



HECAT: Module AOD

ALCOHOL- AND OTHER DRUG-USE PREVENTION CURRICULUM

Description: This module contains the tools to analyze and score curricula that are intended to promote an alcohol- and other drug-free lifestyle. An accessible version of this module is included in CDC's HECAT Online. <https://wwwn.cdc.gov/hecatonline/#/login>

Healthy Behavior Outcomes (HBO)

A pre-K–12 alcohol- and other drug-free curriculum should enable students to...

- 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 alcohol- and other drug-free.

This module uses the *National Health Education Standards (NHES)* as the framework for determining the extent to which a curriculum is likely to enable students to master essential knowledge and skills that promote an alcohol- and other drug-free lifestyle.

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 an alcohol- and drug-free lifestyle. Appendix 6 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 HECAT analysis items before reviewing 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 alcohol- and other drug-use prevention curricula. If a curriculum focuses on additional topics, such as mental and emotional health or safety, use these modules as well.

Overall Instructions

1. Determine the desired HBO(s) (box on left) you expect a curriculum to address.
2. Review the HECAT items in this module. Add, delete, or revise items to meet the selected HBO(s), the curriculum requirements of the state or school district, and community needs.
3. Review the completed *General Curriculum Information* (Chapter 2) for the curriculum being reviewed.
4. Read the curriculum to become familiar with its content and how it is organized.
5. Complete the analysis of the curriculum for each standard in this module.
6. 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).
7. Transfer scores from the analysis of each standard to the *Overall Summary Form* (Chapter 3).
8. Complete a separate analysis for each curriculum being reviewed. Make additional copies of analysis pages as needed.
9. Keep all written notes and comments to justify scores and to inform group discussions and curriculum decisions.

Standard 1

The Standard 1 curriculum analysis will result in a single score that reflects the extent to which a curriculum addresses knowledge required to achieve the selected alcohol- and other drug-free Healthy Behavior Outcomes (HBOs, page AOD-1). The HECAT lists essential knowledge expectations to be completed by grades 2, 5, 8, and 12. These are listed by grade span: pre-K–2; 3–5; 6–8; and 9–12, starting on page AOD-3. The relationship between each knowledge expectation and HBO is noted in parentheses next to each knowledge expectation.

The knowledge expectations are numbered sequentially for the ease of identification and discussion. Before each knowledge expectation, the number represents the topic abbreviation, *NHES* standard number, grade span (last grade in that span), and knowledge expectation item number. For example, AOD1.5.1 would represent Alcohol and Other Drugs, standard 1, grade span 3–5, knowledge expectation item 1.

Directions for Standard 1

1. Review the knowledge expectations (pages AOD-3 through AOD-9).
2. Decide if any 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 curriculum requirements of the state or school district. Review other standards before making changes to the knowledge expectations in Standard 1. Some knowledge expectations may be reflected in the skill expectations in Standards 2–8, and some might be found in other health topic modules. Look in other related topic modules for knowledge expectations that might be edited and added to the list of knowledge expectations for this topic.
3. Read the curriculum to become familiar with its content, the information provided for students, and the methods used to convey information and knowledge content.
4. 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.
5. Transfer the *Knowledge Expectations Coverage Score* to the appropriate line on the *Overall Summary Form* (Chapter 3).
6. Record notes to justify scores and to inform group discussions and curriculum decisions.
7. Analyze Standard 1 for each curriculum being reviewed. If the curriculum addresses more than one grade span, complete a separate analysis of Standard 1 for each span.
8. Complete a separate *Overall Summary Form* for each curriculum and grade span.

Instructions for Standards 2–8 are provided on page AOD-10.

Standard 1

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

After implementing this curriculum, students will comprehend concepts important for establishing and maintaining an alcohol- and drug-free lifestyle.

Grades Pre-K-2 Knowledge Expectations: Check the box next to each alcohol- and other drug-related knowledge expectation addressed in the curriculum.

By grade 2, students will be able to:

- AOD1.2.1** Identify how household products are harmful if intentionally inhaled or absorbed. (HBO 1)
- AOD1.2.2** Differentiate between candy or other household substances (e.g., laundry pods) and other medications. (HBO 1)
- AOD1.2.3** Describe how to use medications correctly. (HBO 1 & 2)
- AOD1.2.4** Describe the importance of adult supervision of medication use. (HBO 1 & 2)
- AOD1.2.5** Explain the harmful effects of medications when used incorrectly. (HBO 1 & 2)
- AOD1.2.6** Describe the potential risks associated with use of over-the-counter medications. (HBO 1 & 2)
- AOD1.2.7** Differentiate between helpful medications (e.g., acetaminophen, antibiotics) and harmful drugs (e.g., alcohol, nicotine). (HBO 1, 3 & 4)
- AOD1.2.8** Identify school rules about use of medications. (HBO 1 & 2)

Additional Knowledge Expectations

KNOWLEDGE EXPECTATIONS COVERAGE SCORING: 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 establishing and maintaining an alcohol- and drug-free lifestyle.

Grades 3–5 Knowledge Expectations: Check the box next to each alcohol- and other drug-related knowledge expectation addressed in the curriculum.

By grade 5, students will be able to:

- AOD1.5.1** Explain why household products are harmful if intentionally inhaled or absorbed. (HBO 1)
- AOD1.5.2** Define over-the-counter medication (e.g., something you can buy off the store shelf) and prescription medication. (HBO 1 & 2)
- AOD1.5.3** Explain the benefits of medications when used correctly. (HBO 1 & 2)
- AOD1.5.4** Explain how to use medications correctly. (HBO 1 & 2)
- AOD1.5.5** Describe potential risks associated with inappropriate use of over-the-counter medications. (HBO 1 & 2)
- AOD1.5.6** Describe potentials risks associated with inappropriate use of prescription medications. (HBO 1 & 2)
- AOD1.5.7** Describe the importance of not sharing medications. (HBO 1 & 2)
- AOD1.5.8** Explain the difference between medications and illicit drugs. (HBO 2 & 4)
- AOD1.5.9** Identify the risks associated with alcohol and marijuana use. (HBO 3 & 4)
- AOD1.5.10** Identify short- and long-term effects of illicit drug use, misuse of prescription or over-the-counter medications, and inappropriate use of alcohol or marijuana. (HBO 1, 2, 3 & 4)
- AOD1.5.11** Identify family and school rules about alcohol- and other drug-use. (HBO 3, 4 & 8)

Additional Knowledge Expectations

KNOWLEDGE EXPECTATIONS COVERAGE SCORING: 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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Standard 1

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

After implementing this curriculum, students will comprehend concepts important for establishing and maintaining an alcohol- and drug-free lifestyle.

Grades 6–8 Knowledge Expectations: Check the box next to each alcohol- and other drug-related knowledge expectation addressed in the curriculum.

By grade 8, students will be able to:

- AOD1.8.1** Define and differentiate between over-the-counter medications, prescription medications, and illicit drugs. (HBO 1, 2 & 4)
- AOD1.8.2** Distinguish between proper use and abuse of over-the-counter medications. (HBO 1 & 2)
- AOD1.8.3** Distinguish between proper use and abuse of prescription medications. (HBO 1 & 2)
- AOD1.8.4** Describe how to read and interpret directions for over-the-counter and prescription medications. (HBO 1 & 2)
- AOD1.8.5** Describe why it is important to use over-the-counter and prescription medications as directed. (HBO 1 & 2)
- AOD1.8.6** Explain the dangers of sharing medications. (HBO 1 & 2)
- AOD1.8.7** Describe how to safely store medications. (HBO 1)
- AOD1.8.8** Summarize the physical and mental effects of using alcohol, marijuana, and illicit drugs. (HBO 2, 3 & 4)
- AOD1.8.9** Determine the immediate and long-term impacts of alcohol- and other drug-use on the brain, including impacts on decision-making. (HBO 3, 4, 5 & 6)
- AOD1.8.10** Explain the potential effects of mixing any type of medication or drug with another (sometimes called poly-drug use). (HBO 2, 3 & 4)
- AOD1.8.11** Determine reasons why people choose to abstain from or misuse alcohol, marijuana, prescription medications, and illicit drugs. (HBO 2, 3 & 4)
- AOD1.8.12** Explain why using alcohol and other drugs is an unhealthy way to manage stress. (HBO 2, 3 & 4)
- AOD1.8.13** Determine the benefits of being drug-free. (HBO 2, 3, 4 & 8)
- AOD1.8.14** Describe positive alternatives to using alcohol and other drugs. (HBO 2, 3, 4 & 8)
- AOD1.8.15** Describe the relationship between using alcohol and other drugs and other health risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, and tobacco use. (HBO 2, 3, 4, 5 & 6)
- AOD1.8.16** Explain the relationship between intravenous drug use and transmission of bloodborne diseases such as HIV and hepatitis. (HBO 4)
- AOD1.8.17** Explain the risks associated with using alcohol or other drugs and driving a motor vehicle. (HBO 5 & 6)
- AOD1.8.18** Explain school policies and community laws about alcohol, marijuana, prescription medications, and illicit drugs. (HBO 2, 3, 4 & 8)

Alcohol and Other Drugs, Grades 6–8 continued on next page.

Standard 1

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

After implementing this curriculum, students will comprehend concepts important for establishing and maintaining an alcohol- and drug-free lifestyle.

Grades 6–8 Knowledge Expectations (continued): Check the box next to each alcohol- and other drug-related knowledge expectation addressed in the curriculum.

By grade 8, students will be able to:

Additional Knowledge Expectations

KNOWLEDGE EXPECTATIONS COVERAGE SCORING: 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:

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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 establishing and maintaining an alcohol- and drug-free lifestyle.

Grades 9–12 Knowledge Expectations: Check the box next to each alcohol- and other drug-related knowledge expectation addressed in the curriculum.

By grade 12, students will be able to:

- AOD1.12.1** Differentiate between over-the-counter medications, prescription medications, and illicit drugs. (HBO 1, 2 & 4)
- AOD1.12.2** Differentiate between proper use and abuse of over-the-counter medications. (HBO 1 & 2)
- AOD1.12.3** Differentiate between proper use and abuse of prescription medications. (HBO 1 & 2)
- AOD1.12.4** Describe how to read and interpret prescription and over-the-counter medication labels. (HBO 1 & 2)
- AOD1.12.5** Describe how to store medications safely. (HBO 1)
- AOD1.12.6** Explain the potential consequences of mixing any type of drug with another medication or drug, or with alcohol (sometimes called poly-drug use). (HBO 2, 3 & 4)
- AOD1.12.7** Describe the harmful effects of binge drinking. (HBO 3 & 4)
- AOD1.12.8** Summarize the harmful short- and long-term physical, psychological, and social effects of using alcohol and illicit drugs, and misusing prescription medications. (HBO 2, 3 & 4)
- AOD1.12.9** Describe the effects of using alcohol and other drugs on school performance, absenteeism, job-related performance, and interpersonal relationships. (HBO 2, 3 & 4)
- AOD1.12.10** Explain the effects of alcohol- and other drug-use during pregnancy. (HBO 2, 3 & 4)
- AOD1.12.11** Evaluate situations that could lead to the use of alcohol and other drugs. (HBO 2, 3 & 4)
- AOD1.12.12** Summarize why alcohol- or other drug-use is an unhealthy way to manage weight or stress. (HBO 2, 3 & 4)
- AOD1.12.13** Analyze why individuals choose to use or not to use alcohol and other drugs. (HBO 2, 3 & 4)
- AOD1.12.14** Analyze short- and long-term benefits of remaining alcohol- and drug-free. (HBO 2, 3, 4 & 8)
- AOD1.12.15** Determine socially appropriate ways to avoid or prevent use of alcohol and other drugs. (HBO 2, 3, 4, 5, 6 & 8)
- AOD1.12.16** Analyze the relationship between alcohol- and other drug-use and the major causes of death and disease in the United States. (HBO 2, 3, 4, 5 & 6)
- AOD1.12.17** Analyze the relationship between using alcohol and other drugs and other health risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, and tobacco use. (HBO 2, 3, 4, 5 & 6)
- AOD1.12.18** Summarize the relationship between intravenous drug use and transmission of bloodborne diseases such as HIV and hepatitis. (HBO 4)

Alcohol and Other Drugs, Grades 9–12 continued on next page.

Standard 1

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

After implementing this curriculum, students will comprehend concepts important for establishing and maintaining an alcohol- and drug-free lifestyle.

Grades 9–12 Knowledge Expectations (continued): Check the box next to each alcohol- and other drug-related knowledge expectation addressed in the curriculum.

By grade 12, students will be able to:

- AOD1.12.19** Summarize long-term health benefits of abstaining from or discontinuing alcohol use. (HBO 3 & 7)
- AOD1.12.20** Analyze the dangers of driving while under the influence of alcohol or other drugs. (HBO 5 & 6)
- AOD1.12.21** Summarize the importance of not riding with a driver who has been using alcohol or other drugs. (HBO 5 & 6)
- AOD1.12.22** Analyze how addiction to alcohol and other drugs can be treated. (HBO 7 & 8)
- AOD1.12.23** Analyze how alcohol and drug cessation programs can be successful. (HBO 7 & 8)
- AOD1.12.24** Summarize family rules, school rules, and community laws about alcohol- and other drug-use. (HBO 2, 3, 4, 5, 6 & 8)

Additional Knowledge Expectations

KNOWLEDGE EXPECTATIONS COVERAGE SCORING: 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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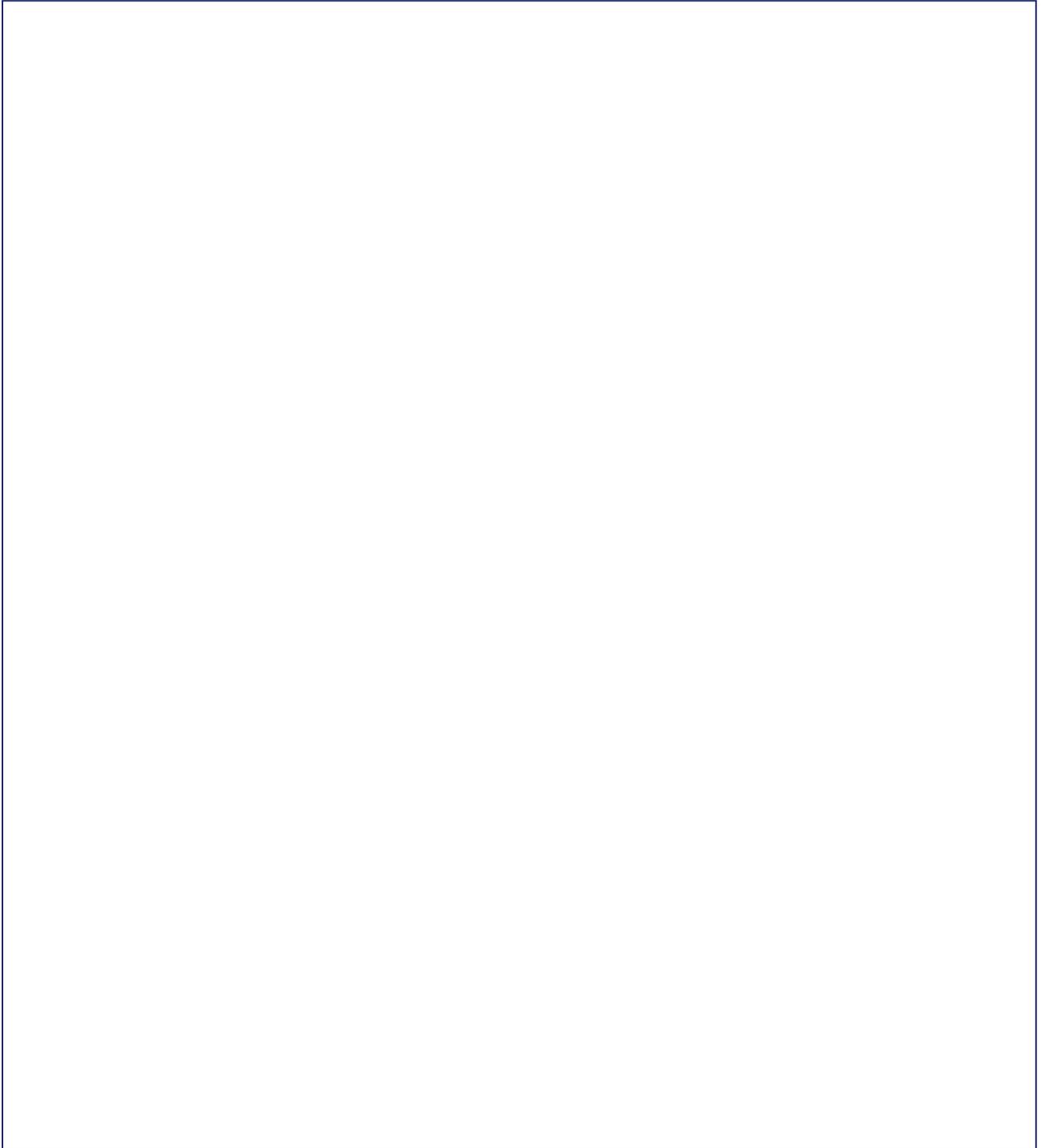
TRANSFER THIS SCORE TO THE *KNOWLEDGE EXPECTATIONS* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

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

Notes:

A large, empty rectangular box with a thin black border, intended for students to write their notes. It occupies the majority of the page's vertical space.

Standards 2–8

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 alcohol- and other drug-free Healthy Behavior Outcomes (HBOs, page AOD-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 alcohol- and other drug-specific skill expectations for each grade span. The alcohol- and other drug-specific skill expectations are based on the general skill expectations listed in Appendix 4: HECAT Skill Expectations for Skill Standards 2–8. There are some grade spans for which alcohol- and other drug-related skill expectations are not applicable. These include the statement “NA - Skill expectations are not identified for this grade span.”

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 span(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 Appendix 4 for guidance when considering additions, deletions, or revisions. Also, review skill expectations in other health topic modules for those 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 skill expectation, the number represents topic abbreviation, *NHES* standard number, grade span (last grade in that span), and skill expectation item number. For example, AOD3.5.1 would represent Alcohol and Other Drugs, standard 3, grade span 3–5, skill expectation item 1.

Directions for Standards 2-8

1. Review the topic-specific skill expectations for each standard.
2. 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.
3. Read the curriculum to become familiar with the content, the focus on skill practice, and the methods used to convey skill practice.
4. 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.
5. 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.
6. Transfer the *Skill Expectations Coverage Score* and the *Student Skill Practice Score* to the appropriate lines on the *Overall Summary Form* (Chapter 3).
7. Record notes to justify scores and to inform group discussions and curriculum decisions.
8. Complete a separate *Overall Summary Form* for each curriculum and grade span.

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 alcohol- and other drug-use related behaviors.

Grades Pre-K-2 Student Skill Expectations: Check the box next to each alcohol- and other drug-related skill expectation addressed in the curriculum.

By grade 2, students will be able to:

- AOD2.2.1** Identify how family influences medication safety and adherence (i.e., taking medicine as prescribed by a healthcare provider).
- AOD2.2.2** Identify how school personnel can influence medication safety and adherence.
- AOD2.2.3** Identify how media and technology can influence medication safety and adherence.

Additional Skill Expectations

SKILL EXPECTATIONS COVERAGE SCORING: 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 THE *STANDARD 2: ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

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 alcohol- and other drug-use related 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 at least one opportunity or activity for students to practice the skills needed to meet this standard (<i>Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i>)	<input type="checkbox"/>
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. (<i>Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i>)	<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:

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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 alcohol- and other drug-use related behaviors.

Grades 3–5 Student Skill Expectations: Check the box next to each alcohol- and other drug-related skill expectation addressed in the curriculum.

By grade 5, students will be able to:

- AOD2.5.1** Identify how culture influences practices and behaviors related to alcohol use.
- AOD2.5.2** Identify how peers influence practices and behaviors related to alcohol use.
- AOD2.5.3** Identify how community influences practices and behaviors related to alcohol use.
- AOD2.5.4** Describe how family and culture influence practices and behaviors related to alcohol use.
- AOD2.5.5** Describe how school and community settings influence practices and behaviors related to alcohol use.
- AOD2.5.6** Describe how media and technology influence practices and behaviors related to alcohol use.
- AOD2.5.7** Describe how peers influence practices and behaviors related to alcohol use.

Additional Skill Expectations

SKILL EXPECTATIONS COVERAGE SCORING: 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%)
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SKILL EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO THE *STANDARD 2: ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

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 alcohol- and other drug-use related 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 at least one opportunity or activity for students to practice the skills needed to meet this standard (<i>Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i>)	<input type="checkbox"/>
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. (<i>Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i>)	<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).

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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 alcohol- and other drug-use related behaviors.

Grades 6–8 Student Skill Expectations: Check the box next to each alcohol- and other drug-related skill expectation addressed in the curriculum.

By grade 8, students will be able to:

- AOD2.8.1** Explain how school rules, community norms, and public health policies or laws (e.g., legal drinking age) influence alcohol- and other drug-related practices and behaviors.
- AOD2.8.2** Explain how perceptions of norms influence healthy and unhealthy alcohol- and other drug-use practices and behaviors.
- AOD2.8.3** Explain how social expectations influence healthy and unhealthy alcohol- and other drug-use practices and behaviors.
- AOD2.8.4** Explain how personal values and beliefs influence alcohol- and other drug-use practices and behaviors.
- AOD2.8.5** Describe how alcohol- and other drug-use can influence the likelihood of engaging in other unhealthy behaviors (e.g., sexual risk behaviors).
- AOD2.8.6** Analyze how family and culture influence alcohol- and other drug-use practices and behaviors.
- AOD2.8.7** Analyze how school and community settings influence alcohol- and other drug-use practices and behaviors.
- AOD2.8.8** Analyze how media and technology influence alcohol- and other drug-use practices and behaviors.
- AOD2.8.9** Analyze how peers influence alcohol- and other drug-use practices and behaviors.

Additional Skill Expectations

SKILL EXPECTATIONS COVERAGE SCORING: 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%)
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SKILL EXPECTATIONS COVERAGE SCORE



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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 alcohol- and other drug-use related 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 at least one opportunity or activity for students to practice the skills needed to meet this standard (<i>Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i>)	<input type="checkbox"/>
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. (<i>Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i>)	<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:

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 4) 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 alcohol- and other drug-use related behaviors.

Grades 9–12 Student Skill Expectations: Check the box next to each alcohol- and other drug-related skill expectation addressed in the curriculum.

By grade 12, students will be able to:

- AOD2.12.1** Explain how public health policies influence alcohol- and other drug-use practices and behaviors.
- AOD2.12.2** Analyze how culture supports and challenges alcohol- and other drug-use beliefs, practices, and behaviors.
- AOD2.12.3** Analyze how peers and perceptions of norms influence healthy and unhealthy alcohol- and other drug-related behaviors.
- AOD2.12.4** Analyze how personal attitudes, values, and beliefs influence health and unhealthy alcohol- and other drug-use behaviors.
- AOD2.12.5** Analyze how alcohol- and other drug-use can influence the likelihood of engaging in other unhealthy behaviors (e.g., sexual risk behaviors).
- AOD2.12.6** Analyze how laws, rules, and regulations influence behaviors related to alcohol- and other drug use.
- AOD2.12.7** Analyze how school and community settings influence practices and behaviors related to alcohol- and other drug-use.
- AOD2.12.8** Analyze how media and technology influence personal, family, and community behaviors related to alcohol- and other drug-use.
- AOD2.12.9** Differentiate relevant influences, including family, culture, peers, school, community, media, technology, and public health policies on practices and behaviors related to alcohol- and other drug-use.
- AOD2.12.10** Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support prevention or cessation of alcohol and other drugs for oneself and others.

Additional Skill Expectations

SKILL EXPECTATIONS COVERAGE SCORING: 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 THE **STANDARD 2:**
ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE)
LINE OF THE **OVERALL SUMMARY FORM (CHAP. 3).**

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 alcohol- and other drug-use related 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 at least one opportunity or activity for students to practice the skills needed to meet this standard (<i>Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i>)	<input type="checkbox"/>
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. (<i>Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i>)	<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:

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 4) to reflect community needs and to meet the curriculum requirements of the school district.

Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to establish and maintain an alcohol- and other drug-free lifestyle.

Grades Pre-K-2 Student Skill Expectations: Check the box next to each alcohol- and other drug-related skill expectation addressed in the curriculum.

By grade 2, students will be able to:

- AOD3.2.1** Identify trusted adults at home who can help with taking prescription and over-the-counter medications.
- AOD3.2.2** Identify trusted adults and professionals in school (e.g., school nurse) who can help with taking prescription and over-the-counter medications.
- AOD3.2.3** Explain how to locate school or community health helpers who can help with information about prescription and over-the-counter medications.

Additional Skill Expectations

SKILL EXPECTATIONS COVERAGE SCORING: 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 3: ACCESSING VALID INFORMATION (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

The use of "valid" in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

Standard **3** Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, 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 an alcohol- and other drug-free lifestyle.

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 at least one opportunity or activity for students to practice the skills needed to meet this standard (<i>Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i>)	<input type="checkbox"/>
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. (<i>Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i>)	<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:

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 4) to reflect community needs and to meet the curriculum requirements of the school district.

Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, 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 an alcohol- and other drug-free lifestyle.

Grades 3–5 Student Skill Expectations: Check the box next to each alcohol- and other drug-related skill expectation addressed in the curriculum.

By grade 5, students will be able to:

- AOD3.5.1** Describe characteristics of valid information for over-the-counter and prescription medications.
- AOD3.5.2** Demonstrate how to locate sources of valid information for over-the-counter and prescription medications.

Additional Skill Expectations

SKILL EXPECTATIONS COVERAGE SCORING: 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 3: ACCESSING VALID INFORMATION (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

The use of “valid” in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, 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 an alcohol- and other drug-free lifestyle.

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 at least one opportunity or activity for students to practice the skills needed to meet this standard (<i>Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i>)	<input type="checkbox"/>
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. (<i>Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i>)	<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:

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 4) to reflect community needs and to meet the curriculum requirements of the school district.

Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, 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 an alcohol- and other drug-free lifestyle.

Grades 6–8 Student Skill Expectations: Check the box next to each alcohol- and other drug-related skill expectation addressed in the curriculum.

By grade 8, students will be able to:

- AOD3.8.1** Analyze the validity of information for over-the-counter and prescription medications (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- AOD3.8.2** Analyze the validity of information for alcohol- and other drug-use prevention.
- AOD3.8.3** Describe situations that call for professional alcohol- and other drug-use treatment services.
- AOD3.8.4** Determine the availability of valid alcohol- and other drug-use cessation products.
- AOD3.8.5** Access valid alcohol- and other drug-use prevention information from home, school, or community.

Additional Skill Expectations

Skill EXPECTATIONS COVERAGE SCORING: 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 3: ACCESSING VALID INFORMATION (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

The use of “valid” in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, 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 an alcohol- and other drug-free lifestyle.

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 at least one opportunity or activity for students to practice the skills needed to meet this standard (<i>Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i>)	<input type="checkbox"/>
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. (<i>Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i>)	<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:

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 4) to reflect community needs and to meet the curriculum requirements of the school district.

Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, 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 an alcohol- and other drug-free lifestyle.

Grades 9–12 Student Skill Expectations: Check the box next to each alcohol- and other drug-related skill expectation addressed in the curriculum.

By grade 12, students will be able to:

- AOD3.12.1** Evaluate the validity of information for over-the-counter and prescription medications (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- AOD3.12.2** Evaluate the validity of information for alcohol- and other drug-use prevention.
- AOD3.12.3** Evaluate the validity of alcohol- and other drug-use prevention and cessation products.
- AOD3.12.4** Evaluate the validity of alcohol- and other drug-use treatment services.
- AOD3.12.5** Determine the accessibility of valid alcohol- and other drug-use prevention and cessation products.
- AOD3.12.6** Determine the accessibility of valid alcohol- and other drug-use treatment services.
- AOD3.12.7** Determine when professional alcohol- and other drug-use cessation services may be required.
- AOD3.12.8** Use resources that provide valid alcohol- and other drug-use prevention information.

Additional Skill Expectations

SKILL EXPECTATIONS COVERAGE SCORING: 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 3: ACCESSING VALID INFORMATION (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

The use of “valid” in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, 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 an alcohol- and other drug-free lifestyle.

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 at least one opportunity or activity for students to practice the skills needed to meet this standard (<i>Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i>)	<input type="checkbox"/>
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. (<i>Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i>)	<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:

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 4) 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 avoid or quit alcohol- and other drug-use.

Grades Pre-K-2 Student Skill Expectations: Check the box next to each alcohol- and other drug-related skill expectation addressed in the curriculum.

By grade 2, students will be able to:

- AOD4.2.1** Demonstrate effective refusal skills, including firmly saying “no” and moving away, when offered medications or other drugs by someone other than a trusted adult.
- AOD4.2.2** Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed when offered medications other drugs by someone other than a trusted adult.

Additional Skill Expectations

SKILL EXPECTATIONS COVERAGE SCORING: 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 4: COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Interpersonal communication includes four unique sub-skills including effective verbal and nonverbal cues for speaking and listening, using refusal and negotiation to set boundaries, managing conflict non-violently, and asking for help when needed.

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 avoid or quit alcohol- and other drug-use.

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 at least one opportunity or activity for students to practice the skills needed to meet this standard <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<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)

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TRANSFER THIS SCORE TO STANDARD 4:
COMMUNICATION SKILLS (STUDENT SKILL PRACTICE)
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 4) 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 avoid or quit alcohol- and other drug-use.

Grades 3–5 Student Skill Expectations: Check the box next to each alcohol- and other drug-related skill expectation addressed in the curriculum.

By grade 5, students will be able to:

- AOD4.5.1** Demonstrate effective verbal and nonverbal communication skills to avoid taking someone else's prescription medication.
- AOD4.5.2** Demonstrate effective verbal and nonverbal communication skills to avoid alcohol- and other drug-use.
- AOD4.5.3** Demonstrate effective verbal and nonverbal communication to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
- AOD4.5.4** Explain how to be empathetic and compassionate towards a family member who is trying to quit alcohol- or other drug-use.
- AOD4.5.5** Demonstrate how to effectively ask for help to avoid exposure to others who use alcohol or drugs.

Additional Skill Expectations

SKILL EXPECTATIONS COVERAGE SCORING: 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)*.

Interpersonal communication includes four unique sub-skills including effective verbal and nonverbal cues for speaking and listening, using refusal and negotiation to set boundaries, managing conflict non-violently, and asking for help when needed.

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 avoid or quit alcohol- and other drug-use.

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 at least one opportunity or activity for students to practice the skills needed to meet this standard (<i>Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i>)	<input type="checkbox"/>
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. (<i>Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i>)	<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:

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 4) 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 avoid or quit alcohol- and other drug-use.

Grades 6–8 Student Skill Expectations: Check the box next to each alcohol- and other drug-related skill expectation addressed in the curriculum.

By grade 8, students will be able to:

- AOD4.8.1** Demonstrate the use of effective verbal and nonverbal communication to avoid taking someone else's prescription medication.
- AOD4.8.2** Demonstrate the use of effective verbal and nonverbal communication to avoid alcohol- and other drug-use.
- AOD4.8.3** Demonstrate the use of effective verbal and nonverbal communication to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
- AOD4.8.4** Demonstrate effective peer resistance skills to avoid or reduce alcohol- and other drug-use.
- AOD4.8.5** Demonstrate effective negotiation skills to avoid or reduce exposure to alcohol- and other drug-use.
- AOD4.8.6** Demonstrate how to effectively ask for assistance to quit using alcohol or other drugs.
- AOD4.8.7** Demonstrate how to effectively communicate empathy and support to a family member or friend who is trying to quit alcohol- or other drug-use.

Additional Skill Expectations

SKILL EXPECTATIONS COVERAGE SCORING: 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).

Interpersonal communication includes four unique sub-skills including effective verbal and nonverbal cues for speaking and listening, using refusal and negotiation to set boundaries, managing conflict non-violently, and asking for help when needed.

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 avoid or quit alcohol- and other drug-use.

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 at least one opportunity or activity for students to practice the skills needed to meet this standard (<i>Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i>)	<input type="checkbox"/>
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. (<i>Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i>)	<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:

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 4) 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 avoid or quit alcohol- and other drug-use.

Grades 9–12 Student Skill Expectations: Check the box next to each alcohol- and other drug-related skill expectation addressed in the curriculum.

By grade 12, students will be able to:

- AOD4.12.1** Demonstrate effective communication skills to avoid taking someone else's prescription medication.
- AOD4.12.2** Demonstrate effective communication skills to be alcohol- and other drug-free.
- AOD4.12.3** Demonstrate effective communication skills to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
- AOD4.12.4** Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid alcohol- and other drug-use.
- AOD4.12.5** Demonstrate how to effectively ask for assistance to quit using alcohol or other drugs.
- AOD4.12.6** Demonstrate how to offer assistance to help others quit alcohol- or other drug-use.

Additional Skill Expectations

SKILL EXPECTATIONS COVERAGE SCORING: 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).

Interpersonal communication includes four unique sub-skills including effective verbal and nonverbal cues for speaking and listening, using refusal and negotiation to set boundaries, managing conflict non-violently, and asking for help when needed.

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 avoid or quit alcohol- and other drug-use.

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 at least one opportunity or activity for students to practice the skills needed to meet this standard (<i>Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i>)	<input type="checkbox"/>
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. (<i>Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i>)	<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)

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TRANSFER THIS SCORE TO STANDARD 4:
COMMUNICATION SKILLS (STUDENT SKILL PRACTICE)
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 4) 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 avoid or quit alcohol- and other drug-use.

Grades Pre-K-2 Student Skill Expectations: Check the box next to each alcohol- and other drug-related skill expectation addressed in the curriculum.

By grade 2, students will be able to:

- AOD5.2.1** Identify how family, peers, or media influence a decision to not use over-the-counter and prescription medications in unsafe ways.

Additional Skill Expectations

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

Decision-making skills help students make choices, individually or collaboratively, that can improve their health and quality of life. These skills allow students to make important decisions that require thoughtful, critical thinking outside of high-risk and high-stake contexts. They increase the likelihood that students will make healthy decisions when facing potentially unhealthy situations. To promote these skills, students must identify when a decision is needed and how it relates to health; determine if help is needed to make the decision; evaluate outcomes and potential alternatives; and reflect.

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 avoid or quit alcohol- and other drug-use.

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 5: DECISION MAKING (STUDENT SKILL PRACTICE) 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 4) 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 avoid or quit alcohol- and other drug-use.

Grades 3–5 Student Skill Expectations: Check the box next to each alcohol- and other drug-related skill expectation addressed in the curriculum.

By grade 5, students will be able to:

- AOD5.5.1** Identify situations that need a decision related to alcohol- and other drug-use prevention.
- AOD5.5.2** Decide when help is needed and when it is not needed to make a decision to not use alcohol or other drugs.
- AOD5.5.3** Explain how family, culture, peers, technology, or media influence a decision related to alcohol- and other drug-use.
- AOD5.5.4** Identify options and their potential outcomes when making a decision related to alcohol- and other drug-use.
- AOD5.5.5** Choose a healthy option when making a decision about alcohol and other drug prevention.
- AOD5.5.6** Describe the final outcome of a decision related to alcohol- and other drug-use.

Additional Skill Expectations

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

Decision-making skills help students make choices, individually or collaboratively, that can improve their health and quality of life. These skills allow students to make important decisions that require thoughtful, critical thinking outside of high-risk and high-stake contexts. They increase the likelihood that students will make healthy decisions when facing potentially unhealthy situations. To promote these skills, students must identify when a decision is needed and how it relates to health; determine if help is needed to make the decision; evaluate outcomes and potential alternatives; and reflect.

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 avoid or quit alcohol- and other drug-use.

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 at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<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)

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TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING (STUDENT SKILL PRACTICE) 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 4) 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 avoid or quit alcohol- and other drug-use.

Grades 6–8 Student Skill Expectations: Check the box next to each alcohol- and other drug-related skill expectation addressed in the curriculum.

By grade 8, students will be able to:

- AOD5.8.1** Identify circumstances that help or hinder making a decision to be alcohol- and other drug-free.
- AOD5.8.2** Determine when situations related to alcohol- and other drug-use require a decision (e.g., when a peer offers an alcoholic drink, deciding about getting into a motor vehicle with a driver who has been using alcohol and other drugs).
- AOD5.8.3** Distinguish when decisions related to alcohol- and other drug-use should be made individually or with the help of others.
- AOD5.8.4** Explain how family, culture, technology, media, peers, and personal beliefs affect a decision related to alcohol- and other drug-use.
- AOD5.8.5** Distinguish between healthy and unhealthy alternatives of a decision related to alcohol- and other drug-use.
- AOD5.8.6** Predict the potential outcomes of healthy and unhealthy alternatives to a decision related to alcohol- and other drug-use.
- AOD5.8.7** Choose a healthy alternative when making a decision related to alcohol- and other drug-use.
- AOD5.8.8** Analyze the effectiveness of a final outcome of a decision related to alcohol- and other drug-use.

Additional Skill Expectations

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

Decision-making skills help students make choices, individually or collaboratively, that can improve their health and quality of life. These skills allow students to make important decisions that require thoughtful, critical thinking outside of high-risk and high-stake contexts. They increase the likelihood that students will make healthy decisions when facing potentially unhealthy situations. To promote these skills, students must identify when a decision is needed and how it relates to health; determine if help is needed to make the decision; evaluate outcomes and potential alternatives; and reflect.

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 avoid or quit alcohol- and other drug-use.

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 at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<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)

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TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING (STUDENT SKILL PRACTICE) 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 4) 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 avoid or quit alcohol- and other drug-use.

Grades 9–12 Student Skill Expectations: Check the box next to each alcohol- and other drug-related skill expectation addressed in the curriculum.

By grade 12, students will be able to:

- AOD5.12.1** Examine barriers to making a decision to be alcohol- and other drug-free.
- AOD5.12.2** Determine the value of applying thoughtful decision making related to alcohol- and other drug-use.
- AOD5.12.3** Justify when an individual or collaborative decision related to alcohol- and other drug-use is appropriate.
- AOD5.12.4** Analyze how family, culture, technology, media, peers, and personal beliefs affect a decision related to alcohol- and other drug-use.
- AOD5.12.5** Generate alternatives when making a decision related to alcohol- and other drug-use.
- AOD5.12.6** Predict the potential short-term and long-term consequences of alternatives when making a decision related to alcohol- and other drug-use.
- AOD5.12.7** Choose a healthy alternative when making a decision related to alcohol- and other drug-use.
- AOD5.12.8** Choose a healthy alternative when making a decision related to riding in a motor vehicle with a driver who has been using alcohol or other drugs.
- AOD5.12.9** Evaluate the effectiveness of decisions related to alcohol- and other drug-use.

Additional Skill Expectations

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

Decision-making skills help students make choices, individually or collaboratively, that can improve their health and quality of life. These skills allow students to make important decisions that require thoughtful, critical thinking outside of high-risk and high-stake contexts. They increase the likelihood that students will make healthy decisions when facing potentially unhealthy situations. To promote these skills, students must identify when a decision is needed and how it relates to health; determine if help is needed to make the decision; evaluate outcomes and potential alternatives; and reflect.

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 avoid or quit alcohol- and other drug-use.

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 at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<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:

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 4) 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 to be alcohol- and other drug-free, take steps to achieve these goals, and monitor their progress in achieving them.

Grades Pre-K-2 Student Skill Expectations: No alcohol- and other drug-related skill expectations are identified for this standard at this grade span. Check the box next to any added alcohol- and other drug-related skill expectation addressed in the curriculum.

By grade 2, students will be able to:

NA Skill expectations are not identified for this grade span.

Additional Skill Expectations

SKILL EXPECTATIONS COVERAGE SCORING: 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)**
- NA = not applicable: no skill expectations were listed or analyzed.**

SKILL EXPECTATIONS COVERAGE SCORE

SCORE "NA" IF NO SKILL EXPECTATIONS WERE ANALYZED FOR THIS STANDARD. TRANSFER THIS SCORE TO THE STANDARD 6: GOAL SETTING (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Goal-setting skills are critical in helping students adopt, practice, and maintain health-enhancing behaviors. Goals should be specific, measurable, realistic, and time bound (SMART) in order to help students achieve both short- and long-term goals. Students can build confidence in their abilities to set and achieve goals by following clearly defined steps toward their goals, tracking progress over time, seeking help and support when needed, and reflecting on impacts on their overall health.

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 to be alcohol- and other drug-free, 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 at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<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)

—————→

SCORE "NA" IF NO SKILL EXPECTATIONS WERE ANALYZED FOR THIS STANDARD. TRANSFER THIS SCORE TO STANDARD 6: GOAL SETTING (STUDENT SKILL PRACTICE) 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 4) 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 to be alcohol- and other drug-free, take steps to achieve these goals, and monitor their progress in achieving them.

Grades 3–5 Student Skill Expectations: Check the box next to any added alcohol- and other drug-related skill expectation addressed in the curriculum.

By grade 5, students will be able to:

- AOD6.5.1** Set a realistic goal to be alcohol- and drug-free.
- AOD6.5.2** Track progress toward achieving a personal goal to be alcohol- and drug-free.
- AOD6.5.3** Identify resources that can help achieve a personal goal to be alcohol- and drug-free.

Additional Skill Expectations

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

Goal-setting skills are critical in helping students adopt, practice, and maintain health-enhancing behaviors. Goals should be specific, measurable, realistic, and time bound (SMART) in order to help students achieve both short- and long-term goals. Students can build confidence in their abilities to set and achieve goals by following clearly defined steps toward their goals, tracking progress over time, seeking help and support when needed, and reflecting on impacts on their overall health.

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 to be alcohol- and other drug-free, 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 at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<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)

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TRANSFER THIS SCORE TO STANDARD 6: GOAL SETTING (STUDENT SKILL PRACTICE) 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 4) 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 to be alcohol- and other drug-free, take steps to achieve these goals, and monitor their progress in achieving them.

Grades 6–8 Student Skill Expectations: Check the box next to any added alcohol- and other drug-related skill expectation addressed in the curriculum.

By grade 8, students will be able to:

- AOD6.8.1** Assess personal practices related to alcohol- and other drug-use.
- AOD6.8.2** Set a realistic personal goal to be alcohol- and other drug-free.
- AOD6.8.3** Assess the barriers to achieving a personal goal to be alcohol- and other drug-free.
- AOD6.8.4** Apply strategies to overcome barriers to achieving a personal goal to be alcohol- and other drug-free.
- AOD6.8.5** Use strategies and skills to achieve a personal goal to be alcohol- and other drug-free.
- AOD6.8.6** Set a realistic personal goal to be alcohol- and drug-free or to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
- AOD6.8.7** Assess the barriers to achieving a personal goal to be alcohol- and drug-free or to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
- AOD6.8.8** Apply strategies to overcome barriers to achieving a personal goal to be alcohol- and drug-free or to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
- AOD6.8.9** Use strategies and skills to achieve a personal goal to be alcohol- and drug-free or to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.

Additional Skill Expectations

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

Goal-setting skills are critical in helping students adopt, practice, and maintain health-enhancing behaviors. Goals should be specific, measurable, realistic, and time bound (SMART) in order to help students achieve both short- and long-term goals. Students can build confidence in their abilities to set and achieve goals by following clearly defined steps toward their goals, tracking progress over time, seeking help and support when needed, and reflecting on impacts on their overall health.

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 to be alcohol- and other drug-free, 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 at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<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:

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 4) 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 to be alcohol- and other drug-free, take steps to achieve these goals, and monitor their progress in achieving them.

Grades 9–12 Student Skill Expectations: Check the box next to any added alcohol- and other drug-related skill expectation addressed in the curriculum.

By grade 12, students will be able to:

- AOD6.12.1** Assess personal practices and behaviors related to alcohol- and other drug-use.
- AOD6.12.2** Set a realistic goal to remain alcohol- and other drug-free, to quit using alcohol or other drugs, or to not ride in or on a motor vehicle with a driver who is under the influence of alcohol or other drugs.
- AOD6.12.3** Assess the barriers to achieving a personal goal related to alcohol- and other drug-use prevention.
- AOD6.12.4** Develop a plan to attain a personal goal related to alcohol- and other drug-use prevention.
- AOD6.12.5** Implement strategies, including self-monitoring, to achieve a personal goal related to alcohol- and other drug-use prevention.
- AOD6.12.6** Use strategies to overcome barriers to achieving a personal goal related to alcohol- and other drug-use prevention.
- AOD6.12.7** Formulate an effective long-term plan to achieve a personal goal related to alcohol- and other drug-use prevention.

Additional Skill Expectations

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

Goal-setting skills are critical in helping students adopt, practice, and maintain health-enhancing behaviors. Goals should be specific, measurable, realistic, and time bound (SMART) in order to help students achieve both short- and long-term goals. Students can build confidence in their abilities to set and achieve goals by following clearly defined steps toward their goals, tracking progress over time, seeking help and support when needed, and reflecting on impacts on their overall health.

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 to be alcohol- and other drug-free, 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 at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<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:

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 4) 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 establish and maintain an alcohol- and other drug-free lifestyle.

Grades Pre-K-2 Student Skill Expectations: No alcohol- and other drug-related skill expectations are identified for this standard at this grade span. Check the box next to any added alcohol- and other drug-related skill expectation addressed in the curriculum.

By grade 2, students will be able to:

NA Skill expectations are not identified for this grade span.

Additional Skill Expectations

SKILL EXPECTATIONS COVERAGE SCORING: 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)**
- NA = not applicable: no skill expectations were listed or analyzed.**

SKILL EXPECTATIONS COVERAGE SCORE

—————→

SCORE "NA" IF NO SKILL EXPECTATIONS WERE ANALYZED FOR THIS STANDARD. TRANSFER THIS SCORE TO *STANDARD 7: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

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 establish and maintain an alcohol- and other drug-free lifestyle.

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 at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<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)



SCORE "NA" IF NO SKILL EXPECTATIONS WERE ANALYZED FOR THIS STANDARD. TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (STUDENT SKILL PRACTICE) 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 4) 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 establish and maintain an alcohol- and other drug-free lifestyle.

Grades 3–5 Student Skill Expectations: Check the box next to any added alcohol- and other drug-related skill expectation addressed in the curriculum.

By grade 5, students will be able to:

- AOD7.5.1** Describe practices and behaviors to prevent alcohol use, avoid taking others' prescription medications, or avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
- AOD7.5.2** Demonstrate healthy alcohol- and other drug-use prevention practices and behaviors.
- AOD7.5.3** Commit to practicing healthy alcohol- and other drug-use prevention behaviors.

Additional Skill Expectations

- _____
- _____

SKILL EXPECTATIONS COVERAGE SCORING: 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).

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 establish and maintain an alcohol- and other drug-free lifestyle.

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 at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<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)

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TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (STUDENT SKILL PRACTICE) 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 4) 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 establish and maintain an alcohol- and other drug-free lifestyle.

Grades 6–8 Student Skill Expectations: Check the box next to any added alcohol- and other drug-related skill expectation addressed in the curriculum.

By grade 8, students will be able to:

- AOD7.8.1** Explain the importance of being responsible for being alcohol- and other drug-free.
- AOD7.8.2** Analyze personal practices and behaviors that reduce or prevent alcohol- and other drug-use.
- AOD7.8.3** Demonstrate alcohol- and other drug-use prevention practices and behaviors to improve the health of oneself and others.
- AOD7.8.4** Commit to practicing healthy alcohol- and other drug-use prevention behaviors.
- AOD7.8.5** Commit to avoiding riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.

Additional Skill Expectations

SKILL EXPECTATIONS COVERAGE SCORING: 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 7: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

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 establish and maintain an alcohol- and other drug-free lifestyle.

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 at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<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 7: PRACTICING HEALTHY BEHAVIORS (STUDENT SKILL PRACTICE) 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 4) 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 establish and maintain an alcohol- and other drug-free lifestyle.

Grades 9–12 Student Skill Expectations: Check the box next to any added alcohol- and other drug-related skill expectation addressed in the curriculum.

By grade 12, students will be able to:

- AOD7.12.1** Analyze the role of individual responsibility for being alcohol- and other drug-free.
- AOD7.12.2** Evaluate personal practices and behaviors that reduce or prevent alcohol- and other drug-use.
- AOD7.12.3** Demonstrate alcohol-use prevention behaviors and practices to improve the health of oneself and others.
- AOD7.12.4** Commit to being alcohol- and other drug-free.
- AOD7.12.5** Commit to avoiding riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
- AOD7.12.6** Commit to not driving a motor vehicle while under the influence of alcohol or other drugs.

Additional Skill Expectations

SKILL EXPECTATIONS COVERAGE SCORING: 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)*.

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 establish and maintain an alcohol- and other drug-free lifestyle.

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 at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<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)

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TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (STUDENT SKILL PRACTICE) 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 4) 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 make positive choices related to alcohol- and other drug-use.

Grades Pre-K-2 Student Skill Expectations: Check the box next to any added alcohol- and other drug-related skill expectation addressed in the curriculum.

By grade 2, students will be able to:

- AOD8.2.1** Make requests to others (e.g., family members) to avoid harmful household products, medications, or drugs.

Additional Skill Expectations

SKILL EXPECTATIONS COVERAGE SCORING: 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 8: ADVOCACY (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

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 make positive choices related to alcohol- and other drug-use.

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 at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<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:

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 4) 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 make positive choices related to alcohol- and other drug-use.

Grades 3–5 Student Skill Expectations: Check the box next to any added alcohol- and other drug-related skill expectation addressed in the curriculum.

By grade 5, students will be able to:

- AOD8.5.1** Give factual information about the benefits of being alcohol- and other drug-free.
- AOD8.5.2** State personal beliefs about the dangers related to alcohol- and other drug-use.
- AOD8.5.3** Demonstrate how to persuade others to be alcohol- and other drug-free.
- AOD8.5.4** Demonstrate how to persuade others to avoid driving while under the influence of alcohol or other drugs.
- AOD8.5.5** Demonstrate how to persuade others to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.

Additional Skill Expectations

SKILL EXPECTATIONS COVERAGE SCORING: 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 8: ADVOCACY (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

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 make positive choices related to alcohol- and other drug-use.

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 at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<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:

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 4) 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 make positive choices related to alcohol- and other drug-use.

Grades 6–8 Student Skill Expectations: Check the box next to any added alcohol- and other drug-related skill expectation addressed in the curriculum.

By grade 8, students will be able to:

- AOD8.8.1** State a health-enhancing position about being alcohol- and other drug-free, supported with accurate information, to improve the health of others.
- AOD8.8.2** Persuade others to be alcohol- and other drug-free.
- AOD8.8.3** Persuade others to avoid driving while under the influence of alcohol or other drugs.
- AOD8.8.4** Persuade others to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
- AOD8.8.5** Collaborate with others to advocate for individuals, families, and schools to be alcohol- and other drug-free.
- AOD8.8.6** Demonstrate how to adapt alcohol- or other drug-free messages for different audiences.

Additional Skill Expectations

SKILL EXPECTATIONS COVERAGE SCORING: 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 8:
 ADVOCACY (SKILL EXPECTATIONS COVERAGE)
 LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

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 make positive choices related to alcohol- and other drug-use.

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 at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<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:

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 4) 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 make positive choices related to alcohol- and other drug-use.

Grades 9–12 Student Skill Expectations: Check the box next to any added alcohol- and other drug-related skill expectation addressed in the curriculum.

By grade 12, students will be able to:

- AOD8.12.1** State a health-enhancing position about being alcohol- and other drug-free, supported with accurate information, to improve the health of others.
- AOD8.12.2** Persuade others to be alcohol- and other drug-free.
- AOD8.12.3** Persuade others to avoid driving while under the influence of alcohol or other drugs.
- AOD8.12.4** Persuade others to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
- AOD8.12.5** Collaborate with others to advocate for individuals, families, and schools to be alcohol- and other drug-free.
- AOD8.12.6** Demonstrate how to adapt alcohol- or other drug-free messages for different audiences.

Additional Skill Expectations

SKILL EXPECTATIONS COVERAGE SCORING: 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 8: ADVOCACY (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

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 make positive choices related to alcohol- and other drug-use.

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 at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<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:

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 4) to reflect community needs and to meet the curriculum requirements of the school district.

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

Additional Notes: