

HECAT: Chapter 3

Overall Summary Forms

Chapter 3 includes three forms. The *Individual Curriculum Summary Scores* form (pg. CH3-2) allows HECAT users to consolidate scores across Chapters and modules for a single curriculum. The *Multiple Curriculum Comparison Scores* form (pg. CH3-3) allows HECAT users to compare scores across multiple curriculum or grade spans by consolidating *Individual Curriculum Summary Scores*.

The third *Notes* form (pg. CH3-4) provides space to capture critical comments from throughout the HECAT.

These forms can be used for two purposes: To keep track of progress in completing the HECAT analysis; and as the basis of discussion and decisions by the curriculum review team.

HECAT: Chapter 3

OVERALL SUMMARY FORM

Individual Curriculum Summary Scores

Reviewer's Name _____ **Date:** _____

Directions: Use this form to summarize the scores from chapters 4, 5, and 6. As each scoring section in Chapters 4 and 5 and relevant health topic modules in Chapter 6 are completed, transfer the scores to the score column below. Use a separate form for each grade group or health topic module. Use the form marked *Multiple Curriculum Comparison Scores* (page CH3-3) to consolidate scores for more than one curriculum, grade span, or health topic module.

Grade groups	Curriculum Title	Score
<input type="checkbox"/> pre-K-2 <input type="checkbox"/> 3-5 <input type="checkbox"/> 6-8 <input type="checkbox"/> 9-12		
Chapter 4 Preliminary Curriculum Considerations	Accuracy Analysis (pg.CH4-4)	
	Acceptability Analysis (pg. CH4-8)	
	Feasibility Analysis (pg. CH4-9)	
	Affordability Analysis (pg. CH4-14)	
Chapter 5 Health Education Curriculum Fundamentals	Curriculum Design (pg. CH5-2)	
	Culturally Responsive and Inclusive Characteristics (pg. CH5-3)	
	Learning Objectives (pg. CH5-4)	
	Teacher Guidance and Preparation (pg. CH5-5)	
	Instructional Strategies and Materials (pg. CH5-6)	
	Skill Teaching Guidance (pg. CH5-7)	
	Student Assessment (pg. CH5-8)	
	Promotion of Norms that Value Positive Health Behaviors (pg. CH5-9)	
	Continuity and Uniformity of CHE Curriculum [CHE-Only] (pg. CH5-10)	
Chapter 6, Health Topic Modules (check all that apply) <input type="checkbox"/> AOD <input type="checkbox"/> FN <input type="checkbox"/> MEH <input type="checkbox"/> PHW <input type="checkbox"/> PA <input type="checkbox"/> S <input type="checkbox"/> SH <input type="checkbox"/> T <input type="checkbox"/> V <input type="checkbox"/> CHE	Standard 1: Health Information/Concepts (Knowledge Expectations)	
	Standard 2: Analyzing Influences (Skill Expectations)	
	Standard 2: Analyzing Influences (Student Skill Practice)	
	Standard 3: Accessing Valid Information (Skill Expectations)	
	Standard 3: Accessing Valid Information (Student Skill Practice)	
	Standard 4: Communication Skills (Skill Expectations)	
	Standard 4: Communication Skills (Student Skill Practice)	
	Standard 5: Decision Making (Skill Expectations)	
	Standard 5: Decision Making (Student Skill Practice)	
	Standard 6: Goal Setting (Skill Expectations)	
	Standard 6: Goal Setting (Student Skill Practice)	
	Standard 7: Practicing Healthy Behaviors (Skill Expectations)	
	Standard 7: Practicing Healthy Behaviors (Student Skill Practice)	
	Standard 8: Advocating for Health (Skill Expectations)	
Standard 8: Advocating for Health (Student Skill Practice)		

Make additional copies of this form to review other grade spans, curricula, or health topic modules.

HECAT: Chapter 3

OVERALL SUMMARY FORM

Multiple Curriculum Comparison Scores

Reviewer's Name _____ Date: _____

Directions: Use this form to compare scores for multiple curricula or grade. List the *Individual Curriculum Summary Scores* for all curricula or grade spans that were reviewed. Make additional copies if necessary.

NOTE: Insert scores for up to three curricula in each score column. _____

Grade groups <input type="checkbox"/> pre-K-2 <input type="checkbox"/> 3-5 <input type="checkbox"/> 6-8 <input type="checkbox"/> 9-12	Curriculum Components	Score	Score	Score
		1	2	3
Chapter 4 Preliminary Curriculum Considerations	Accuracy Analysis			
	Acceptability Analysis			
	Feasibility Analysis			
	Affordability Analysis			
Chapter 5 Health Education Curriculum Fundamentals	Curriculum Design			
	Culturally Responsive and Inclusive Characteristics			
	Learning Objectives			
	Teacher Guidance and Preparation			
	Instructional Strategies and Materials			
	Skill Teaching Guidance			
	Student Assessment			
	Promotion of Norms that Value Positive Health Behaviors			
	Continuity and Uniformity of CHE Curriculum [CHE-Only]			
Chapter 6, Health Topic Modules (check all that apply) <input type="checkbox"/> AOD <input type="checkbox"/> FN <input type="checkbox"/> MEH <input type="checkbox"/> PHW <input type="checkbox"/> PA <input type="checkbox"/> S <input type="checkbox"/> SH <input type="checkbox"/> T <input type="checkbox"/> V <input type="checkbox"/> CHE	Standard 1: Health Information/Concepts (Knowledge Expectations)			
	Standard 2: Analyzing Influences (Skill Expectations)			
	Standard 2: Analyzing Influences (Student Skill Practice)			
	Standard 3: Accessing Valid Information (Skill Expectations)			
	Standard 3: Accessing Valid Information (Student Skill Practice)			
	Standard 4: Communication Skills (Skill Expectations)			
	Standard 4: Communication Skills (Student Skill Practice)			
	Standard 5: Decision Making (Skill Expectations)			
	Standard 5: Decision Making (Student Skill Practice)			
	Standard 6: Goal Setting (Skill Expectations)			
	Standard 6: Goal Setting (Student Skill Practice)			
	Standard 7: Practicing Healthy Behaviors (Skill Expectations)			
	Standard 7: Practicing Healthy Behaviors (Student Skill Practice)			
	Standard 8: Advocating for Health (Skill Expectations)			
Standard 8: Advocating for Health (Student Skill Practice)				

HECAT: Chapter 3

OVERALL SUMMARY FORM

Curriculum Summary Score Notes

Notes:

Summarize critical comments from throughout the HECAT or important information for review team discussions and decisions.