HECAT
Health Education Curriculum Analysis Tool*

Lessons for Health Education Teacher Preparation Programs

Introduction to CDC’s

HECAT
Health Education Curriculum Analysis Tool

Lesson 4:
Using the National Health Education Standards to Analyze a Health Education Curriculum

Lesson 4: Objectives

After completing this lesson, students will be able to:

1. Summarize the relationship of the HECAT and the National Health Education Standards.

2. Apply the HECAT scoring rubrics to the review of a health education curriculum.

3. Complete an analysis of a single subject curriculum (e.g., tobacco prevention), using the HECAT.

4. Summarize the content and skill focus of an effective health education curriculum.
# Organization of the HECAT, Chapter 6: Curriculum Analysis Modules

## NATIONAL STANDARDS
1. Health information/concepts
2. Analyzing influences (skill)
3. Accessing valid information (skill)
4. Interpersonal communication (skill)
5. Decision making (skill)
6. Goal setting (skill)
7. Practicing healthy behaviors (skill)
8. Advocacy (skill)

## HEALTH TOPIC AREAS
- Alcohol and Other Drug Use (AOD)
- Healthy Eating (HE)
- Mental and Emotional Health (MEH)
- Personal Health and Wellness (PHW)
- Physical Activity (PA)
- Safety (S)
- Sexual Health (SH)
- Tobacco Use (T)
- Violence Prevention (V)
- Comprehensive Health Education (CHE)

Grade Groups: pre-K-2, 3-5, 6-8, 9-12
National Health Education Standards*

Reflect...

• What students should know (essential knowledge)
• What students should be able to do (essential skills)

National Health Education Standards

Students will be able to:

1. Comprehend concepts related to health promotion and disease prevention to enhance health. (Understand Concepts - knowledge)

2. Analyze the influence of family, peers, culture, media, technology, and other factors on health behavior. (Analyze Influences - skill)

3. Access valid information and products and services to enhance health. (Access Information, Products, & Services – skill)
National Health Education Standards

Students will be able to:

4. Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. *(Interpersonal Skills & Communication - skill)*

5. Demonstrate the ability to use decision-making skills to enhance health. *(Decision-making – skill)*

6. Demonstrate the ability to use goal-setting skills to enhance health. *(Goal-setting – skill)*
National Health Education Standards

Students will be able to:

7. Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (Practice Healthy Behaviors – skill)

8. Demonstrate the ability to advocate for personal, family, and community health. (Advocate – skill)
HECAT Chapter 6: Health Topic Modules

1. The health topic modules help determine if a curriculum addresses concepts and skills that contribute to health promoting behavior in a given health topic or across multiple health topics.

2. Before using:
   • Become familiar with the curriculum and understand what to look for.
   • Understand what is acceptable or appropriate.
     ▪ How should essential information be conveyed?
     ▪ What does a good skill looks like?
Health Topic Modules - Standard 1, Knowledge Expectations (KE)

- **Focus:** What a student should *know* (functional knowledge) by the end of grade 2, 5, 8, or 12
- **KE relate directly to health topic and healthy behavioral outcomes (HBO)**
- **Steps for scoring:**
  1. Check the knowledge expectation if addressed in the curriculum
  2. Use 5-point scale to score overall percentage coverage of knowledge expectations (all to none)
- **Read the directions for Standard 1 (p. T-2)**
Activity 1: Analyzing Standard 1 - Directions

• Use the knowledge expectations listed for the grade levels addressed in your curriculum.

• Analyze your curriculum using this list of knowledge expectations.

• Transfer your Standard 1 score to the Overall Summary Form after completing your Standard 1 analysis (Chapter 3 – p. 3-2).
Health Topic Modules - Standards 2-8
Skill Expectations (SE)

• The skill standard statement and skill expectations describe skills to be addressed in a curriculum.
• Focus: What a student should be able to *do* (essential skills) by the end of grades 2, 5, 8, or 12.
• SE link directly to a health topic and reinforce healthy behavioral outcomes (HBO).
• Scoring for Standards 2-8 is more complex than scoring for Standard 1 (knowledge expectations).
• Includes 2 scores for each standard:
  1. Skill Expectation Coverage Score
  2. Student Skill Practice Score
Health Topic Modules - Standards 2-8
Skill Expectation Coverage Score

- Module’s skill expectations are based on general skill expectations (Appendix 3).

- Steps for scoring:
  1. Check if the skill expectation is addressed in the curriculum.
  2. Use 5-point scale to score overall percentage coverage of skill expectations (all to none).

- Remember:
  - Skill expectations may not be appropriate at some grade levels and for some topics (e.g., T-8).
  - It’s critical to analyze the extent to which the skill is adequately addressed in order to check the skill expectation box.
Example Skill Expectations, Tobacco Module, Standard 2, Grade Group 3 - 5

T2.5.1 Identify relevant influences of culture on tobacco-related practices and behaviors.

T2.5.2 Identify relevant influences of peers on tobacco-related practices and behaviors.

T2.5.3 Identify relevant influences of community on tobacco-related practices and behaviors.

T2.5.4 Describe how relevant influences of family and culture affect tobacco-related practices and behaviors.

T2.5.5 Describe how relevant influences of school and community affect tobacco-related practices and behaviors.

T2.5.6 Describe how relevant influences of media (e.g., tobacco advertising) and technology affect tobacco-use practices and behaviors.

T2.5.7 Describe how relevant influences of peers affect tobacco-related practices and behaviors.
Health Topic Modules - Standards 2-8, Student Skill Practice Score

• Emphasizes the importance of skill practice.
• Uses a separate scoring rubric and same 4 questions in
  - all health topic modules
  - all skills standards [2-8]
  - all grade groups
• Steps for scoring:
  - check the box if the curriculum meets criteria
  - total number of checks = score
  - base the practice score on collective set of skill expectations
Activity 2: Analyzing Standard 2-8 Directions

- Read the directions for Standards 2-8 (p. T-7)
- Review the list of skill expectations for each grade level addressed in the curriculum
- Complete both analyses for Standards 2-8
- Transfer the scores to the Overall Summary Score form (Chapter 3, p. 3-2)
Any questions?

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