

HECAT: Chapter 2

General Curriculum Information

This chapter captures general descriptive information that is needed to understand and review any health education curriculum and make a final curriculum selection. One person can complete this curriculum information and provide the results for others. Although most information can be found in the curriculum materials, it might be necessary to contact the publisher, the developer, or a website for information. Skip any items not relevant to the review of a locally-developed curriculum.

CURRICULUM DESCRIPTION ANALYSIS ITEMS

1. Name of curriculum: _____
2. Year published or developed: _____ Year revised (if applicable): _____
3. Publisher/Developer/Distributor
 Name: _____
 Contact Person: _____ Phone: _____
 Address: _____
 Website: _____ Email: _____
4. Summarize the overall goals or focus of the curriculum (e.g., tobacco-use prevention; violence prevention).
5. Who is the intended audience? _____
 General population of students
 Specific subpopulations (e.g., LGBTQ+ (lesbian, gay, bisexual, transgender, queer/questioning, and other sexual and gender identities) students; students with histories of trauma, abuse, or neglect; BIPOC (black, indigenous, and people of color) students; runaway or homeless students; criminal justice or foster system-involved students; students with intellectual or developmental disabilities or special needs; students who are young parents and caregivers)
 If checked, identify the subpopulations: _____
6. What topics does the curriculum address?
 (Check all that apply)

<input type="checkbox"/> Promoting an alcohol and other drug-free lifestyle (preventing alcohol and other drugs use) <input type="checkbox"/> Promoting healthy eating and nutrition <input type="checkbox"/> Promoting mental and emotional health <input type="checkbox"/> Promoting personal health and wellness <input type="checkbox"/> Promoting physical activity <input type="checkbox"/> Promoting safety and injury prevention	<input type="checkbox"/> Promoting sexual health <input type="checkbox"/> Promoting a tobacco-free lifestyle (preventing tobacco use) <input type="checkbox"/> Preventing violence and intentional injury <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____
---	---

General Curriculum Information

7. What grade levels does the curriculum address?

(Check all that apply)

- | | | |
|---|----------------------------------|-----------------------------------|
| <input type="checkbox"/> Pre-Kindergarten | <input type="checkbox"/> Grade 4 | <input type="checkbox"/> Grade 9 |
| <input type="checkbox"/> Kindergarten | <input type="checkbox"/> Grade 5 | <input type="checkbox"/> Grade 10 |
| <input type="checkbox"/> Grade 1 | <input type="checkbox"/> Grade 6 | <input type="checkbox"/> Grade 11 |
| <input type="checkbox"/> Grade 2 | <input type="checkbox"/> Grade 7 | <input type="checkbox"/> Grade 12 |
| <input type="checkbox"/> Grade 3 | <input type="checkbox"/> Grade 8 | |

8. How many lessons/sessions are in the curriculum? _____

9. If appropriate, describe how the lessons are divided by grade level—for example, 10 lessons in Grade 5, 5 lessons in Grade 6—and by health topic, such as 5 lessons on tobacco, 5 lessons on alcohol and other drugs.

- By grade level: _____
- By health topic: _____

10. Is the curriculum included on a federal registry of programs considered to be exemplary, promising, or effective? (Available at www.cdc.gov/healthyyouth/adolescenthealth/registries.htm.)

- Yes No

If yes, which list(s)? _____

11. Is the curriculum on the state health education curriculum adoption list? (Consult websites or health education personnel in the school district and state to determine if such a list exists in the state and if the curriculum is on that list.)

- Yes No

12. Was the curriculum developed or adapted with input from youth, adults, or allies of people from backgrounds that have been marginalized (e.g., LGBTQ+, BIPOC)?

- Yes No Unsure/Cannot determine

13. According to the developer, does the curriculum match national or state health education standards or frameworks?

- Yes No

If yes, which standards or frameworks? _____

14. Does the developer indicate that the curriculum is based on a specific health behavior theory or theories?

- Yes No

If yes, which theory or theories? _____

If no, does the developer identify another model or framework as a basis for the curriculum?

- Yes No

If yes, on what model or framework is the content based?

15. If the curriculum is being considered for purchase with federal funds, identify the federal agency funding and if the curriculum is compliant with relevant federal requirements. If not being considered for purchase with federal funds, proceed to #16. (Note: It might not be possible to complete "yes" or "no" responses without a more thorough curriculum review.)

Name of Federal Program _____

Does the curriculum meet appropriate federal requirements related to curriculum purchase with these federal funds?

Yes No

Identify the relevant requirements related to curriculum purchase.

16. Is professional development or training required by the developer to purchase or use curriculum materials?

Yes No

If yes, what is the required length of training? _____ hours. (Note the required training costs in Chapter 4 - Affordability Analysis, item #3).

17. Does professional development or training appear necessary to implement the curriculum effectively?

Yes No

If yes, who is available to provide this professional development/training?

18. Does the curriculum provide strategies for integrating content from other academic subjects into health education lessons?

Yes No

If yes, which subjects are integrated into this health education curriculum?

19. Does the curriculum provide guidance about integrating health-related content and skills into other academic subjects (e.g., science or English Language Arts)

Yes No

If yes, which subjects are listed as appropriate for integrating health-related content and skills from the curriculum?

General Curriculum Information

20. What guidance does the curriculum provide to notify parents, caregivers, and families about the curriculum or content of instruction? (Check all that apply)

- None
- General guidance for teachers
- Specific examples: sample letters outlining curriculum topics and skills, sample text for teacher or school newsletters, webpages, or social media platforms
- Student "opt-in or opt-out" of health education instruction waivers
- Other (describe) _____

21. What guidance is provided to help teachers handle potentially sensitive content issues? (Check all that apply)

- None
- Brief and general guidance for school personnel and teachers
- Specific and detailed guidance such as background information, sample text for teacher, additional resources, supplemental materials for students or parents, caregivers, and families
- Other (describe) _____

22. What materials, tools, technology, and resources are included as part of the curriculum? (Check all that apply)

What materials are included in the curriculum?	What types of technology are used in the curriculum?	What other supports and services are provided by the publisher/developer as part of the curriculum purchase?
<ul style="list-style-type: none"> <input type="checkbox"/> Lesson plans <input type="checkbox"/> Student textbooks <input type="checkbox"/> Teaching aids, such as teaching posters or models <input type="checkbox"/> Storyboards or bulletin board sets <input type="checkbox"/> Sets or individual copies of student worksheets <input type="checkbox"/> Reference and research materials <input type="checkbox"/> Simulation activities <input type="checkbox"/> Student assessment tools <input type="checkbox"/> Homework assignments <input type="checkbox"/> Learning materials for use by parents, caregivers, and families <input type="checkbox"/> Ideas for community service or service-learning experiences <input type="checkbox"/> Ideas for field trips <input type="checkbox"/> Other (list) 	<ul style="list-style-type: none"> <input type="checkbox"/> Digital versions of lesson plans, textbooks, and other teaching materials <input type="checkbox"/> Online lessons, activities, or assignments for students <input type="checkbox"/> Visuals, such as slides or presentation templates <input type="checkbox"/> Videos or audio-recordings <input type="checkbox"/> Internet/web/social media platforms (e.g., DVDs/CD-ROMs) <input type="checkbox"/> Fitness/health assessment devices, such as heart rate monitors, pedometers, and spirometers <input type="checkbox"/> Cameras <input type="checkbox"/> Other (list) 	<ul style="list-style-type: none"> <input type="checkbox"/> Curriculum updates for teachers on a website or through newsletters <input type="checkbox"/> Professional development available through website <input type="checkbox"/> Activities and resources for parents, caregivers, and families available through website <input type="checkbox"/> Web page templates to help school districts or schools create their own health education web page <input type="checkbox"/> Free/no charge professional development <input type="checkbox"/> Free/no charge replacements of consumable items (e.g., student workbooks or instructional materials.) <input type="checkbox"/> Other (list)
<div style="border: 1px solid black; height: 60px; width: 100%;"></div>	<div style="border: 1px solid black; height: 60px; width: 100%;"></div>	<div style="border: 1px solid black; height: 60px; width: 100%;"></div>