5.3 Identify relevant influences of community on personal health and wellness-related practices and behaviors.
- PHW2.5.4 Describe how relevant influences of family and culture affect personal health and wellness-related practices and behaviors.
- PHW2.5.5 Describe how relevant influences of school and community affect personal health and wellness-related practices and behaviors.
- PHW2.5.6 Describe how relevant influences of media and technology affect personal health and wellness-related practices and behaviors.
- PHW2.5.7 Describe how relevant influences of peers affect personal health and wellness-related practices and behaviors.

### Additional Skill Expectations

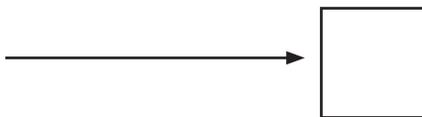
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**SKILL EXPECTATIONS COVERAGE SCORE:** Complete the score based on the criteria listed below.

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:

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**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 personal health and wellness practices and 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 <b>skills needed to meet this standard</b> . (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 <b>skills needed to meet this standard</b> . (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 personal health and wellness practices and behaviors.

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

By grade 8, students will be able to:

- PHW2.8.1 Explain the influence of school rules and community laws on personal health and wellness-related practices and behaviors.
- PHW2.8.2 Explain how perceptions of norms influence healthy and unhealthy personal health and wellness-related practices and behaviors.
- PHW2.8.3 Explain how social expectations influence healthy and unhealthy personal health and wellness-related practices and behaviors.
- PHW2.8.4 Explain how personal values and beliefs influence personal health and wellness-related practices and behaviors.
- PHW2.8.5 Describe how some personal health risk behaviors, such as using alcohol and other drugs, influence the likelihood of engaging in other unhealthy personal health and wellness-related behaviors.
- PHW2.8.6 Analyze how relevant influences of family and culture affect personal health and wellness-related practices and behaviors.
- PHW2.8.7 Analyze how relevant influences of school and community affect personal health and wellness-related practices and behaviors.
- PHW2.8.8 Analyze how relevant influences of media and technology affect personal health and wellness-related practices and behaviors.
- PHW2.8.9 Analyze how relevant influences of peers affect personal health and wellness-related practices and behaviors.

### Additional Skill Expectations

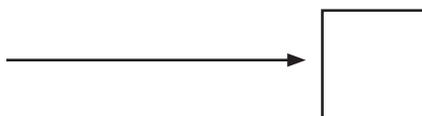
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**SKILL EXPECTATIONS COVERAGE SCORE:** Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the skill expectations.** (100%)
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- 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 personal health and wellness practices and 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 <b>skills needed to meet this standard</b> . (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 <b>skills needed to meet this standard</b> . (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 personal health and wellness practices and behaviors.

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

By grade 12, students will be able to:

- PHW2.12.1 Explain the influence of public health policies on personal health and wellness-related practices and behaviors.
- PHW2.12.2 Analyze how culture supports and challenges health and wellness-related beliefs, practices, and behaviors.
- PHW2.12.3 Analyze how peers and perceptions of norms influence healthy and unhealthy personal health and wellness-related behaviors.
- PHW2.12.4 Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy personal health and wellness-related behaviors.
- PHW2.12.5 Analyze how some health risk behaviors, such as using alcohol and other drugs, influence the likelihood of engaging in other unhealthy personal health and wellness-related behaviors.
- PHW2.12.6 Analyze how laws, rules, and regulations influence health promotion and disease prevention.
- PHW2.12.7 Analyze how school and community affect personal health and wellness practices and behaviors.
- PHW2.12.8 Analyze the effect of media and technology on personal, family, and community health and wellness.
- PHW2.12.9 Differentiate the relevant influences, including family, culture, peers, school, community, media, technology and public health policies, on personal health and wellness-related practices and behaviors.
- PHW2.12.10 Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support health and wellness 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**

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**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 personal health and wellness practices and 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 <b>skills needed to meet this standard</b> . (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 <b>skills needed to meet this standard</b> . (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 and 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 personal health and wellness.

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

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By grade 2, students will be able to:

- PHW3.2.1 Identify trusted adults at home who can help promote personal health and wellness.
- PHW3.2.2 Identify trusted adults and professionals in school who can help promote personal health and wellness (e.g., school nurse, classroom teacher).
- PHW3.2.3 Identify trusted adults and professionals in the community who can help promote personal health and wellness (e.g., healthcare provider, police officer).
- PHW3.2.4 Explain how to locate school health helpers who can help promote personal health and wellness (e.g., school nurse).
- PHW3.2.5 Explain how to locate community health helpers who can help promote personal health and wellness (e.g., healthcare provider, paramedic).
- PHW3.2.6 Demonstrate how to locate school or community health helpers to enhance personal health and wellness (e.g., healthcare provider, paramedic).

### Additional Skill Expectations

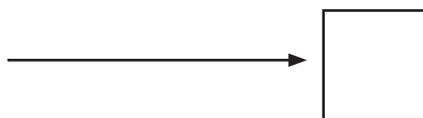
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**SKILL EXPECTATIONS COVERAGE SCORE**



**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.

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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 and 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 personal health and wellness.

**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 <b>skills needed to meet this standard</b> . (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 <b>skills needed to meet this standard</b> . (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 and 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 personal health and wellness.

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

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By grade 5, students will be able to:

- PHW3.5.1 Describe characteristics of accurate personal health and wellness information.
- PHW3.5.2 Describe characteristics of appropriate and reliable personal health and wellness products.
- PHW3.5.3 Describe characteristics of appropriate and trustworthy personal health and wellness services.
- PHW3.5.4 Demonstrate how to locate sources of accurate personal health and wellness information.

### Additional Skill Expectations

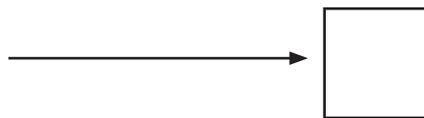
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- 1 = a few of the skill expectations.** (1-33%)
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**SKILL EXPECTATIONS COVERAGE SCORE**



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

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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.

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**Standard 3** Students will demonstrate the ability to access valid information and 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 personal health and wellness.

**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 <b>skills needed to meet this standard</b> . (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 <b>skills needed to meet this standard</b> . (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 and 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 personal health and wellness.

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

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By grade 8, students will be able to:

- PHW3.8.1 Analyze the validity and reliability of personal health and wellness information.
- PHW3.8.2 Analyze the validity and reliability of personal health and wellness products.
- PHW3.8.3 Analyze the validity and reliability of personal health and wellness services.
- PHW3.8.4 Describe situations that call for professional personal health and wellness services.
- PHW3.8.5 Determine the availability of valid and reliable personal health and wellness products.
- PHW3.8.6 Access valid and reliable personal health and wellness information from home, school or community.
- PHW3.8.7 Locate valid and reliable personal health and wellness products.
- PHW3.8.8 Locate valid and reliable personal health and wellness services.

### Additional Skill Expectations

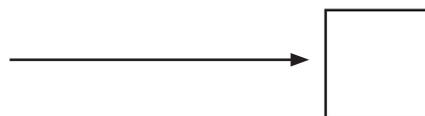
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**SKILL EXPECTATIONS COVERAGE SCORE**



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

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**Standard 3** Students will demonstrate the ability to access valid information and 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 personal health and wellness.

**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 <b>skills needed to meet this standard</b> . (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 <b>skills needed to meet this standard</b> . (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 and 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 personal health and wellness.

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

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By grade 12, students will be able to:

- PHW3.12.1 Evaluate the validity and reliability of personal health and wellness information.
- PHW3.12.2 Evaluate the validity and reliability of personal health and wellness products.
- PHW3.12.3 Evaluate the validity and reliability of personal health and wellness services.
- PHW3.12.4 Determine the accessibility of valid and reliable personal health and wellness products.
- PHW3.12.5 Determine when professional personal health and wellness services may be required.
- PHW3.12.6 Determine the accessibility of valid and reliable personal health and wellness services.
- PHW3.12.7 Use resources that provide valid and reliable personal health and wellness information.
- PHW3.12.8 Use valid and reliable personal health and wellness products.
- PHW3.12.9 Use valid and reliable personal health and wellness services.

### Additional Skill Expectations

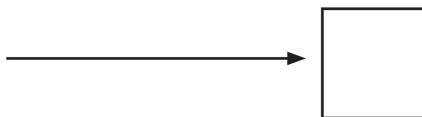
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The curriculum addresses:

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**SKILL EXPECTATIONS COVERAGE SCORE**



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

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---

**Standard 3** Students will demonstrate the ability to access valid information and 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 personal health and wellness.

**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 <b>skills needed to meet this standard</b> . (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 <b>skills needed to meet this standard</b> . (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 personal health and wellness.

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

By grade 2, students will be able to:

- PHW4.2.1 Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways to enhance personal health and wellness.
- PHW4.2.2 Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback to enhance personal health and wellness.
- PHW4.2.3 Demonstrate effective refusal skills, including verbally saying “no”, to avoid participating in behaviors that negatively affect personal health and wellness.
- PHW4.2.4 Identify how to communicate care and concern for others to enhance their personal health and wellness.

### Additional Skill Expectations

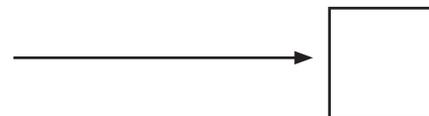
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**SKILL EXPECTATIONS COVERAGE SCORE:** Complete the score based on the criteria listed below.

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 personal health and wellness.

**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 <b>skills needed to meet this standard</b> . (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 <b>skills needed to meet this standard</b> . (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 personal health and wellness.

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

By grade 5, students will be able to:

- PHW4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance personal health and wellness.
- PHW4.5.2 Explain how to be empathetic and compassionate toward others.
- PHW4.5.3 Demonstrate effective peer resistance skills to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.
- PHW4.5.4 Demonstrate healthy ways to manage to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.
- PHW4.5.5 Demonstrate how to effectively ask for help to improve personal health and wellness.
- PHW4.5.6 Demonstrate how to effectively communicate support for others to improve their personal health and wellness.

### Additional Skill Expectations

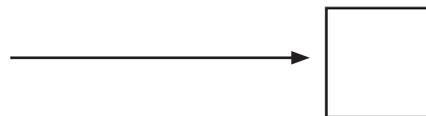
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**SKILL EXPECTATIONS COVERAGE SCORE**



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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 personal health and wellness.

**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 <b>skills needed to meet this standard</b> . (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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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 personal health and wellness.

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

By grade 8, students will be able to:

- PHW4.8.1 Demonstrate the use of effective verbal and nonverbal communication skills to enhance personal health and wellness.
- PHW4.8.2 Demonstrate effective peer resistance skills to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.
- PHW4.8.3 Demonstrate effective negotiation skills to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.
- PHW4.8.4 Demonstrate how to effectively ask for assistance to improve personal health and wellness and the health of others.
- PHW4.8.5 Demonstrate how to effectively communicate empathy and support for others to improve their personal health and wellness.

### Additional Skill Expectations

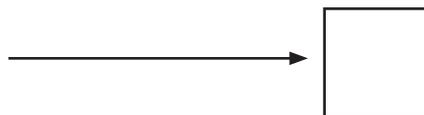
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**SKILL EXPECTATIONS COVERAGE SCORE:** Complete the score based on the criteria listed below.

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 personal health and wellness.

**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 <b>skills needed to meet this standard</b> . (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 <b>skills needed to meet this standard</b> . (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 personal health and wellness.

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

By grade 12, students will be able to:

- PHW4.12.1 Demonstrate effective communication skills to enhance personal health and wellness.
- PHW4.12.2 Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in practices and behaviors that can negatively affect personal health and wellness.
- PHW4.12.3 Demonstrate how to effectively ask for assistance to improve personal health and wellness.
- PHW4.12.4 Demonstrate how to effectively offer assistance to improve the personal health and wellness of others.

### Additional Skill Expectations

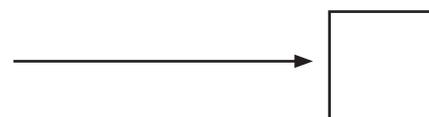
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The curriculum addresses:

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- 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 personal health and wellness.

**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 <b>skills needed to meet this standard</b> . (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 <b>skills needed to meet this standard</b> . (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 personal health and wellness.

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

---

By grade 2, students will be able to:

- PHW5.2.1 Identify situations which need a decision related to personal health and wellness (e.g., washing hands before eating, wearing sun protection, brushing teeth daily).
- PHW5.2.2 Identify how family, peers or media influence a personal health or wellness-related decision.
- PHW5.2.3 Explain the potential positive and negative outcomes from personal health or wellness-related decisions.
- PHW5.2.4 Describe when help is needed and when it is not needed to make a personal health or wellness-related decision.

### Additional Skill Expectations

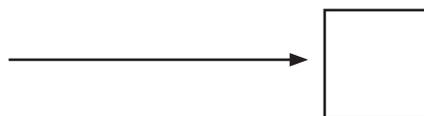
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**SKILL EXPECTATIONS COVERAGE SCORE:** Complete the score based on the criteria listed below.

The curriculum addresses:

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**SKILL EXPECTATIONS COVERAGE SCORE**



**TRANSFER THIS SCORE TO STANDARD 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 personal health and wellness.

**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 <b>skills needed to meet this standard</b> . (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 <b>skills needed to meet this standard</b> . (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 personal health and wellness.

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

---

By grade 5, students will be able to:

- PHW5.5.1 Identify situations which need a decision related to personal health and wellness.
- PHW5.5.2 Decide when help is needed and when it is not needed to make a personal health and wellness-related decision.
- PHW5.5.3 Explain how family, culture, peers or media influence a personal health and wellness-related decision.
- PHW5.5.4 Identify options and their potential outcomes when making a personal health and wellness-related decision.
- PHW5.5.5 Choose a healthy option when making a personal health and wellness-related decision.
- PHW5.5.6 Describe the final outcome of a personal health and wellness-related decision.

### Additional Skill Expectations

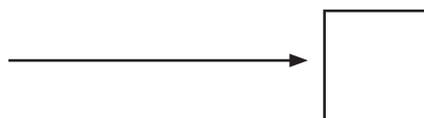
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The curriculum addresses:

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**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 personal health and wellness.

**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 <b>skills needed to meet this standard</b> . (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 <b>skills needed to meet this standard</b> . (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 personal health and wellness.

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

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By grade 8, students will be able to:

- PHW5.8.1 Identify circumstances that help or hinder making a healthy decision related to personal health and wellness.
- PHW5.8.2 Determine when personal health and wellness situations require a decision.
- PHW5.8.3 Distinguish when decisions about personal health and wellness should be made individually or with the help of others.
- PHW5.8.4 Explain how family, culture, media, peers, and personal beliefs affect a personal health and wellness-related decision.
- PHW5.8.5 Distinguish between healthy and unhealthy alternatives of a personal health and wellness-related decision.
- PHW5.8.6 Predict the potential outcomes of healthy and unhealthy alternatives to a personal health and wellness-related decision.
- PHW5.8.7 Choose a healthy alternative when making a personal health and wellness-related decision.
- PHW5.8.8 Analyze the effectiveness of a final outcome of a personal health and wellness-related decision.

### Additional Skill Expectations

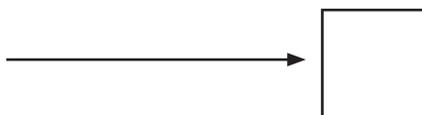
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**SKILL EXPECTATIONS COVERAGE SCORE**



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

**Notes:**

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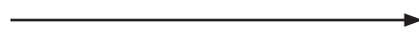
**Standard 5** Students will demonstrate the ability to use decision-making skills to enhance health.

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

**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 <b>skills needed to meet this standard</b> . (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 <b>skills needed to meet this standard</b> . (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 personal health and wellness.

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

---

By grade 12, students will be able to:

- PHW5.12.1 Examine barriers that can hinder choosing healthy alternatives in making a personal health and wellness-related decision.
- PHW5.12.2 Determine the value of applying thoughtful decision making regarding a personal health and wellness-related problem.
- PHW5.12.3 Justify when individual or collaborative decision making is appropriate for a personal health and wellness-related problem.
- PHW5.12.4 Analyze how family, culture, media, peers, and personal beliefs affect a personal health and wellness-related decision.
- PHW5.12.5 Generate alternatives when making a decision related to personal health and wellness.
- PHW5.12.6 Predict potential short-term and long-term consequences of alternatives to a health and wellness-related decision.
- PHW5.12.7 Choose a healthy alternative when making a personal health and wellness-related decision.
- PHW5.12.8 Evaluate the effectiveness of personal health and wellness-related decisions.

### Additional Skill Expectations

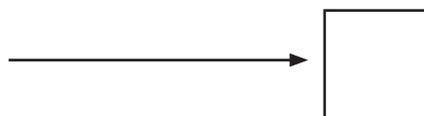
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The curriculum addresses:

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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 5: DECISION MAKING (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).**

**Notes:**

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## 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 personal health and wellness.

**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 <b>skills needed to meet this standard</b> . (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 <b>skills needed to meet this standard</b> . (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 **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 personal health and wellness, take steps to achieve these goals, and monitor their progress in achieving them.

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

---

By grade 2, students will be able to:

- PHW6.2.1 Identify a realistic short-term goal to improve a personal health and wellness-related practice.
- PHW6.2.2 Take steps to achieve the goal to improve personal health and wellness.
- PHW6.2.3 Identify people who can help achieve a personal health and wellness-related goal.

### Additional Skill Expectations

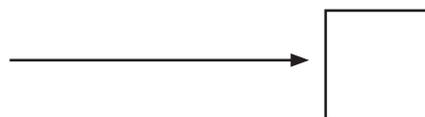
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**SKILL EXPECTATIONS COVERAGE SCORE**



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

**Notes:**

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**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 personal health and wellness, 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 <b>skills needed to meet this standard</b> . (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 <b>skills needed to meet this standard</b> . (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 personal health and wellness, take steps to achieve these goals, and monitor their progress in achieving them.

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

---

By grade 5, students will be able to:

- PHW6.5.1 Set a realistic goal to improve a personal health and wellness-related practice.
- PHW6.5.2 Track progress toward achieving a personal health and wellness-related goal.
- PHW6.5.3 Identify resources that can help achieve a personal health and wellness-related goal.

### Additional Skill Expectations

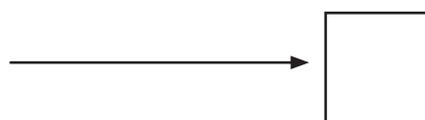
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**SKILL EXPECTATIONS COVERAGE SCORE**



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**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 personal health and wellness, 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 <b>skills needed to meet this standard</b> . (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 <b>skills needed to meet this standard</b> . (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"/>
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**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 personal health and wellness, take steps to achieve these goals, and monitor their progress in achieving them.

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

---

By grade 8, students will be able to:

- PHW6.8.1 Assess personal health and wellness-related practices.
- PHW6.8.2 Set a realistic goal to improve a positive personal health and wellness-related practice.
- PHW6.8.3 Assess the barriers to achieving a personal health and wellness-related goal.
- PHW6.8.4 Apply strategies to overcome barriers to achieving a personal health and wellness-related goal.
- PHW6.8.5 Use strategies and skills to achieve a personal health and wellness-related goal.

### Additional Skill Expectations

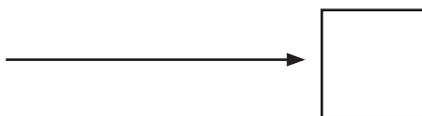
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**SKILL EXPECTATIONS COVERAGE SCORE**



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**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 personal health and wellness, 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 <b>skills needed to meet this standard</b> . (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 <b>skills needed to meet this standard</b> . (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 personal health and wellness, take steps to achieve these goals, and monitor their progress in achieving them.

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

---

By grade 12, students will be able to:

- PHW6.12.1 Assess personal health and wellness-related practices and behaviors.
- PHW6.12.2 Set a realistic goal to improve a personal health and wellness-related practice.
- PHW6.12.3 Assess the barriers to achieving a personal health and wellness-related goal.
- PHW6.12.4 Develop a plan to attain a personal health and wellness-related goal.
- PHW6.12.5 Implement strategies, including self monitoring, to achieve a personal health and wellness-related goal.
- PHW6.12.6 Use strategies to overcome barriers to achieving a personal health and wellness-related goal.
- PHW6.12.7 Formulate an effective long-term plan to achieve a personal health and wellness-related goal.

### 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 personal health and wellness, 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 <b>skills needed to meet this standard</b> . (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 <b>skills needed to meet this standard</b> . (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 personal health and wellness.

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

---

By grade 2, students will be able to:

- PHW7.2.1 Identify personal health and wellness-related practices that reduce or prevent health risks.
- PHW7.2.2 Demonstrate positive personal health and wellness-related practices.
- PHW7.2.3 Make a commitment to practice positive personal health and wellness-related behaviors.

**Additional Skill Expectations**

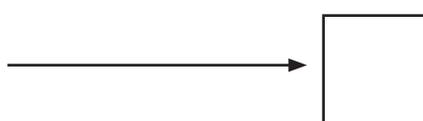
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**SKILL EXPECTATIONS COVERAGE SCORE:** Complete the score based on the criteria listed below.

The curriculum addresses:

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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 personal health and wellness.

**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.
- 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 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 personal health and wellness.

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

By grade 5, students will be able to:

- PHW7.5.1 Describe practices and behaviors that reduce or prevent personal health and wellness-related risks.
- PHW7.5.2 Demonstrate positive personal health and wellness-related practices and behaviors.
- PHW7.5.3 Make a commitment to practice positive personal health and wellness-related behaviors.

**Additional Skill Expectations**

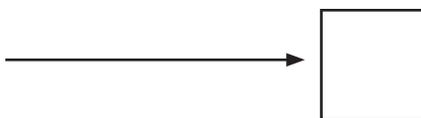
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**SKILL EXPECTATIONS COVERAGE SCORE**



**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 personal health and wellness.

**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.
- 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 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 personal health and wellness.

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

---

By grade 8, students will be able to:

- PHW7.8.1 Explain the importance of being responsible for personal health and wellness-related behaviors.
- PHW7.8.2 Analyze personal health and wellness-related practices and behaviors that reduce or prevent health risks.
- PHW7.8.3 Demonstrate healthy practices and behaviors to improve the personal health and wellness of oneself and others.
- PHW7.8.4 Make a commitment to practice positive personal health and wellness-related behaviors.

### Additional Skill Expectations

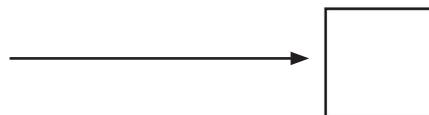
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**SKILL EXPECTATIONS COVERAGE SCORE:** Complete the score based on the criteria listed below.

The curriculum addresses:

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- 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:**

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**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 personal health and wellness.

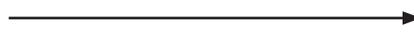
**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

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.
- 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 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 personal health and wellness.

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

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By grade 12, students will be able to:

- PHW7.12.1 Analyze the role of individual responsibility in enhancing personal health and wellness.
- PHW7.12.2 Evaluate personal health and wellness-related practices and behaviors that reduce or prevent health risks.
- PHW7.12.3 Demonstrate healthy practices and behaviors to improve the health and wellness of oneself and others.
- PHW7.12.4 Make a commitment to practice positive personal health and wellness-related behaviors.

### Additional Skill Expectations

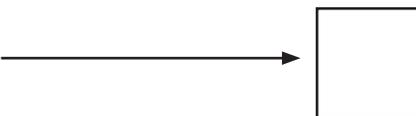
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**SKILL EXPECTATIONS COVERAGE SCORE:** Complete the score based on the criteria listed below.

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 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 personal health and wellness.

**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 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 personal health and wellness.

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

By grade 2, students will be able to:

- PHW8.2.1 Make requests to others to promote positive personal health and wellness-related practices.
- PHW8.2.2 Demonstrate how to encourage peers to make positive personal health and wellness-related choices.

**Additional Skill Expectations**

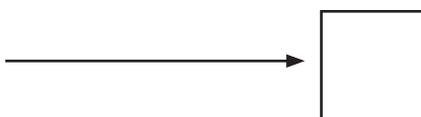
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**SKILL EXPECTATIONS COVERAGE SCORE:** Complete the score based on the criteria listed below.

The curriculum addresses:

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**SKILL EXPECTATIONS COVERAGE SCORE**



**TRANSFER THIS SCORE TO STANDARD 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 personal health and wellness.

**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 <b>skills needed to meet this standard</b> . (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 <b>skills needed to meet this standard</b> . (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 personal health and wellness.

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

---

By grade 5, students will be able to:

- PHW8.5.1 Give factual information to improve the personal health and wellness of others.
- PHW8.5.2 State personal beliefs to improve the personal health and wellness of others.
- PHW8.5.3 Demonstrate how to persuade others to make positive personal health and wellness-related choices.

### Additional Skill Expectations

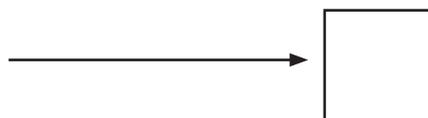
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**SKILL EXPECTATIONS COVERAGE SCORE:** Complete the score based on the criteria listed below.

The curriculum addresses:

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**SKILL EXPECTATIONS COVERAGE SCORE**



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

**Notes:**

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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 personal health and wellness.

**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 <b>skills needed to meet this standard</b> . (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 <b>skills needed to meet this standard</b> . (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 personal health and wellness.

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

By grade 8, students will be able to:

- PHW8.8.1 State a health-enhancing position, supported with accurate information, to improve the personal health and wellness of others.
- PHW8.8.2 Persuade others to make positive personal health and wellness-related choices.
- PHW8.8.3 Collaborate with others to advocate for individuals, families and schools to be healthy.
- PHW8.8.4 Demonstrate how to adapt a personal health and wellness-related message for different audiences.

### Additional Skill Expectations

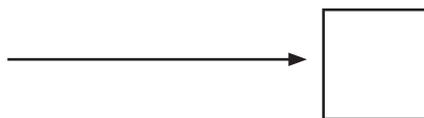
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### SKILL EXPECTATIONS COVERAGE SCORE



**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 personal health and wellness.

**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 <b>skills needed to meet this standard</b> . (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 <b>skills needed to meet this standard</b> . (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 personal health and wellness.

---

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

---

By grade 12, students will be able to:

- PHW8.12.1 Use peer and societal norms, based on accurate health information, to formulate positive personal health and wellness-related messages.
- PHW8.12.2 Persuade and support others to make positive choices related to personal health and wellness.
- PHW8.12.3 Collaborate with others to advocate for improving personal, family and community health and wellness.
- PHW8.12.4 Encourage school and community environments to promote the health and wellness of others.
- PHW8.12.5 Adapt personal health and wellness messages and communication techniques for a specific target audience.
- PHW8.12.6 Persuade community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable personal health and wellness opportunities, products, and services to improve the health of oneself and others.

### Additional Skill Expectations

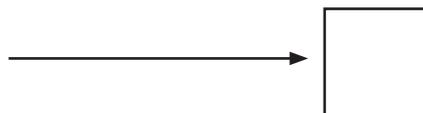
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**SKILL EXPECTATIONS COVERAGE SCORE**



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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 personal health and wellness.

**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 <b>skills needed to meet this standard</b> . (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 <b>skills needed to meet this standard</b> . (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:**

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

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**Additional Notes:**