

# Using HECAT Online to Analyze Comprehensive Health Education (CHE) Curriculum

## General Instructions

A comprehensive curriculum is one that is broad in scope and content; addresses numerous health problems, issues, or topics; and includes a set of instructional strategies and learning activities for students in Pre-K through grade 12 to acquire the knowledge, attitudes, and skills to address multiple health outcomes.

The HECAT Online Curriculum Analysis task allows for the analysis of a Comprehensive Health Education Curriculum (CHE) by the selection of *Comprehensive Curriculum* as the “focus” of the task. With this focus, users can analyze a single comprehensive curriculum that addresses health concepts and skills across topics and grade levels, incorporates uniform instructional methodology and assessment strategies, and intentionally designs lessons to build on prior learned concepts and skills and build a foundation for learning new concepts and skills.

### The strengths of a comprehensive health education curriculum are its ability to

- Emphasize important health concepts and skills expected in a specific topic at a specific grade level.
- Facilitate mastery of skills by providing multiple opportunities for students to practice skills in a variety of topics and across multiple grades.

The CHE-focused analysis allows users to analyze the completeness of a comprehensive curriculum in addressing concepts and skills in each topic and grade groups. In addition, it allows users to analyze the overall completeness of a curriculum in addressing concepts and skills across topics and grade groups, allowing analysis of a curriculum's compatibility with an entire scope and sequence.

To determine if a curriculum is comprehensive, review the curriculum's topical content. A comprehensive curriculum covers multiple topics and grade spans. Go through this prior to a curriculum analysis to determine the specific Healthy Behavior Outcomes (HBOs) addressed by the curriculum. A comprehensive curriculum should address many of these HBOs.

If a curriculum focuses only on HBOs related to a single HECAT topic, use the individual modules focused analysis and the health topic module that addresses that specific topic instead of a CHE-focused analysis.

The CHE-focused analysis uses the *National Health Education Standards*<sup>1</sup> as the framework for determining the extent to which a curriculum is likely to enable students to master the essential knowledge (Standard 1) and skills (Standards 2–8) to adopt and maintain healthy behaviors. 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 that help students in grades pre-K–12 adopt and maintain a healthy lifestyle. Appendix 6: *Using the HECAT to Analyze Curricula for Early Care and Education Programs* also includes suggested knowledge and skill expectations for children ages 3–5, who might be enrolled in a school-based early childhood education program. In HECAT Online, this appendix can be found under the HELP menu.

School curricula must meet local community needs and conform to the curriculum requirements of the state or school district.



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

Because this module includes all of the knowledge and skill expectations from each of the individual health topic modules, users should dedicate sufficient time to review and select the knowledge expectations (Standard 1) that are aligned with the selected HBOs and skill expectations (Standards 2-8) important for analyzing a comprehensive health education curriculum. Users should eliminate knowledge and skill expectations not aligned with the selected HBOs. Regardless of grade span, the analysis of a comprehensive curriculum will require that reviewers look at multiple issues, including

- The extent to which the curriculum addresses selected knowledge expectations (Standard 1) in each topic area and grade group.
- The completeness of the curriculum in addressing knowledge expectations (Standard 1) across a grade group or groups.
- The extent to which the curriculum addresses skill expectations (Standards 2–8) in each topic area and grade group.
- The overall coverage and practice of skill expectations across topics and grade group or groups (Standards 2–8).

A CHE analysis includes all of the knowledge and skill expectations from each of the individual HECAT health topic modules, organized by grade spans:

- Grades Pre-K-2
- Grades 3-5
- Grades 6-8
- Grades 9-12

Each grade span section includes

- Knowledge Expectations Scoring for Standard 1.
- Skill Expectations Scoring for Standards 2–8.
- Student Skill Practice Scoring for Standards 2–8.

**Note:** Reviewers will need significantly more time to complete the review of a comprehensive curriculum than is needed for the analysis of a single topic curriculum.

## Before Conducting a CHE Analysis

Users should become familiar with the document *Using HECAT Online to Perform a Curriculum Analysis*, found on the [HECAT Online Home page](#). That document provides instructions on how to prepare for and perform a Curriculum Analysis and is a precursor to this document.

### CHE Specific Instructions

To complete an analysis of a comprehensive health education curriculum

1. Review the Curriculum Analysis General Instructions in the document *Using HECAT Online to Perform a Curriculum Analysis*.
2. Set up the team and the curriculum analysis project.
3. Enter the *General Curriculum Information* for the curriculum under consideration.
4. Choose the *Comprehensive Curriculum* focus for this analysis.
5. Determine the desired Healthy Behavior Outcomes (HBOs) that a comprehensive health curriculum is expected to address.
6. Read the curriculum to become familiar with its content and how it is organized.
7. Choose appropriate health topic modules.
8. Choose appropriate grade spans.
9. Choose appropriate HBOs, aligned with grade spans and all selected health topics modules.
10. Complete the analysis of the curriculum for all health topic modules by completing the questionnaires.
11. Based on the analysis, score the curriculum by reviewing the expectations and practices and providing an overall score.
12. Once all of the questionnaires have been completed, sufficient information is provided for HECAT Online to display scores on the Overall Summary Form.
13. Complete a separate analysis for each comprehensive health education curriculum being reviewed.
14. Keep all written notes and comments to justify scores and to inform group discussions and curriculum decisions.

# HECAT Healthy Behavior Outcomes for Grades Pre-K-12

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## Alcohol and Other Drugs

- HBO 1. Use prescription and over-the-counter medications correctly.
- HBO 2. Avoid misuse and abuse of over-the-counter and prescription drugs.
- HBO 3. Avoid the use of alcohol.
- HBO 4. Avoid the use of illegal drugs.
- HBO 5. Avoid driving while under the influence of alcohol and other drugs.
- HBO 6. Avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
- HBO 7. Quit using alcohol and other drugs if already using.
- HBO 8. Support others to be free of alcohol and other drugs.



## Food and Nutrition

- HBO 1. Follow a healthy eating pattern that meets individual preferences and needs for growth and development.
- HBO 2. Choose a variety of options within each food group.
- HBO 3. Eat lots of fruits and vegetables.
- HBO 4. Choose to eat whole grain products.
- HBO 5. Choose to drink or eat fat-free or low-fat dairy or fortified dairy alternatives.
- HBO 6. Drink lots of water.
- HBO 7. Avoid sugary drinks.
- HBO 8. Limit foods high in added sugars, saturated fats, trans fats, and sodium.
- HBO 9. Choose to eat or drink nutrient-dense foods and beverages when dining.
- HBO 10. Prepare good-tasting, nutrient-dense foods for yourself and others.



## Mental and Emotional Health

- HBO 1. Express feelings in a healthy way.
- HBO 2. Engage in activities that are mentally and emotionally healthy.
- HBO 3. Manage interpersonal conflict in healthy ways.
- HBO 4. Prevent and manage emotional stress and anxiety in healthy ways.
- HBO 5. Use self-control and impulse-control strategies to promote health.
- HBO 6. Get help for troublesome thoughts, feelings, or actions for oneself and others.
- HBO 7. Show acceptance of difference in others.
- HBO 8. Establish and maintain healthy relationships.
- HBO 9. Practice habits that promote mental and emotional wellbeing.



## Personal Health and Wellness

- HBO 1. Practice appropriate hygiene habits.
- HBO 2. Get an appropriate amount of sleep and rest.
- HBO 3. Prevent vision and hearing loss.
- HBO 4. Prevent damage from the sun.
- HBO 5. Practice behaviors that prevent infectious diseases.
- HBO 6. Practice behaviors that prevent chronic diseases.
- HBO 7. Practice behaviors that promote mental and emotional wellbeing.
- HBO 8. Practice behaviors that prevent foodborne or waterborne illnesses.
- HBO 9. Prevent serious health problems that result from common chronic diseases and conditions among youth, such as allergies, asthma, diabetes, and epilepsy.

- HBO 10. Use healthcare services to address common infectious diseases and manage 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.



## Physical Activity

- HBO 1. Engage in moderate to vigorous physical activity for at least 60 minutes every day.
- HBO 2. Regularly engage in physical activities that enhance cardio-respiratory endurance, flexibility, muscle endurance, and muscle strength.
- HBO 3. Engage in warm-up and cool-down activities before and after structured exercise.
- HBO 4. Drink plenty of water before, during, and after physical activity.
- HBO 5. Follow a physical activity plan for healthy growth and development.
- HBO 6. Avoid injury during physical activity.
- HBO 7. Support others to be physically active.



## Safety

- HBO 1. Follow appropriate safety rules when riding in or on a motor vehicle.
- HBO 2. Avoid driving a motor vehicle—or riding in a motor vehicle driven by someone—while under the influence of alcohol or other drugs.
- HBO 3. Use safety equipment appropriately and correctly.
- HBO 4. Apply safety rules and procedures to avoid risky behaviors and injury.
- HBO 5. Avoid safety hazards in the home and community.
- HBO 6. Recognize and avoid dangerous surroundings.
- HBO 7. Get help for oneself or others when injured or suddenly ill.
- HBO 8. Support others to avoid risky behaviors and be safe.



## Sexual Health

- HBO 1. Recognize developmental changes experienced by self and others during childhood and adolescence.
- HBO 2. Establish and maintain healthy relationships.
- HBO 3. Treat all people with dignity and respect with regard to their gender identity and sexual orientation.
- HBO 4. Give and receive consent in all situations.
- HBO 5. Be sexually abstinent.
- HBO 6. Engage in behaviors that prevent or reduce sexually transmitted infections (STIs), including HIV.
- HBO 7. Engage in behaviors that prevent or reduce unintended pregnancy.
- HBO 8. Support others to avoid or reduce sexual risk behaviors.
- HBO 9. Avoid pressuring others to engage in sexual behaviors.
- HBO 10. Use appropriate health services to promote sexual and reproductive health.



## Tobacco

- HBO 1. Avoid using (or experimenting with) any form of tobacco.
- HBO 2. Avoid exposure to secondhand smoke and aerosol.
- HBO 3. Support a tobacco-free environment.
- HBO 4. Support others to be tobacco free.
- HBO 5. Quit using tobacco, if already using.



## Violence Prevention

- HBO 1. Manage interpersonal conflict in nonviolent ways.
- HBO 2. Manage emotional distress in nonviolent ways.
- HBO 3. Avoid bullying, being a bystander to bullying, or being a victim of bullying.

- HBO 4. Avoid engaging in violence, including sexual harassment, coercion, exploitation, physical fighting, and rape.
- HBO 5. Avoid situations where violence is likely to occur.
- HBO 6. Avoid associating with others who are involved in or who encourage violence or criminal activity.
- HBO 7. Get help to prevent or stop violence including harassment, abuse, bullying, hazing, fighting, and hate crimes.
- HBO 8. Get help to prevent or stop unwanted or inappropriate touching.
- HBO 9. Get help to stop being subjected to violence or physical abuse.
- HBO 10. Get help for oneself or others who are in danger of hurting themselves.

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<sup>1</sup>The Joint Committee on National Health Education Standards.  
*National Health Education Standards: Achieving Excellence*  
(2nd Edition). Atlanta, GA: American Cancer Society; 2007.