

HECAT: Module CHE

COMPREHENSIVE HEALTH EDUCATION CURRICULUM

Description: This module contains the tools to analyze and score comprehensive health education curricula. A comprehensive curriculum is one that is broad in scope and content; addresses numerous health problems, issues, or topics; and includes a set of instructional strategies and learning activities for students in pre-K through grade 12 to acquire the knowledge, attitudes and skills to address multiple health outcomes.

This module can be used to analyze a single comprehensive curriculum that addresses health concepts and skills across topics and grade spans, incorporates uniform instructional methodology and assessment strategies, and intentionally designs lessons to build on prior learned concepts and skills and build a foundation for learning new concepts and skills.

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

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

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

To determine if a curriculum is comprehensive, review the curriculum's topical content. A comprehensive curriculum covers multiple topics and grade spans/levels. Go through this chapter prior to a curriculum analysis to determine the specific Healthy Behavior Outcomes (HBO) addressed by the curriculum (HBO pages CHE-2 and CHE-3). A comprehensive curriculum should address many of these HBOs.

If a curriculum focuses only on HBOs related to a single HECAT topic, use the Health Education Curriculum Analysis module that addresses that specific topic instead of this module. If a curriculum focuses on only a few topics and an analysis across topics is not important, then use each of the relevant HECAT topic-specific modules to analyze the curriculum instead of this module.

This module uses the *National Health Education Standards* as the framework for determining the extent to which a curriculum is likely to enable students to master the essential knowledge (Standard 1) and skills (Standards 2–8) to adopt and maintain healthy behaviors. The specific knowledge and skill expectations included in this module were developed through a rigorous process guided by research evidence and expert opinion on the types of knowledge, skills, and learning that help students in grades pre-K–12 adopt and maintain a healthy lifestyle. Appendix 6 also includes suggested knowledge and skill expectations for children ages 3–5, who might be enrolled in a school-based early childhood education program.

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

Grades Pre-K-12:	CHE-5–CHE-51
Grades 3-5:	CHE-52–CHE-101
Grades 6-8:	CHE-102–CHE-164
Grades 9-12:	CHE-165–CHE-230

Each grade span section includes

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

Healthy Behavior Outcomes (HBOs)

A Pre-K–12 comprehensive curriculum should enable students to:

Promoting an Alcohol- and Other Drug-Free Lifestyle (AOD)

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

Promoting Food and Nutrition (FN)

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| FN-1: Follow a healthy eating pattern that meets individual preferences and needs for growth and development. | FN-8: Limit foods high in added sugars, saturated fats, trans fats, and sodium. |
| FN-2: Choose a variety of options within each food group. | FN-9: Choose to eat or drink nutrient-dense foods and beverages when dining. |
| FN-3: Eat lots of fruits and vegetables. | FN-10: Prepare good-tasting, nutrient-dense foods for yourself and others. |
| FN-4: Choose to eat whole grain products. | FN-11: Choose and enjoy nutrient-dense foods and beverages that reflect personal preferences, culture, and budget. |
| FN-5: Choose to drink or eat fat-free or low-fat dairy or fortified dairy alternatives. | FN-12: Support healthy eating patterns for others. |
| FN-6: Drink lots of water. | |
| FN-7: Avoid sugary drinks. | |

Promoting Mental and Emotional Health (MEH)

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

Promoting Personal Health and Wellness (PHW)

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| PHW-1: Practice appropriate hygiene habits. | PHW-9: Prevent serious health problems that result from common chronic diseases and conditions among youth, such as allergies, asthma, diabetes, and epilepsy. |
| PHW-2: Get an appropriate amount of sleep and rest. | PHW-10: Use healthcare services to address common infectious diseases and manage chronic diseases and conditions. |
| PHW-3: Prevent vision and hearing loss. | PHW-11: Seek out healthcare professionals for appropriate screenings and examinations. |
| PHW-4: Prevent damage from the sun. | PHW-12: Prevent health problems that result from fads or trends. |
| PHW-5: Practice behaviors that prevent infectious diseases. | |
| PHW-6: Practice behaviors that prevent chronic diseases. | |
| PHW-7: Practice behaviors that promote mental and emotional wellbeing. | |
| PHW-8: Practice behaviors that prevent foodborne and waterborne illnesses. | |

Promoting Physical Activity (PA)

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

Promoting Safety (S)

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

Promoting Sexual Health (SH)

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

Promoting a Tobacco-Free Lifestyle (T)

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

Preventing Violence (V)

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| V-1: | Manage interpersonal conflict in nonviolent ways. | V-7: | Get help to prevent or stop violence including harassment, abuse, bullying, hazing, fighting, and hate crimes. |
| V-2: | Manage emotional distress in nonviolent ways. | V-8: | Get help to prevent or stop unwanted or inappropriate touching. |
| V-3: | Avoid bullying or being a bystander to bullying. | V-9: | Get help to stop being subjected to violence or physical abuse. |
| V-4: | Avoid engaging in violence, including sexual harassment, coercion, exploitation, physical fighting, and rape. | V-10: | Get help for oneself or others who are in danger of hurting themselves. |
| V-5: | Avoid situations where violence is likely to occur. | | |
| V-6: | Avoid associating with others who are involved in or who encourage violence or criminal activity. | | |

School curricula must meet local community needs and conform to the curriculum requirements of the state or school district. For that reason, users are encouraged to review the analysis items before analyzing curricula and add, delete, or revise them to meet local needs and requirements.

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

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

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

Overall Instructions

To complete an analysis of a comprehensive health education curriculum:

1. Determine the desired Healthy Behavior Outcomes (HBO, pgs. CHE-2 and CHE-3) that a comprehensive health curriculum is expected to address.
2. Review the HECAT grade-span knowledge expectations that are aligned with these HBOs. Add, delete, or revise items to meet the selected HBOs, the curriculum requirements of the state or school district, and community needs.
3. Review the completed *General Curriculum Information* (Chapter 2) for the curriculum under consideration.
4. Read the curriculum to become familiar with its content and how it is organized.
5. Complete the analysis of the curriculum for each grade span in this module.
6. Score the curriculum based on the analysis: There will be **one** rating score for knowledge expectations (Standard 1) and **two** rating scores (skill expectations and student skill practice) for each of the skills (Standards 2–8).
7. Transfer scores from the analysis of each standard to the *CHE Overall Summary Form* (Chapter 3). Note: This summary form is the same for a single-topic or comprehensive health education curriculum.
8. Complete a separate analysis for each curriculum being reviewed. Make additional copies of any analysis pages.
9. Keep all written notes and comments to justify scores and to inform group discussions and curriculum decisions.

Grades Pre-K-2: Standard 1

The Standard 1 curriculum analysis will result in a single score that reflects the extent to which the curriculum addresses the knowledge required to achieve the selected Healthy Behavior Outcomes (HBO pgs. CHE-2 and CHE-3). This section lists the knowledge expectations to be completed by grade 2 (grade span pre-K-2).

It is unlikely that a comprehensive curriculum will cover every knowledge expectation aligned with every HBO at all grade levels in this grade span. It is important to identify the knowledge expectations that are most critical for students to know at each grade level, prior to your analysis, to make sure your analysis yields useful results.

Directions for Standard 1

1. Decide if any of the knowledge expectations need to be deleted or modified or if any additional knowledge expectations should be added to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Some knowledge expectations may appear in more than one topic area.
2. Delete unnecessary or redundant knowledge expectations. Review all other standards before making changes to the knowledge expectations in Standard 1.
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. Review the concepts included for each health topic and grade level in the curriculum. Review the applicable grade-level knowledge expectations for each health topic (CHE-8–CHE-11). The HECAT health topic titles might not be an identical match to those health topics found in the curriculum under review. However, if the curriculum is comprehensive, the expected HBOs and related knowledge expectations should be identifiable in the curriculum, regardless of topic titles.
5. Complete the 3-step scoring process for Standard 1 (CHE-6) and the *Knowledge Expectations Coverage Score* (CHE-7). Note that Step 1 will require the analysis of individual topic knowledge expectations pages. Step 2 and 3 can be completed based on the analysis results from Step 1.
6. Transfer the *Knowledge Expectations Coverage Score* to the *Overall Summary Form* (Chapter 3).
7. Record notes to justify scores and to inform group discussions and curriculum decisions.
8. Analyze Standard 1 for each curriculum being reviewed. If the curriculum addresses more than one grade span, conduct a separate analysis of Standard 1 for each span.
9. Complete a separate *Overall Summary Form* for each curriculum and grade span.

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.

Directions for Grades Pre-K-2, Standards 2-8 are provided on page CHE-12.

Standard 1

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

Grades Pre-K-2 Knowledge Expectations Coverage Score

The knowledge expectations for grades pre-K-2, across nine topic areas, are provided on pages CHE-8–CHE-11. Below are the directions and forms for scoring Standard 1.

Step 1: Select the Standard 1 knowledge expectations aligned with the selected Healthy Behavior Outcomes (CHE-2 and CHE-3) and correspond with the grade span(s) included in the curriculum. Delete any knowledge expectations that are not aligned with the selected Healthy Behavior Outcomes.

On each relevant topic knowledge expectations page, check the boxes next to the knowledge expectations that are addressed within the curriculum. (A knowledge expectation is “addressed” if there is sufficient information provided in the curriculum for students to be able to demonstrate competency in this concept.)

Step 2: After completing the relevant knowledge expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K-2; 3-5; 6-8; and 9-12).

Summary Coverage Chart

Grades: Check the grade span being assessed.

Pre-K-2

3-5

6-8

9-12

Knowledge Expectations Summary:

Using the information gathered in Step 1 and in the analyses of relevant knowledge expectations on pages CHE-8–CHE-11, check the box that best applies to the percentage of knowledge expectations addressed for each topic. To determine the *Knowledge Expectations Summary* percent for each topic, count the number checked divided by the number of concepts listed.

- all = 100%**
- most = 67-99%**
- some = 34-66%**
- few = 1-33%**
- none = 0%**

Check the topics that are included in the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

Proceed to Step 3 on next page.

Standard 1

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

Grades Pre-K-2 Knowledge Expectations Coverage Score (continued)

The knowledge expectations for grades pre-K-2, across nine topic areas, are provided on pages CHE-8–CHE-11. Below are the directions and forms for scoring Standard 1.

Step 3: Based on the information in the completed *Knowledge Expectations Summary Coverage Chart* in Step 2, complete the *Knowledge Expectations Coverage Score* below

1. How many topics are included in the curriculum?

2. How many of these topics received a Knowledge Expectations Summary Score of "all" or "most"?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Knowledge Expectations Coverage Score.

KNOWLEDGE EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = 81-100%
- 3 = 61-80%
- 2 = 41-60%
- 1 = 1-40%
- 0 = 0

KNOWLEDGE EXPECTATIONS COVERAGE SCORE



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

After completing Standard 1, move to Grades Pre-K-2, Standard 2, pg. CHE-12.

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.

Grades Pre-K-2 Knowledge Expectations

Standard 1 knowledge expectations for grades pre-K-2 are listed, starting below and through pages CHE-11, in the following topical order:

- Alcohol and Other Drugs
- Food and Nutrition
- Mental and Emotional Health
- Personal Health and Wellness
- Physical Activity
- Safety
- Sexual Health
- Tobacco
- Violence Prevention

ALCOHOL AND OTHER DRUGS: Check the box next to each alcohol- and other drug-related knowledge expectation addressed in the curriculum. By the end of 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)

FOOD AND NUTRITION: Check the box next to each food and nutrition-related knowledge expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- FN1.2.1** Explain the importance of trying new foods. (HBO 1 & 2)
- FN1.2.2** Discuss the importance of people trying food several times before deciding if they like it. (HBO 1, 2, 3, 4, 5, 9, 11 & 12)
- FN1.2.3** Explain the importance of choosing nutrient-dense foods and beverages that help people feel good. (HBO 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 & 11)
- FN1.2.4** Explain the importance of eating different foods from all the food groups. (HBO 1, 2, 3, 4, 5 & 12)
- FN1.2.5** Identify a variety of healthy, good-tasting, nutrient-dense snacks. (HBO 2, 3, 4, 5, 8 & 11)
- FN1.2.6** Identify the benefits of drinking water. (HBO 6 & 7)
- FN1.2.7** Describe the types of foods and beverages that should be limited (e.g., sugary drinks). (HBO 1, 6, 7, 8 & 9)
- FN1.2.8** Describe the benefits of eating breakfast every day. (HBO 1 & 12)
- FN1.2.9** Describe how to keep food safe from harmful germs. (HBO 10)
- FN1.2.10** Describe what it feels like to be hungry and full. (HBO 1, 11 & 12)
- FN1.2.11** Identify healthy eating patterns that provide energy and help the body grow and develop. (HBO 1, 2 & 12)
- FN1.2.12** Explain what is enjoyable about eating meals with family and friends. (HBO 11 & 12)

Grades Pre-K-2 Knowledge Expectations continued on next page.

Standard 1

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

Grades Pre-K-2 Knowledge Expectations (continued)

MENTAL AND EMOTIONAL HEALTH: Check the box next to each mental and emotional health-related knowledge expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- MEH1.2.1** Identify different emotions. (HBO 1)
- MEH1.2.2** Describe how different situations can influence feelings. (HBO 1, 2, 3, 4 & 9)
- MEH1.2.3** Describe the relationship between feelings, emotions, and behavior. (HBO 1, 2, 3 & 4)
- MEH1.2.4** Identify appropriate ways to express needs, wants, emotions, and feelings. (HBO 1, 2, 3, 4 & 5)
- MEH1.2.5** Explain the importance of talking with parents and other trusted adults about feelings. (HBO 1, 4 & 6)
- MEH1.2.6** Identify a trusted parent, caregiver, or adult to talk with about feelings. (HBO 1, 2, 4 & 6)
- MEH1.2.7** Identify characteristics that make people unique or special. (HBO 7)
- MEH1.2.8** Describe what it means to be a good friend. (HBO 7 & 8)
- MEH1.2.9** Identify healthy ways to express affection, love, friendship, and concern. (HBO 1, 2, 3, 7 & 8)
- MEH1.2.10** Identify relationships in family, school, and community that are caring. (HBO 8)
- MEH1.2.11** Describe self-control. (HBO 5)
- MEH1.2.12** Explain the importance of respecting the personal space and boundaries of others. (HBO 2, 3, 5 & 8)
- MEH1.2.13** Describe the difference between bullying and teasing. (HBO 7 & 8)
- MEH1.2.14** Explain why it is wrong to tease or bully others. (HBO 7 & 8)

PERSONAL HEALTH AND WELLNESS: Check the box next to each personal health and wellness-related knowledge expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- PHW1.2.1** Identify the proper steps for brushing and flossing teeth daily. (HBO 1)
- PHW1.2.2** Explain why hygiene is important for good health. (HBO 1)
- PHW1.2.3** Identify the benefits of personal health care practices such as washing hair and bathing regularly. (HBO 1)
- PHW1.2.4** Explain the importance and steps of proper hand washing. (HBO 1 & 5)
- PHW1.2.5** Explain why sleep and rest are important for proper growth and good health. (HBO 2)
- PHW1.2.6** Explain how hearing can be damaged by loud noise. (HBO 3)
- PHW1.2.7** Identify ways to protect vision or hearing. (HBO 3)
- PHW1.2.8** List ways to prevent harmful effects of the sun. (HBO 4)
- PHW1.2.9** Identify different ways that disease-causing germs are transmitted. (HBO 5 & 8)
- PHW1.2.10** Identify ways to prevent the spread of germs that cause common infectious diseases. (HBO 5, 8 & 10)
- PHW1.2.11** Identify food and non-food triggers that are common causes of allergic reactions. (HBO 5, 6 & 9)
- PHW1.2.12** Explain that food and water can contain germs that can cause illness. (HBO 5 & 8)
- PHW1.2.13** Identify food and water safety strategies that can control germs that cause foodborne and waterborne illnesses. (HBO 5 & 8)
- PHW1.2.14** Identify proper steps for treating a wound to reduce chances of infection. (HBO 5 & 9)
- PHW1.2.15** Identify ways to stay safe around chemicals used for cleaning and disinfection, including alcohol-based hand rubs and sanitizers. (HBO 1, 5 & 8)

Grades Pre-K-2 Knowledge Expectations continued on next page.

Standard 1

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

Grades Pre-K-2 Knowledge Expectations (continued)

PHYSICAL ACTIVITY: Check the box next to each physical activity-related knowledge expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- PA1.2.1** Identify the recommended amount of physical activity for children. (HBO 1)
- PA1.2.2** Explain ways to be active every day, regardless of ability. (HBO 1)
- PA1.2.3** Describe behaviors that are physically active and physically inactive. (HBO 1 & 2)
- PA1.2.4** Describe how being physically active can help a person feel better and the importance of selecting appropriate, enjoyable activities. (HBO 1, 2, 5, 6 & 7)
- PA1.2.5** Describe the benefits of being physically active, including the physical, social, emotional, academic, and mental health benefits. (HBO 1, 2, 5 & 7)
- PA1.2.6** Describe the benefits of drinking plenty of water before, during, and after physical activity. (HBO 4)

SAFETY: Check the box next to each safety-related knowledge expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- S1.2.1** State the benefits of riding in the back seat when a passenger is in a motor vehicle. (HBO 1)
- S1.2.2** Describe the importance of using safety belts, child safety restraints, and motor vehicle booster seats. (HBO 1 & 3)
- S1.2.3** Identify safe behaviors when getting on and off a bus and while riding on a bus. (HBO 1, 5 & 6)
- S1.2.4** Identify safety rules for playing on the playground, swimming, and playing sports. (HBO 4 & 5)
- S1.2.5** Identify all situations in which it is important to wear a helmet. (HBO 1 & 3)
- S1.2.6** Describe how injuries can be prevented. (HBO 1, 2, 3, 4, 5 & 6)
- S1.2.7** Identify safety rules for being around fire. (HBO 4 & 5)
- S1.2.8** Describe how to be a safe pedestrian. (HBO 4, 5 & 6)
- S1.2.9** Identify safety hazards in the home. (HBO 4 & 5)
- S1.2.10** Identify how household products are harmful if ingested or inhaled. (HBO 5)
- S1.2.11** Identify safety hazards in the community. (HBO 5)
- S1.2.12** Identify people who can help when someone is injured or suddenly ill. (HBO 7)
- S1.2.13** Identify ways to encourage others to stay safe. (HBO 8)

Grades Pre-K-2 Knowledge Expectations continued on next page.

Standard 1

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

Grades Pre-K-2 Knowledge Expectations (continued)

SEXUAL HEALTH: Check the box next to each sexual health-related knowledge expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- SH1.2.1** Use medically accurate terms for body parts, including genitals. (HBO1)
- SH1.2.2** Identify the benefits of healthy family or caregiver relationships. (HBO 2)
- SH1.2.3** Recognize the range of different family and peer relationships (e.g., nuclear, single parent, blended, intergenerational, cohabiting, adoptive, foster, same sex or gender). (HBO 2 & 3)
- SH1.2.4** Identify the benefits of healthy peer relationships. (HBO 2)
- SH1.2.5** Explain why it is wrong to tease or bully others based on personal characteristics (e.g., sex, race, ethnicity, culture, sexual orientation, appearance, abilities, mannerisms, the way one dresses or acts). (HBO 3)
- SH1.2.6** Describe how to say 'yes' and 'no' to people, behaviors, or situations that could make one feel uncomfortable or unsafe. (HBO 2 & 4)
- SH1.2.7** Identify different ways that disease-causing germs are transmitted. (HBO 6)
- SH1.2.8** Identify ways to prevent the spread of germs that cause infectious diseases. (HBO 6)

TOBACCO: Check the box next to each tobacco-related knowledge expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- T1.2.1** Identify a variety of tobacco products (e.g., cigarettes, cigars, electronic cigarettes (e-cigarettes), vaping products, hookah, heated tobacco products, smokeless tobacco). (HBO 1)
- T1.2.2** Identify short- and long-term health effects of using tobacco products. (HBO 1)
- T1.2.3** Describe the benefits of not using tobacco. (HBO 1)
- T1.2.4** Describe the dangers of experimenting with tobacco. (HBO 1)
- T1.2.5** Identify family rules about avoiding tobacco use. (HBO 1 & 2)
- T1.2.6** Identify short- and long-term health effects of secondhand smoke and aerosol. (HBO 2)
- T1.2.7** Identify places where exposure to secondhand smoke and aerosol occurs. (HBO 2)
- T1.2.8** Describe the environmental impacts of tobacco product waste (e.g., litter). (HBO 3)

VIOLENCE PREVENTION: Check the box next to each violence prevention-related knowledge expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- VI.2.1** Describe the difference between bullying and teasing. (HBO 3)
- VI.2.2** Explain why it is wrong to tease or bully others. (HBO 3)
- VI.2.3** Explain what to do if someone is being bullied. (HBO 3 & 7)
- VI.2.4** Explain why it is important to be a good friend. (HBO 1 & 3)
- VI.2.5** Describe examples of ways to be a good friend to others. (HBO 1 & 3)
- VI.2.6** Describe the difference between "wanted" and "unwanted" touch. (HBO 8)
- VI.2.7** Explain why unwanted or inappropriate touches should be reported to a trusted adult. (HBO 8)
- VI.2.8** Explain that a child is not at fault if someone touches them in an unwanted or inappropriate way. (HBO 8)
- VI.2.9** Explain why everyone has the right to tell others not to touch their body. (HBO 8)

Grades Pre-K-2: 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 important skill expectations students should be able to perform; the second reflects the extent to which the curriculum provides opportunities for students to practice each skill.

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 begins with score pages. These are followed by the generic and the topic-specific skill expectations for that standard. The topic-specific skill expectations are based on the generic skill expectations also listed in *Appendix 4: HECAT Skill Expectations for Skill Standards 2-8*. There are some grade spans for which topic-specific skill expectations are not applicable. These include the statement “NA—Skill expectations are not identified for this grade span.”

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.

Skill Analysis in Comprehensive Curricula

A comprehensive health education curriculum should address the skills and skill expectations reflected in Standards 2-8. It is important that a comprehensive curriculum focus on each skill standard across all grade spans and among a variety of topics. While it should address the skill expectations for every standard across all grade spans, it is unlikely that every skill expectation in all topics at every grade span will be addressed.

It might be most appropriate to ensure some skills are achieved in certain topic areas at a particular grade span. For example, it might be more appropriate for students to develop skills to analyze influences (Standard 2) on personal safety in grades pre-K-2 and 3-5, rather than analyzing influences on sexual health at these grades. It might be more appropriate for students to develop decision-making skills

(Standard 5) to avoid alcohol use in grades 6-8, rather than develop decision-making skills to promote mental and emotional health in these grades. It is essential that the analysis of a CHE curriculum determine the extent to which the curriculum addresses the skills at the grade spans and topics where they make most sense. *Appendix 5: Using the HECAT to Develop a Scope and Sequence for Health Education* provides an example as to how essential skill learning might be achieved across topics and grade spans (*Appendix 5, Figure 2*).

Directions for Standards 2-8

Skill Expectations Coverage Score

1. Decide if any of the skill expectations need to be deleted or modified or if any additional skill expectations should be added to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Some skill expectations may appear in more than one topic area. Delete unnecessary or redundant skill expectations. Review all other standards before making changes to skill expectations in one Standard.
2. Read the curriculum to become familiar with its content, the information provided for students, and the methods used to convey skill expectations.
3. Review the skill focus for each health topic and grade level in the curriculum. Review the applicable grade-level skill expectations for each health standard and health topic found on the following pages:
 - Standard 2 (CHE-16-CHE-17)
 - Standard 3 (CHE-21-CHE-23)
 - Standard 4 (CHE-27-CHE-29)
 - Standard 5 (CHE-33-CHE-35)
 - Standard 6 (CHE-39-CHE-40)
 - Standard 7 (CHE-44-CHE-45)
 - Standard 8 (CHE-49-CHE-50)

The HECAT health topic titles might not be an identical match to those health topics found in the curriculum. However, if the curriculum is comprehensive, the expected related skill expectations should be identifiable in the curriculum, regardless of topic titles.

4. Complete the 3-step skill expectations scoring process and the *Skill Expectations Coverage Score* for each Standard found on the following pages:
 - Standard 2 (CHE-14)
 - Standard 3 (CHE-19)
 - Standard 4 (CHE-25)
 - Standard 5 (CHE-31)
 - Standard 6 (CHE-37)
 - Standard 7 (CHE-42)
 - Standard 8 (CHE-47)

Note that Step 1 will require the analysis of individual topic skill expectations pages. Step 2 and 3 can be completed based on the analysis results from Step 1.

5. Transfer the *Skill Expectations Coverage Score* to the *Overall Summary Form* (Chapter 3).
6. Record notes to justify scores and to inform group discussions and curriculum decisions.
7. Analyze Standard 2–8 for each curriculum being reviewed. If the curriculum addresses more than one grade span, conduct a separate analysis of Standard 2–8 for each span.
8. Complete a separate *Overall Summary Form* for each curriculum and grade span.

Student Skill Practice Score

1. During the analysis of each topic area's skill expectations, note the number of times that students are provided opportunities to practice each skill.
2. Complete the 3-step student skill practice scoring process and the *Student Skill Practice Score* at the end of each Standard's analysis pages.
3. Transfer the *Student Skill Practice Score* to the *Overall Summary Form* (Chapter 3).
4. Record notes to justify scores and to inform group discussions and curriculum decisions.
5. Analyze Standard 2–8 for each curriculum being reviewed. If the curriculum addresses more than one grade span, conduct a separate analysis of Standard 2–8 for each span.
6. Complete a separate *Overall Summary Form* for each curriculum and grade span.

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades Pre-K-2 Skill Expectations Coverage Score

The Standard 2 skill expectations for grades pre-K-2, across nine topic areas, are provided on pages CHE-16–CHE-17. Below are the scoring directions and forms for scoring the skill expectations for Standard 2. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-18.

Step 1: Review the Standard 2 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.

On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)

Step 2: After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K-2; 3-5; 6-8; and 9-12).

Summary Coverage Chart

Grades: Check the grade span being assessed.

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

Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-16–CHE-17, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

all = 100%
most = 67-99%
some = 34-66%
few = 1-33%
none = 0%

Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

Proceed to Step 3 on next page.

Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Grades Pre-K-2 Skill Expectations Coverage Score (continued)

The Standard 2 skill expectations for grades pre-K-2, across nine topic areas, are provided on pages CHE-16–CHE-17. Below are the scoring directions and forms for scoring the skill expectations for Standard 2. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-18.

Step 3: Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of "all" or "most"?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

4 = 81-100%

3 = 61-80%

2 = 41-60%

1 = 1-40%

0 = 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).

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades Pre-K-2 Student Skill Expectations

Standard 2 skill expectations for grades pre-K-2 are listed below through page CHE-17. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of each grade, students will be able to meet the following skill expectations:

- Identify how family influences health practices and behaviors.
- Identify how school personnel influence health practices and behaviors.
- Identify how media and technology (e.g., television/film, video games, advertisements, social media, and other screen time) influence health practices and behaviors.
- Describe positive influences on personal health practices and behaviors.
- Describe negative influences on personal health practices and behaviors.

ALCOHOL AND OTHER DRUGS: Check the box next to each alcohol- and other drug-related Standard 2 skill expectation addressed in the curriculum. By the end of 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.

FOOD AND NUTRITION: Check the box next to each food and nutrition-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- FN2.2.1** Identify how family can influence food choices and other eating practices and behaviors.
- FN2.2.2** Identify how school personnel can influence food choices and other eating practices and behaviors.
- FN2.2.3** Identify how media and technology can influence food choices and other eating practices and behaviors.
- FN2.2.4** Explain that the purpose of food advertisements (e.g., commercials, billboards, sponsored content, and product placement) is to make people want to eat more of certain foods.
- FN2.2.5** Describe positive influences on food choices and other eating practices and behaviors.
- FN2.2.6** Describe negative influences on food choices and other eating practices and behaviors.

MENTAL AND EMOTIONAL HEALTH: Check the box next to each mental and emotional health-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- MEH2.2.1** Identify how family can influence mental and emotional health practices and behaviors.
- MEH2.2.2** Identify how school can influence mental and emotional health practices and behaviors.
- MEH2.2.3** Identify how media and technology can influence mental and emotional health practices and behaviors.
- MEH2.2.4** Describe positive influences on mental and emotional health practices and behaviors.
- MEH2.2.5** Describe negative influences on mental and emotional health practices and behaviors.

Standard 2, Grades Pre-K-2 Skill Expectations continued on next page.

Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Grades Pre-K-2 Student Skill Expectations (continued)

PERSONAL HEALTH AND WELLNESS: Check the box next to each personal health and wellness-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- PHW2.2.1** Identify how family can influence personal health and wellness practices and behaviors.
- PHW2.2.2** Identify how school can influence personal health and wellness practices and behaviors.
- PHW2.2.3** Identify how media and technology can influence personal health and wellness practices and behaviors.
- PHW2.2.4** Describe positive influences on personal health and wellness practices and behaviors.
- PHW2.2.5** Describe negative influences on personal health and wellness practices and behaviors.

PHYSICAL ACTIVITY: Check the box next to each physical activity-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- PA2.2.1** Identify how family can influence physical activity practices and behaviors.
- PA2.2.2** Identify how school can influence physical activity practices and behaviors.
- PA2.2.3** Identify how media and technology can influence physical activity practices and behaviors.
- PA2.2.4** Describe positive influences on physical activity practices and behaviors.
- PA2.2.5** Describe negative influences on physical activity practices and behaviors.

SAFETY: Check the box next to each safety-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- S2.2.1** Identify how family can influence safety and injury prevention practices and behaviors.
- S2.2.2** Identify how school can influence safety and injury prevention practices and behaviors.
- S2.2.3** Identify how media and technology can influence safety and injury prevention practices and behaviors.
- S2.2.4** Describe positive influences on safety and injury prevention practices and behaviors.
- S2.2.5** Describe negative influences on safety and injury prevention practices and behaviors.

SEXUAL HEALTH: Check the box next to each sexual health-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- SH2.2.1** Identify how family can influence relationships.

TOBACCO: Check the box next to each tobacco-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- NA** Skill expectations are not identified for this grade span.

VIOLENCE PREVENTION: Check the box next to each violence prevention-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- V2.2.1** Identify how family can influence violence prevention practices and behaviors.
- V2.2.2** Identify how school can influence violence prevention practices and behaviors.
- V2.2.3** Identify how media and technology can influence violence prevention practices and behaviors.
- V2.2.4** Describe positive influences on violence prevention practices and behaviors.
- V2.2.5** Describe negative influences on violence prevention practices and behaviors.

Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health 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 **at least three** opportunities for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 2. The curriculum provides **three opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **four to five opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides **six or more opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*

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:

Standard 3

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

Grades Pre-K-2 Skill Expectations Coverage Score

The Standard 3 skill expectations for grades pre-K-2, across nine topic areas, are provided on pages CHE-21–CHE-23. Below are the scoring directions and forms for scoring the skill expectations for Standard 3. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-24.

- Step 1:** Review the Standard 3 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.
- On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)
- Step 2:** After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K-2; 3-5; 6-8; and 9-12).

Summary Coverage Chart

Grades: Check the grade span being assessed.

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

Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-21–CHE-23, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

all = 100%
most = 67-99%
some = 34-66%
few = 1-33%
none = 0%

Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

Proceed to Step 3 on next page.

Standard 3

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

Grades Pre-K-2 Skill Expectations Coverage Score (continued)

The Standard 3 skill expectations for grades pre-K-2, across nine topic areas, are provided on pages CHE-21–CHE-23. Below are the scoring directions and forms for scoring the skill expectations for Standard 3. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-24.

Step 3: Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of “all” or “most”?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = 81-100%
- 3 = 61-80%
- 2 = 41-60%
- 1 = 1-40%
- 0 = 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).*

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades Pre-K-2 Student Skill Expectations

Standard 3 skill expectations for grades pre-K-2 are listed below through page CHE-23. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of grade 2, students will be able to meet the following skill expectations:

- Identify trusted adults at home who can help promote health.
- Identify trusted adults and professionals in school who can help promote health (e.g., school nurse, school counselor, classroom teacher).
- Identify trusted adults and professionals in the community who can help promote health (e.g., healthcare provider, social worker, police officer, religious leader, mentor).
- Explain how to locate school health helpers (e.g., school nurse, school counselor, classroom teacher, coach).
- Explain how to locate community health helpers (e.g., police officer, firefighter, paramedic, counselor).
- Demonstrate how to locate school or community health helpers to enhance health.

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.

ALCOHOL AND OTHER DRUGS: Check the box next to each alcohol- and other drug-related Standard 3 skill expectation addressed in the curriculum. By the end of 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.

FOOD AND NUTRITION: Check the box next to each food and nutrition-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- FN3.2.1** Identify trusted adults at home who can help promote healthy eating practices and behaviors.
- FN3.2.2** Identify trusted adults and professionals in school (e.g., classroom teacher, school nurse) who can help promote healthy eating practices and behaviors.
- FN3.2.3** Identify trusted adults and professionals in the community (e.g., registered dietitian, healthcare provider) who can help promote healthy eating practices and behaviors.

Standard 3, Grades Pre-K-2 Skill Expectations continued on next page.

Standard **3** Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

Grades Pre-K-2 Student Skill Expectations (continued)

MENTAL AND EMOTIONAL HEALTH: Check the box next to each mental and emotional health-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- MEH3.2.1** Identify trusted adults at home who can help promote mental and emotional health.
- MEH3.2.2** Identify trusted adults and professionals in school who can help promote mental and emotional health (e.g., school nurse, counselor, classroom teacher).
- MEH3.2.3** Identify trusted adults and professionals in the community who can help promote mental and emotional health (e.g., counselors, social workers, healthcare providers).
- MEH3.2.4** Explain how to locate school health helpers who can help with mental and emotional health (e.g., school nurse, counselor, classroom teacher).

PERSONAL HEALTH AND WELLNESS: Check the box next to each personal health and wellness-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- PHW3.2.1** Identify trusted adults at home who can help promote personal health and wellness.
- PHW3.2.2** Identify trusted adults and professionals in school who can help promote personal health and wellness (e.g., school nurse, counselor, classroom teacher).
- PHW3.2.3** Identify trusted adults and professionals in the community who can help promote personal health and wellness (e.g., healthcare provider, social workers, police officer, religious leaders, mentors).
- PHW3.2.4** Explain how to locate school health helpers who can help promote personal health and wellness (e.g., school nurse, counselor, classroom teacher).
- PHW3.2.5** Explain how to locate community health helpers who can help promote personal health and wellness (e.g., healthcare provider, police officer, firefighter, paramedic, counselor).

PHYSICAL ACTIVITY: Check the box next to each physical activity-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- PA3.2.1** Identify trusted adults at home who can help promote physical activity.
- PA3.2.2** Identify trusted adults and professionals in school (e.g., physical education teacher, coach) who can help promote physical activity.
- PA3.2.3** Identify trusted adults and professionals in the community (e.g., recreation leader) who can help promote physical activity.
- PA3.2.4** Explain how to locate school or community health helpers to enhance physical activity.

Standard 3, Grades Pre-K-2 Skill Expectations continued on next page.

Standard **3** Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

Grades Pre-K-2 Student Skill Expectations (continued)

SAFETY: Check the box next to each safety-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- S3.2.1** Identify trusted adults at home who can help promote safety and injury prevention.
- S3.2.2** Identify trusted adults and professionals in school who can help promote safety and injury prevention (e.g., school principal, facility and maintenance staff).
- S3.2.3** Identify trusted adults and professionals in the community who can help promote safety and injury prevention (e.g., healthcare provider, police officer, firefighter, religious leader, mentor, 911 dispatcher).
- S3.2.4** Explain how to locate school health helpers who can help promote safety and injury prevention (e.g., school nurse, facility and maintenance staff).
- S3.2.5** Explain how to locate community health helpers who can help promote safety and injury prevention (e.g., healthcare provider, police officer, firefighter, religious leader, mentor).
- S3.2.6** Demonstrate how to locate school or community health helpers to enhance safety and injury prevention (e.g., locate principal's office, find "safe-zone" at school, call 911 dispatcher).

SEXUAL HEALTH: Check the box next to each sexual health-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

NA Skill expectations are not identified for this grade span.

TOBACCO: Check the box next to each tobacco-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- T3.2.1** Identify trusted adults at home who can help prevent tobacco use.
- T3.2.2** Identify trusted adults and professionals in school (e.g., school nurse, counselor) who can help prevent tobacco use.
- T3.2.3** Explain how to locate school health helpers (e.g., school nurse) who can help prevent tobacco use.

VIOLENCE PREVENTION: Check the box next to each violence prevention-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- V3.2.1** Identify trusted adults at home who can help prevent violence.
- V3.2.2** Identify trusted adults and professionals in school who can help prevent violence (e.g., school counselor, classroom teacher, principal).
- V3.2.3** Identify trusted adults and professionals in the community who can help prevent violence (e.g., healthcare provider, police officer, firefighter, religious leader, mentor).
- V3.2.4** Explain how to locate school health helpers who can help reduce or avoid violence (e.g., locate principal or counselor's office, find school "safe-zone").
- V3.2.5** Explain how to locate community health helpers who can help reduce or avoid violence (e.g., police officer, healthcare provider, religious leader, mentor).
- V3.2.6** Demonstrate how to locate school or community health helpers who can help reduce or avoid violence (e.g., locate principal's office, find "safe-zone" at school, call 911 dispatcher).

Standard 3

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

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 **at least three** opportunities for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
2. The curriculum provides **three opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
3. The curriculum provides **four to five opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
4. The curriculum provides **six or more opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*

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:

Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Grades Pre-K-2 Skill Expectations Coverage Score

The Standard 4 skill expectations for grades pre-K-2, across nine topic areas, are provided on pages CHE-27-CHE-29. Below are the scoring directions and forms for scoring the skill expectations for Standard 4. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-30.

- Step 1:** Review the Standard 4 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.
- On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)
- Step 2:** After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K-2; 3-5; 6-8; and 9-12).

Summary Coverage Chart

Grades: Check the grade span being assessed.

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

Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-27-CHE-29, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

all = 100%
most = 67-99%
some = 34-66%
few = 1-33%
none = 0%

Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

Proceed to Step 3 on next page.

Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Grades Pre-K-2 Skill Expectations Coverage Score (continued)

The Standard 4 skill expectations for grades pre-K-2, across nine topic areas, are provided on pages CHE-27-CHE-29. Below are the scoring directions and forms for scoring the skill expectations for Standard 4. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-30.

Step 3: Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?
2. How many of these topics received a Skill Expectations Summary Score of "all" or "most"?
3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = 81-100%
- 3 = 61-80%
- 2 = 41-60%
- 1 = 1-40%
- 0 = 0

SKILL EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO STANDARD 4: COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades Pre-K-2 Student Skill Expectations

Standard 4 skill expectations for grades pre-K-2 are listed below through page CHE-29. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of grade 2, students will be able to meet the following skill expectations:

- Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.
- Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback.
- Demonstrate effective refusal skills including firmly saying no and moving away.
- Demonstrate how to effectively tell a trusted adult when feeling threatened, harmed, or unsafe.
- Identify how to communicate care and concern for others.

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.

ALCOHOL AND OTHER DRUGS: Check the box next to each alcohol- and other drug-related Standard 4 skill expectation addressed in the curriculum. By the end of 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 or other drugs by someone other than a trusted adult.

FOOD AND NUTRITION: Check the box next to each food and nutrition-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- FN4.2.1** Demonstrate effective refusal skills to avoid unhealthy food choices and promote a healthy eating pattern.
- FN4.2.2** Demonstrate how to ask for food in response to internal hunger signals.

MENTAL AND EMOTIONAL HEALTH: Check the box next to each mental and emotional health-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- MEH4.2.1** Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.
- MEH4.2.2** Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback.
- MEH4.2.3** Demonstrate effective refusal skills, including firmly saying “no” and moving away, to avoid participating in emotionally unhealthy behaviors.
- MEH4.2.4** Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.
- MEH4.2.5** Describe how to effectively communicate care and concern for others.

Standard 4, Grades Pre-K-2 Skill Expectations continued on next page.

Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Grades Pre-K-2 Student Skill Expectations (continued)

PERSONAL HEALTH AND WELLNESS: Check the box next to each personal health and wellness-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- PHW4.2.1** Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways to enhance personal health and wellness.
- PHW4.2.2** Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback to enhance personal health and wellness.
- PHW4.2.3** Demonstrate effective refusal skills, including firmly saying “no” and moving away, to avoid participating in behaviors that negatively affect personal health and wellness.
- PHW4.2.4** Demonstrate how to communicate care and concern for others.

PHYSICAL ACTIVITY: Check the box next to each physical activity-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- PA4.2.1** Demonstrate effective refusal skills, including firmly saying “no” and moving away, to avoid engaging in unsafe physical activities.

SAFETY: Check the box next to each safety-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- S4.2.1** Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways to promote safety and prevent injury.
- S4.2.2** Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback to promote safety and avoid or reduce injury.
- S4.2.3** Demonstrate effective refusal skills, including firmly saying “no” and moving away, to avoid or reduce injury.
- S4.2.4** Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.

SEXUAL HEALTH: Check the box next to each sexual health-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- SH4.2.1** Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways to promote healthy family and peer relationships.
- SH4.2.2** Demonstrate how to communicate care and concern for others to promote healthy relationships.
- SH4.2.3** Demonstrate how to effectively tell a trusted adult when they or someone they know is being hurt or feels unsafe.

Standard 4, Grades Pre-K-2 Skill Expectations continued on next page.

Standard **4** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Grades Pre-K-2 Student Skill Expectations (continued)

TOBACCO: Check the box next to each tobacco-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- T4.2.1** Demonstrate how to effectively communicate needs, wants, and feelings that help avoid exposure to secondhand smoke.

VIOLENCE PREVENTION: Check the box next to each violence prevention-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- V4.2.1** Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways to prevent violence.
- V4.2.2** Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback to prevent violence.
- V4.2.3** Demonstrate effective refusal skills, including firmly saying “no” and moving away, to avoid or prevent violence.
- V4.2.4** Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.
- V4.2.5** Demonstrate how to communicate care and concern for others to prevent violence.

Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

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 **at least three** opportunities for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 2. The curriculum provides **three opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **four to five opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides **six or more opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*

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:

Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

Grades Pre-K-2 Skill Expectations Coverage Score

The Standard 5 skill expectations for grades pre-K-2, across nine topic areas, are provided on pages CHE-33–CHE-35. Below are the scoring directions and forms for scoring the skill expectations for Standard 5. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-36.

- Step 1:** Review the Standard 5 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.
- On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)
- Step 2:** After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K-2; 3-5; 6-8; and 9-12).

Summary Coverage Chart

Grades: Check the grade span being assessed.

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

Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-33–CHE-35, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

all = 100%
most = 67-99%
some = 34-66%
few = 1-33%
none = 0%

Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

Proceed to Step 3 on next page.

Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

Grades Pre-K-2 Skill Expectations Coverage Score (continued)

The Standard 5 skill expectations for grades pre-K-2, across nine topic areas, are provided on pages CHE-33-CHE-35. Below are the scoring directions and forms for scoring the skill expectations for Standard 5. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-36.

Step 3: Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of "all" or "most"?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = 81-100%
- 3 = 61-80%
- 2 = 41-60%
- 1 = 1-40%
- 0 = 0

SKILL EXPECTATIONS COVERAGE SCORE

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TRANSFER THIS SCORE TO THE STANDARD 5:
DECISION MAKING (SKILL EXPECTATIONS COVERAGE)
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades Pre-K-2 Student Skill Expectations

Standard 5 skill expectations for grades pre-K-2 are listed below through page CHE-35. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of grade 2, students will be able to meet the following skill expectations:

- Identify situations that need a health-related decision.
- Identify how family, peers, culture, technology, or media influence a health-related decision.
- Explain the potential positive and negative outcomes from health-related decisions.
- Describe when help is needed and when it is not needed to make a healthy decision.

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.

ALCOHOL AND OTHER DRUGS: Check the box next to each alcohol- and other drug-related Standard 5 skill expectation addressed in the curriculum. By the end of 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.

FOOD AND NUTRITION: Check the box next to each food- and nutrition-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- FN5.2.1** Identify situations that need a food- and nutrition-related decision.
- FN5.2.2** Identify how family, peers, culture, technology, or media influence a food- and nutrition-related decision.
- FN5.2.3** Explain the potential positive and negative outcomes from a food- and nutrition-related decision.
- FN5.2.4** Describe when help is needed and when it is not needed to make a food- and nutrition-related decision.

MENTAL AND EMOTIONAL HEALTH: Check the box next to each mental and emotional health-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- MEH5.2.1** Identify situations that need a decision related to mental and emotional health (e.g., dealing with interpersonal conflict, managing anger).
- MEH5.2.2** Describe how family, peers, culture, technology, or media influence a decision related to mental and emotional health.
- MEH5.2.3** Explain the potential positive and negative outcomes from decisions related to mental and emotional health (e.g., dealing with interpersonal conflict, managing anger).
- MEH5.2.4** Describe when help is needed and when it is not needed to make a mentally- and emotionally healthy decision (e.g., dealing with interpersonal conflict, managing anger).

Standard 5, Grades Pre-K-2 Skill Expectations continued on next page.

Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

Grades Pre-K-2 Student Skill Expectations (continued)

PERSONAL HEALTH AND WELLNESS: Check the box next to each personal health and wellness-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- PHW5.2.1** Identify situations that need a decision related to personal health and wellness (e.g., washing hands before eating, wearing sun protection, brushing teeth daily).
- PHW5.2.2** Identify how family, peers, culture, technology, or media influence a personal health or wellness-related decision.
- PHW5.2.3** Explain the potential positive and negative outcomes from personal health or wellness-related decisions.
- PHW5.2.4** Describe when help is needed and when it is not needed to make a personal health or wellness-related decision.

PHYSICAL ACTIVITY: Check the box next to each physical activity-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- PA5.2.1** Identify situations that need a decision related to physical activity.
- PA5.2.2** Describe how family, peers, culture, technology, or media influence a decision related to physical activity.
- PA5.2.3** Explain how family, peers, or media influence a decision to use proper equipment when engaging in physical activities.
- PA5.2.4** Explain the potential positive and negative outcomes from decisions related to physical activity.
- PA5.2.5** Describe when help is needed and when it is not needed to make a healthy decision related to physical activity.

SAFETY: Check the box next to each safety-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- S5.2.1** Identify situations that need a decision related to safety and injury prevention.
- S5.2.2** Identify how family, peers, culture, technology, or media influence a decision related to safety and injury prevention.
- S5.2.3** Explain the potential positive and negative outcomes from a decision related to safety and injury prevention.
- S5.2.4** Describe when help is needed and when it is not needed to make a decision related to safety and injury prevention.

SEXUAL HEALTH: Check the box next to each sexual health-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- NA** Skill expectations are not identified for this grade span.

Standard 5, Grades Pre-K-2 Skill Expectations continued on next page.

Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

Grades Pre-K-2 Student Skill Expectations (continued)

TOBACCO: Check the box next to each tobacco-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- T5.2.1** Identify how family, peers, culture, technology, or media influence a decision to not use tobacco.

VIOLENCE PREVENTION: Check the box next to each violence prevention-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- V5.2.1** Identify situations that need a decision that could lead to or prevent violence.
- V5.2.2** Describe how family, peers, culture, technology, or media influence a decision that could lead to or prevent violence.
- V5.2.3** Explain the potential positive and negative outcomes from a decision that could lead to or prevent violence.
- V5.2.4** Describe when help is needed and when it is not needed to make a decision related to violence prevention.

Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

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 **at least three** opportunities for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 2. The curriculum provides **three opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **four to five opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides **six or more opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*

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:

Standard **6** Students will demonstrate the ability to use goal-setting skills to enhance health.

Grades Pre-K-2 Skill Expectations Coverage Score

The Standard 6 skill expectations for grades pre-K-2, across nine topic areas, are provided on pages CHE-39–CHE-40. Below are the scoring directions and forms for scoring the skill expectations for Standard 6. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-41.

- Step 1:** Review the Standard 6 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.
- On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)
- Step 2:** After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K-2; 3-5; 6-8; and 9-12).

Summary Coverage Chart

Grades: Check the grade span being assessed.

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

Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-39–CHE-40, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

all = 100%
most = 67-99%
some = 34-66%
few = 1-33%
none = 0%

Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

Proceed to Step 3 on next page.

Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

Grades Pre-K-2 Skill Expectations Coverage Score (continued)

The Standard 6 skill expectations for grades pre-K-2, across nine topic areas, are provided on pages CHE-39-40. Below are the scoring directions and forms for scoring the skill expectations for Standard 6. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-41.

Step 3: Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of "all" or "most"?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = 81-100%
- 3 = 61-80%
- 2 = 41-60%
- 1 = 1-40%
- 0 = 0

SKILL EXPECTATIONS COVERAGE SCORE

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

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades Pre-K-2 Student Skill Expectations

Standard 6 skill expectations for grades pre-K-2 are listed below through page CHE-40. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of grade 2, students will be able to meet the following skill expectations:

- Identify a realistic personal short-term health goal.
- Take steps to achieve the personal health goal.
- Identify people who can help achieve a personal health goal.

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.

ALCOHOL AND OTHER DRUGS: Check the box next to each alcohol- and other drug-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

NA Skill expectations are not identified for this grade span.

FOOD AND NUTRITION: Check the box next to each food and nutrition-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- FN6.2.1** Identify a realistic personal short-term goal to improve eating patterns (e.g., try new fruits, vegetables, and whole grains; drink more water).
- FN6.2.2** Take steps to achieve a personal goal to improve eating patterns.
- FN6.2.3** Identify people who can help achieve a personal goal to improve eating patterns.

MENTAL AND EMOTIONAL HEALTH: Check the box next to each mental and emotional health-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- MEH6.2.1** Identify a realistic personal short-term goal to improve or maintain positive mental and emotional health.
- MEH6.2.2** Take steps to achieve the goal to improve or maintain positive mental and emotional health.
- MEH6.2.3** Identify people who can help achieve a goal to improve or maintain positive mental and emotional health.

PERSONAL HEALTH AND WELLNESS: Check the box next to each personal health and wellness-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- PHW6.2.1** Identify a realistic short-term goal to improve a personal health and wellness-related practice.
- PHW6.2.2** Take steps to achieve the goal to improve personal health and wellness.
- PHW6.2.3** Identify people who can help achieve a personal health and wellness-related goal.

Standard 6, Grades Pre-K-2 Skill Expectations continued on next page.

Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

Grades Pre-K-2 Student Skill Expectations (continued)

PHYSICAL ACTIVITY: Check the box next to each physical activity-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- PA6.2.1** Identify a realistic personal short-term goal to be physically active.
- PA6.2.2** Take steps to achieve the personal goal to be physically active.
- PA6.2.3** Identify people who can help achieve a personal goal to be physically active.

SAFETY: Check the box next to each safety-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- S6.2.1** Identify a realistic personal short-term goal to avoid or reduce injury.
- S6.2.2** Take steps to achieve a personal goal to avoid or reduce injury.
- S6.2.3** Identify people who can help achieve a personal goal to avoid or reduce injury.

SEXUAL HEALTH: Check the box next to each sexual health-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

NA Skill expectations are not identified for this grade span.

TOBACCO: Check the box next to each tobacco-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

NA Skill expectations are not identified for this grade span.

VIOLENCE PREVENTION: Check the box next to each violence prevention-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- V6.2.1** Identify a realistic personal short-term goal to prevent violence.
- V6.2.2** Take steps to achieve the personal goal to prevent violence.
- V6.2.3** Identify people who can help achieve a personal goal to prevent violence.

Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

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 at least three opportunities for students to practice the skills needed to meet this standard. <i>(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
2. The curriculum provides three opportunities across multiple topic areas for students to practice the skills needed to meet this standard. <i>(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides four to five opportunities across multiple topic areas for students to practice the skills needed to meet this standard. <i>(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides six or more opportunities across multiple topic areas for students to practice the skills needed to meet this standard. <i>(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<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:

Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Grades Pre-K-2 Skill Expectations Coverage Score

The Standard 7 skill expectations for grades pre-K-2, across nine topic areas, are provided on pages CHE-44–CHE-45. Below are the scoring directions and forms for scoring the skill expectations for Standard 7. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-46.

Step 1: Review the Standard 7 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.

On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)

Step 2: After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K-2; 3-5; 6-8; and 9-12).

Summary Coverage Chart

Grades: Check the grade span being assessed.

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

Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-44–CHE-45, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

all = 100%
most = 67-99%
some = 34-66%
few = 1-33%
none = 0%

Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

Proceed to Step 3 on next page.

Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Grades Pre-K-2 Skill Expectations Coverage Score (continued)

The Standard 7 skill expectations for grades pre-K-2, across nine topic areas, are provided on pages CHE-44–CHE-45. Below are the scoring directions and forms for scoring the skill expectations for Standard 7. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-46.

Step 3: Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of “all” or “most”?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

4 = 81-100%

3 = 61-80%

2 = 41-60%

1 = 1-40%

0 = 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).

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades Pre-K-2 Student Skill Expectations

Standard 7 skill expectations for grades pre-K-2 are listed below through page CHE-45. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of grade 2, students will be able to meet the following skill expectations:

- Identify practices that prevent or reduce health risks.
- Demonstrate healthy practices.
- Commit to practicing healthy behaviors.

ALCOHOL AND OTHER DRUGS: Check the box next to each alcohol- and other drug-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

NA Skill expectations are not identified for this grade span.

FOOD AND NUTRITION: Check the box next to each food and nutrition-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- FN7.2.1** Identify practices that reduce or prevent unhealthy eating patterns and behaviors.
- FN7.2.2** Demonstrate healthy eating patterns and behaviors.
- FN7.2.3** Commit to practicing healthy eating patterns and behaviors.

MENTAL AND EMOTIONAL HEALTH: Check the box next to each mental and emotional health-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- MEH7.2.1** Identify mental and emotional health practices that reduce or prevent health risks.
- MEH7.2.2** Demonstrate healthy mental and emotional health practices.
- MEH7.2.3** Commit to practicing healthy mental and emotional health behaviors.

PERSONAL HEALTH AND WELLNESS: Check the box next to each personal health and wellness-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- PHW7.2.1** Identify personal health and wellness-related practices that reduce or prevent health risks.
- PHW7.2.2** Demonstrate positive personal health and wellness-related practices.
- PHW7.2.3** Commit to practicing positive personal health and wellness-related behaviors.

Standard 7, Grades Pre-K-2 Skill Expectations continued on next page.

Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Grades Pre-K-2 Student Skill Expectations (continued)

PHYSICAL ACTIVITY: Check the box next to each physical activity-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- PA7.2.1** Identify practices that reduce inactivity and unsafe physical activity.
- PA7.2.2** Demonstrate healthy and safe physical activity practices and behaviors.
- PA7.2.3** Commit to being physically active.

SAFETY: Check the box next to each safety-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- S7.2.1** Identify practices that promote safety and reduce or prevent injuries.
- S7.2.2** Demonstrate safety and injury prevention practices.
- S7.2.3** Commit to practicing safety and injury prevention behaviors.

SEXUAL HEALTH: Check the box next to each sexual health-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- NA** Skill expectations are not identified for this grade span.

TOBACCO: Check the box next to each tobacco-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- NA** Skill expectations are not identified for this grade span.

VIOLENCE PREVENTION: Check the box next to each violence prevention-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- V7.2.1** Identify practices that reduce or prevent violence.
- V7.2.2** Demonstrate violence prevention practices.
- V7.2.3** Commit to practicing violence prevention behaviors.

Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

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 **at least three** opportunities for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 2. The curriculum provides **three opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **four to five opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides **six or more opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*

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:

Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

Grades Pre-K-2 Skill Expectations Coverage Score

The Standard 8 skill expectations for grades pre-K-2, across nine topic areas, are provided on pages CHE-49–CHE-50. Below are the scoring directions and forms for scoring the skill expectations for Standard 8. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-51.

- Step 1:** Review the Standard 8 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.
- On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)
- Step 2:** After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K-2; 3-5; 6-8; and 9-12).

Summary Coverage Chart

Grades: Check the grade span being assessed.

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

Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-49–CHE-50, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

all = 100%
most = 67-99%
some = 34-66%
few = 1-33%
none = 0%

Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

Proceed to Step 3 on next page.

Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

Grades Pre-K-2 Skill Expectations Coverage Score (continued)

The Standard 8 skill expectations for grades pre-K-2, across nine topic areas, are provided on pages CHE-49- CHE-50. Below are the scoring directions and forms for scoring the skill expectations for Standard 8. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-51.

Step 3: Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of "all" or "most"?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = 81-100%
- 3 = 61-80%
- 2 = 41-60%
- 1 = 1-40%
- 0 = 0

SKILL EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO STANDARD 8:
ADVOCACY (SKILL EXPECTATIONS COVERAGE)
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades Pre-K-2 Student Skill Expectations

Standard 8 skill expectations for grades pre-K-2 are listed below through page CHE-50. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of grade 2, students will be able to meet the following skill expectations:

- Make requests to others to promote personal health practices.
- Demonstrate how to encourage peers to make healthy choices.

ALCOHOL AND OTHER DRUGS: Check the box next to each alcohol- and other drug-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

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

FOOD AND NUTRITION: Check the box next to each food and nutrition-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- FN8.2.1** Make requests to others (e.g., family members) about preferences for healthy eating patterns.
- FN8.2.2** Demonstrate how to encourage peers to make healthy food and beverage choices.

MENTAL AND EMOTIONAL HEALTH: Check the box next to each mental and emotional health-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- MEH8.2.1** Make requests to others (e.g., family members) to promote personal mental and emotional health practices.
- MEH8.2.2** Demonstrate how to encourage peers to make healthy mental and emotional health choices.

PERSONAL HEALTH AND WELLNESS: Check the box next to each personal health and wellness-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- PHW8.2.1** Make requests to others (e.g., family members) to promote positive personal health and wellness-related practices.
- PHW8.2.2** Demonstrate how to encourage peers to make positive personal health and wellness-related choices.

Standard 8, Grades Pre-K-2 Skill Expectations continued on next page.

Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

Grades Pre-K-2 Student Skill Expectations (continued)

PHYSICAL ACTIVITY: Check the box next to each physical activity-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- PA8.2.1** Make requests to others (e.g., family members) to promote being physically active.
- PA8.2.2** Demonstrate how to encourage peers to be physically active.

SAFETY: Check the box next to each safety-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- S8.2.1** Make requests to others (e.g., family members) to promote safety and avoid or reduce injury.
- S8.2.2** Demonstrate how to encourage peers to be safe and avoid or reduce injury.

SEXUAL HEALTH: Check the box next to each sexual health-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- NA** Skill expectations are not identified for this grade span.

TOBACCO: Check the box next to each tobacco-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- T8.2.1** Make requests to others (e.g., family members) to avoid exposure to secondhand smoke.

VIOLENCE PREVENTION: Check the box next to each violence prevention-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- V8.2.1** Make requests to others (e.g., family members) to prevent violence.
- V8.2.2** Demonstrate how to encourage peers to prevent violence

Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

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 **at least three** opportunities for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 2. The curriculum provides **three opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **four to five opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides **six or more opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*

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:

Grades 3–5: Standard 1

The Standard 1 curriculum analysis will result in a single score that reflects the extent to which the curriculum addresses the knowledge required to achieve the selected Healthy Behavior Outcomes (HBO pgs. CHE-2 and CHE-3). This section lists the knowledge expectations to be completed by grade 5 (grade span 3–5).

It is unlikely that a comprehensive curriculum will cover every knowledge expectation aligned with every HBO at all grade levels in this grade span. It is important to identify the knowledge expectations that are most critical for students to know at each grade level, prior to your analysis, to make sure your analysis yields useful results.

Directions for Standard 1

1. Decide if any of the knowledge expectations need to be deleted or modified or if any additional knowledge expectations should be added to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Some knowledge expectations may appear in more than one topic area.
2. Delete unnecessary or redundant knowledge expectations. Review all other standards before making changes to the knowledge expectations in Standard 1.
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. Review the concepts included for each health topic and grade level in the curriculum. Review the applicable grade-level knowledge expectations for each health topic (CHE-55–CHE-60). The HECAT health topic titles might not be an identical match to those health topics found in the curriculum under review. However, if the curriculum is comprehensive, the expected HBOs and related knowledge expectations should be identifiable in the curriculum, regardless of topic titles.
5. Complete the 3-step scoring process for Standard 1 (CHE-53) and the *Knowledge Expectations Coverage Score* (CHE-54). Note that Step 1 will require the analysis of individual topic knowledge expectations pages. Step 2 and 3 can be completed based on the analysis results from Step 1.
6. Transfer the *Knowledge Expectations Coverage Score* to the *Overall Summary Form* (Chapter 3).
7. Record notes to justify scores and to inform group discussions and curriculum decisions.
8. Analyze Standard 1 for each curriculum being reviewed. If the curriculum addresses more than one grade span, conduct a separate analysis of Standard 1 for each span.
9. Complete a separate *Overall Summary Form* for each curriculum and grade span.

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.

Directions for Grades 3–5, Standards 2–8 are provided on page CHE-62.

Standard 1

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

Grades 3–5 Knowledge Expectations Coverage Score

The knowledge expectations for grades 3–5, across nine topic areas, are provided on pages CHE-55–CHE-60. Below are the directions and forms for scoring Standard 1.

- Step 1:** Select the Standard 1 knowledge expectations aligned with the selected Healthy Behavior Outcomes (CHE-2 and CHE-3) and correspond with the grade span(s) included in the curriculum. Delete any knowledge expectations that are not aligned with the selected Healthy Behavior Outcomes.
- On each relevant topic knowledge expectations page, check the boxes next to the knowledge expectations that are addressed within the curriculum. (A knowledge expectation is “addressed” if there is sufficient information provided in the curriculum for students to be able to demonstrate competency in this concept.)
- Step 2:** After completing the relevant knowledge expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K–2; 3–5; 6–8; and 9–12).

Summary Coverage Chart

Grades: Check the grade span being assessed.

Pre-K-2

3-5

6-8

9-12

Knowledge Expectations Summary:

Using the information gathered in Step 1 and in the analyses of relevant knowledge expectations on pages CHE-55–CHE-60, check the box that best applies to the percentage of knowledge expectations addressed for each topic. To determine the *Knowledge Expectations Summary* percent for each topic, count the number checked divided by the number of concepts listed.

- all = 100%**
- most = 67–99%**
- some = 34–66%**
- few = 1–33%**
- none = 0%**

Check the topics that are included in the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

Proceed to Step 3 on next page.

Standard 1

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

Grades 3-5 Knowledge Expectations Coverage Score (continued)

The knowledge expectations for grades 3-5, across nine topic areas, are provided on pages CHE-55-CHE-60. Below are the directions and forms for scoring Standard 1.

Step 3: Based on the information in the completed *Knowledge Expectations Summary Coverage Chart* in Step 2, complete the *Knowledge Expectations Coverage Score* below

1. How many topics are included in the curriculum?

2. How many of these topics received a Knowledge Expectations Summary Score of "all" or "most"?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Knowledge Expectations Coverage Score.

KNOWLEDGE EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = 81-100%
- 3 = 61-80%
- 2 = 41-60%
- 1 = 1-40%
- 0 = 0

KNOWLEDGE EXPECTATIONS COVERAGE SCORE

—————→

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

After completing Standard 1, move to Grades 3-5, Standard 2, pg. CHE-62.

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.

Grades 3–5 Knowledge Expectations

Standard 1 knowledge expectations for grades 3–5 are listed, starting below and through pages CHE-60, in the following topical order:

- Alcohol and Other Drugs
- Food and Nutrition
- Mental and Emotional Health
- Personal Health and Wellness
- Physical Activity
- Safety
- Sexual Health
- Tobacco
- Violence Prevention

ALCOHOL AND OTHER DRUGS: Check the box next to each alcohol- and other drug-related knowledge expectation addressed in the curriculum. By the end of 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. (1, 2, 3 & 4)
- AOD1.5.11** Identify family and school rules about alcohol- and other drug-use. (HBO 3, 4 & 8)

FOOD AND NUTRITION: Check the box next to each food and nutrition-related knowledge expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- FN1.5.1** Explain the importance of trying new foods. (HBO 1 & 2)
- FN1.5.2** Name the food groups and a variety of nutritious food and beverage choices for each food group. (HBO 1, 2, 3, 4 & 5)
- FN1.5.3** Describe the components of a healthy meal. (HBO 1, 2, 3, 4 & 5)
- FN1.5.4** Describe the benefits of eating plenty of whole fruits and vegetables (e.g., fresh, canned frozen, and dried). (HBO 1, 2 & 3)
- FN1.5.5** Explain the importance of eating a variety of foods from all the food groups. (HBO 1, 2, 3, 4, 5 & 12)
- FN1.5.6** Describe the benefits of consuming enough water. (HBO 6 & 7)
- FN1.5.7** Identify sugary drinks. (HBO 7 & 9)
- FN1.5.8** Identify foods that are high in added sugars, sodium, and saturated or trans fat. (HBO 1, 8 & 9)
- FN1.5.9** Identify sources of healthy fats (e.g., unsaturated fats and oils). (HBO 8)
- FN1.5.10** Describe the health benefits of limiting the consumption of saturated or trans fat, added sugar, and sodium. (HBO 1, 8 & 12)
- FN1.5.11** Describe how to make or choose good-tasting, nutrient-dense snacks. (HBO 10 & 11)
- FN1.5.12** Explain why breakfast should be eaten every day. (HBO 1 & 12)

Grades 3–5 Knowledge Expectations continued on next page.

Standard 1

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

Grades 3–5 Knowledge Expectations (continued)

FOOD AND NUTRITION (continued): Check the box next to each food and nutrition-related knowledge expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- FN1.5.13** Describe methods to keep food safe from germs. (HBO 10)
- FN1.5.14** Explain the concept of eating the amount of food needed to be healthy and energetic. (HBO 1 & 12)
- FN1.5.15** Describe the benefits of following a healthy eating pattern. (HBO 1 & 12)
- FN1.5.16** Describe what it feels like to be hungry and full. (HBO 1 & 12)
- FN1.5.17** Explain what is enjoyable about eating meals with family and friends. (HBO 11 & 12)

MENTAL AND EMOTIONAL HEALTH: Check the box next to each mental and emotional health-related knowledge expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- MEH1.5.1** Identify internal and external signs that one is experiencing different feelings or emotions. (HBO 1, 4, 5 & 6)
- MEH1.5.2** Describe how emotions can change throughout the day. (HBO 1, 3 & 4)
- MEH1.5.3** Identify common patterns among people, activities, and situations that affect emotions and feelings. (HBO 1, 2, 3, 4 & 5)
- MEH1.5.4** Describe the relationship between feelings, emotions, and behavior. (HBO 1, 2, 3 & 4)
- MEH1.5.5** Identify appropriate ways to express and manage needs, wants, emotions, and feelings. (HBO 1, 2, 3, 4, 5, 6 & 9)
- MEH1.5.6** Describe how the expression of emotions or feelings can help or hurt oneself or others. (HBO 5, 6, 7, 8 & 9)
- MEH1.5.7** Describe how mental and emotional health can affect health-related behaviors. (HBO 2, 3, 4 & 9)
- MEH1.5.8** Identify characteristics of a mentally and emotionally healthy person. (HBO 1, 2, 3, 4, 5, 6 & 7)
- MEH1.5.9** Identify role models who demonstrate positive mental and emotional health. (HBO 1, 2, 3, 4, 5, 7 & 8)
- MEH1.5.10** Describe the differences and similarities between self-efficacy, self-respect, and self-awareness. (HBO 1, 2, 3, 4, 7 & 8)
- MEH1.5.11** Identify internal and external factors that influence self-efficacy, self-respect, and self-awareness. (HBO 1, 2, 3, 4, 7 & 8)
- MEH1.5.12** Identify causes and effects of stress. (HBO 3 & 4)
- MEH1.5.13** Identify feelings and emotions associated with loss and grief. (HBO 1 & 4)
- MEH1.5.14** Identify ways to cope with challenging situations (e.g., losing a game, doing poorly on a test). (HBO 5, 6 & 9)
- MEH1.5.15** Describe resilience and how it impacts mental and emotional health. (HBO 1 & 4)
- MEH1.5.16** Describe self-control and how it can benefit mental and emotional health. (HBO 3, 4 & 5)
- MEH1.5.17** Identify a parent, caregiver, or trusted adult to talk with about feelings. (HBO 1, 2, 4 & 6)
- MEH1.5.18** Explain the importance of talking with parents and other trusted adults about feelings. (HBO 1, 2, 4, 6 & 9)
- MEH1.5.19** Describe healthy ways to express affection, love, friendship, and concern. (HBO 1, 2, 3, 7 & 8)
- MEH1.5.20** Identify relationships in family, peer groups, school, and the community that are caring. (HBO 8)
- MEH1.5.21** Identify strategies for effectively communicating feelings to family members, trusted adults, and peers. (HBO 8 & 9)

Grades 3–5 Knowledge Expectations continued on next page.

Standard 1

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

Grades 3–5 Knowledge Expectations (continued)

MENTAL AND EMOTIONAL HEALTH (continued): Check the box next to each mental and emotional health-related knowledge expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- MEH1.5.22** Identify healthy strategies to manage difficult relationships with family members and peers. (HBO 3, 8 & 9)
- MEH1.5.23** Describe examples of pro-social behaviors (e.g., helping others, being respectful of others, cooperation, and consideration). (HBO 2, 7, 8 & 9)
- MEH1.5.24** Describe what empathy is and why it is important. (HBO 1, 2, 3, 7 & 8)
- MEH1.5.25** Describe the characteristics of a diverse society. (HBO 7)
- MEH1.5.26** Identify characteristics that make people unique or special. (HBO 7, 8 & 9)
- MEH1.5.27** Describe intolerance. (HBO 7)
- MEH1.5.28** Describe different types of bullying (e.g., physical, verbal, social, cyber) and how bullying is different than teasing. (HBO 7 & 8)
- MEH1.5.29** Explain why it is wrong to tease or bully others. (HBO 7 & 8)
- MEH1.5.30** Describe healthy ways to respond if one experiences or witnesses bullying or teasing. (HBO 7 & 8)
- MEH1.5.31** Identify the warning signs when a person may be at risk for harming themselves and when to seek help. (HBO 1, 4 & 6)

PERSONAL HEALTH AND WELLNESS: Check the box next to each personal health and wellness-related knowledge expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- PHW1.5.1** Describe the benefits of personal care practices such as brushing and flossing teeth daily, washing hair, and bathing regularly. (HBO 1)
- PHW1.5.2** Explain why sleep and rest are important for proper growth and good health. (HBO 2)
- PHW1.5.3** Explain how hearing can be damaged by loud sounds. (HBO 3)
- PHW1.5.4** Describe how vision can be damaged. (HBO 3)
- PHW1.5.5** Describe ways to prevent vision or hearing damage. (HBO 3)
- PHW1.5.6** Explain benefits of proper hygiene practices for healthy eyes and vision (e.g., contact lens hygiene). (HBO 1 & 3)
- PHW1.5.7** Describe ways to prevent harmful effects of the sun. (HBO 4)
- PHW1.5.8** Explain the difference between infectious diseases and non-infectious diseases. (HBO 5 & 6)
- PHW1.5.9** Describe ways that common infectious diseases are transmitted. (HBO 5)
- PHW1.5.10** Describe ways to prevent the spread of germs that cause infectious diseases. (HBO 5 & 8)
- PHW1.5.11** Describe symptoms that occur when a person is sick. (HBO 5 & 6)
- PHW1.5.12** Identify health problems associated with common childhood chronic conditions (e.g., asthma, allergies, diabetes, and epilepsy). (HBO 6)
- PHW1.5.13** Describe the symptoms of someone who is seriously ill and needs immediate medical attention. (HBO 10)
- PHW1.5.14** Describe the importance of seeking help and treatment for common infectious diseases. (HBO 10)
- PHW1.5.15** Describe how foodborne and waterborne illnesses can spread at school or in the community. (HBO 5 & 8)
- PHW1.5.16** Describe how germs can spread from direct and indirect person-to-person contact. (HBO 5 & 8)

Grades 3–5 Knowledge Expectations continued on next page.

Standard 1

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

Grades 3–5 Knowledge Expectations (continued)

PERSONAL HEALTH AND WELLNESS: Check the box next to each personal health and wellness-related knowledge expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- PHW1.5.17** Describe how to keep food and water safe from harmful germs. (HBO 5 & 8)
- PHW1.5.18** Explain how hand washing removes germs and chemicals from hands to protect the health of oneself and others. (HBO 1, 5 & 8)
- PHW1.5.19** Explain how alcohol-based hand rubs and sanitizers work and when and how to properly and safely use them. (HBO 1, 5 & 8)
- PHW1.5.20** Explain the difference between cleaning and disinfecting. (HBO 1, 5 & 8)

PHYSICAL ACTIVITY: Check the box next to each physical activity-related knowledge expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- PA1.5.1** Describe the recommended amount of physical activity for children. (HBO 1)
- PA1.5.2** Identify ways to increase daily physical activity. (HBO 1)
- PA1.5.3** Identify different types of physical activities. (HBO 1 & 2)
- PA1.5.4** Describe the importance of choosing a variety of ways to be physically active. (HBO 1, 2 & 5)
- PA1.5.5** Explain positive outcomes for being physically active and the importance of selecting appropriate, enjoyable activities. (HBO 1, 2, 5, 6 & 7)
- PA1.5.6** Identify short- and long-term benefits of moderate and vigorous physical activity such as improving mood, self-esteem, attention, cognitive performance, cardiovascular health, strength, endurance, flexibility, and reducing risks for chronic diseases. (HBO 2, 5 & 7)
- PA1.5.7** Identify warm up activities to help prevent injury during physical activity. (HBO 3 & 6)
- PA1.5.8** Describe the benefits of drinking water before, during, and after physical activity. (HBO 4)
- PA1.5.9** Identify safety precautions for participating in various physical activities in different kinds of weather and climates. (HBO 3, 4 & 6)
- PA1.5.10** Identify equipment needed for protection in sports and recreational activities such as mouthpieces, pads, and helmets. (HBO 6)

SAFETY: Check the box next to each safety-related knowledge expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- S1.5.1** Explain how injuries can be prevented. (HBO 1, 2, 3, 4, 5 & 6)
- S1.5.2** List examples of dangerous or risky behaviors. (HBO 1, 2 & 4)
- S1.5.3** Identify ways to reduce risk of injuries while riding in a motor vehicle. (HBO 1, 2, 3 & 4)
- S1.5.4** Describe how to safely ride a bike, skateboard, scooter, and/or use inline skates. (HBO 3 & 4)
- S1.5.5** Identify when it is important to wear a helmet and/or other appropriate protective gear when participating in sports or other physical activity. (HBO 1 & 3)
- S1.5.6** Identify ways to reduce injuries in case of a fire. (HBO 3, 4, 5, 6 & 7)
- S1.5.7** Identify ways to reduce risk of injuries around water. (HBO 3, 4, 5, 6 & 7)
- S1.5.8** Identify ways to reduce injury from falls. (HBO 3, 4, 5 & 6)
- S1.5.9** Identify ways to protect vision or hearing from injury. (HBO 3, 4, 5 & 6)
- S1.5.10** Identify ways to reduce injuries from firearms. (HBO 4, 5 & 6)

Grades 3–5 Knowledge Expectations continued on next page.

Standard 1

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

Grades 3–5 Knowledge Expectations (continued)

SAFETY (continued): Check the box next to each safety-related knowledge expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- S1.5.11** Identify ways to reduce injuries as a pedestrian. (HBO 4, 5 & 6)
- S1.5.12** Identify safety precautions for playing and working outdoors in different kinds of weather and climates. (HBO 3, 4, 5 & 6)
- S1.5.13** Identify ways to reduce risk of injuries from animal and insect bites and stings. (HBO 4, 5 & 6)
- S1.5.14** List ways to prevent injuries at home. (HBO 3, 4, 5 & 6)
- S1.5.15** Describe how to avoid injuries when preparing food or cooking. (HBO 3, 4, 5 & 6)
- S1.5.16** Explain why household products are harmful if ingested or inhaled. (HBO 4, 5, 6 & 8)
- S1.5.17** List ways to prevent injuries in the community. (HBO 3, 4, 5 & 6)
- S1.5.18** List ways to prevent injuries at school. (HBO 4 & 6)
- S1.5.19** Describe how sharing or posting personal information electronically about self or others on social media sites (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) can negatively impact personal safety of self and others. (HBO 4, 6 & 8)
- S1.5.20** Explain what to do if someone is poisoned or injured and needs help. (HBO 7)
- S1.5.21** Identify ways to encourage others to reduce risk of injuries and stay safe. (HBO 8)

SEXUAL HEALTH: Check the box next to each sexual health-related knowledge expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- SH1.5.1** Describe the physical, cognitive, emotional, and social changes that occur during puberty. (HBO 1, 6, 7 & 10)
- SH1.5.2** Explain how puberty and development can vary greatly and be normal. (HBO 1, 6, 7 & 10)
- SH1.5.3** Describe internal and external reproductive body parts using medically accurate terms in a gender-neutral way (e.g., some people have a penis and some people have a vagina). (HBO 1, 6, 7 & 10)
- SH1.5.4** Define gender identity and expression. (HBO 3)
- SH1.5.5** Explain the difference between sex assigned at birth and gender identity and expression. (HBO 1 & 3)
- SH1.5.6** Describe gender roles and expectations and how they can influence relationships. (HBO 3)
- SH1.5.7** Define sexual orientation (i.e., patterns of emotional, romantic, or sexual attractions to men, women, or both sexes), including sense of identity, attractions, and related behaviors (e.g., heterosexual, gay/lesbian, bisexual). (HBO 3)
- SH1.5.8** Describe the differences between sexual orientation and gender identity and expression. (HBO 3)
- SH1.5.9** Describe personal characteristics related to sexual identity, orientation, and gender that make people different from one another. (HBO 3)
- SH1.5.10** Identify characteristics of healthy relationships. (HBO 2)
- SH1.5.11** Describe the benefits of healthy family or caregiver relationships. (HBO 2)
- SH1.5.12** Describe the benefits of healthy peer relationships. (HBO 2)
- SH1.5.13** List healthy ways to express affection, love, and friendship. (HBO 2)
- SH1.5.14** Identify characteristics of a responsible family member or caregiver. (HBO 2)
- SH1.5.15** Recognize the range of different family and peer relationships (e.g., nuclear, single parent, blended, intergenerational, cohabiting, adoptive, foster, same sex or gender). (HBO 2 & 3)

Grades 3–5 Knowledge Expectations continued on next page.

Standard 1

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

Grades 3–5 Knowledge Expectations (continued)

SEXUAL HEALTH (continued): Check the box next to each sexual health-related knowledge expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- SH1.5.16** Summarize why it is wrong to tease or bully others based on gender identity, sexual orientation, or other personal characteristics (e.g., sex, race, ethnicity, culture, appearance, abilities, mannerisms, the way one dresses or acts). (HBO 3)
- SH1.5.17** Describe consent and its importance in all relationships. (HBO 2, 3 & 4)
- SH1.5.18** Describe how to say 'yes' and 'no' to people, behaviors, or situations that could make one feel uncomfortable or unsafe. (HBO 2 & 4)
- SH1.5.19** Describe ways that common infectious diseases are transmitted. (HBO 6)
- SH1.5.20** Describe ways to prevent the spread of germs that cause infectious diseases. (HBO 6)
- SH1.5.21** Explain that HIV is not easily transmitted like other common infectious diseases. (HBO 3)

TOBACCO: Check the box next to each tobacco-related knowledge expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- T1.5.1** Identify short- and long-term health effects of using tobacco products, including e-cigarettes or vaping products. (HBO 1)
- T1.5.2** Describe the benefits of abstaining from or discontinuing tobacco use. (HBO 1)
- T1.5.3** Explain the dangers of experimenting with tobacco. (HBO 1)
- T1.5.4** Describe family rules about avoiding tobacco use, including smoke-free rules in the home and vehicles. (HBO 1 & 2)
- T1.5.5** Identify short- and long-term health effects of being exposed to secondhand smoke and aerosol. (HBO 2)
- T1.5.6** Identify common places where exposure to secondhand smoke and aerosol occurs. (HBO 2)
- T1.5.7** Identify environmental impacts of tobacco product waste (e.g., litter). (HBO 3)
- T1.5.8** Identify the effects of tobacco use on social relationships. (HBO 1 & 4)
- T1.5.9** Explain that tobacco use is an addiction that can be treated. (HBO 1 & 4)
- T1.5.10** Describe how to support family and friends who are trying to stop using tobacco. (HBO 4)

VIOLENCE PREVENTION: Check the box next to each violence prevention-related knowledge expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- VI.5.1** Explain ways to identify and label emotions. (HBO 2)
- VI.5.2** Explain that anger and related emotions (e.g., fear, shame, guilt) are normal. (HBO 2)
- VI.5.3** Identify nonviolent ways to manage anger. (HBO 2)
- VI.5.4** Identify health-enhancing ways to express and deal with emotions. (HBO 2)
- VI.5.5** Identify examples of self-control. (HBO 2)
- VI.5.6** Describe the difference between bullying and teasing. (HBO 3)
- VI.5.7** Describe prejudice, discrimination, and bias. (HBO 3)
- VI.5.8** Explain why it is wrong to tease or bully others based on personal characteristics. (HBO 3)
- VI.5.9** Describe what to do if oneself or someone else is being bullied. (HBO 3 & 7)

Grades 3–5 Knowledge Expectations continued on next page.

Standard 1

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

Grades 3–5 Knowledge Expectations (continued)

VIOLENCE PREVENTION (continued): Check the box next to each violence prevention-related knowledge expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- VI.5.10** Identify examples of prosocial behaviors (e.g., using nonviolent conflict resolution, helping others, being respectful of others, and cooperation) that help prevent violence. (HBO 1, 3 & 4)
- VI.5.11** Identify examples of ways to be a good friend. (HBO 1 & 3)
- VI.5.12** Identify examples of dangerous or risky behaviors that might lead to injuries. (HBO 4, 5 & 6)
- VI.5.13** Identify situations that might lead to violence. (HBO 5)
- VI.5.14** Recognize techniques used to coerce or pressure someone to use violence. (HBO 4, 5 & 6)
- VI.5.15** Describe how participation in gangs can lead to violence. (HBO 6)
- VI.5.16** Explain the difference between tattling and reporting aggression, bullying, or violence. (HBO 7 & 9)
- VI.5.17** Identify short- and long-term consequences of violence to perpetrators, victims, and bystanders. (HBO 3 & 4)
- VI.5.18** Identify strategies to avoid physical fighting and violence. (HBO 1, 3 & 4)
- VI.5.19** Describe the benefits of using nonviolent means to solve interpersonal conflict. (HBO 1)
- VI.5.20** Describe ways to appropriately communicate with others to resolve conflict. (HBO 1 & 3)
- VI.5.21** Distinguish between wanted and unwanted touch. (HBO 8)
- VI.5.22** Explain that unwanted or inappropriate touches should be reported to a trusted adult. (HBO 8)
- VI.5.23** Explain why it is not a child's fault if someone touches them in an unwanted or inappropriate way. (HBO 8)
- VI.5.24** Explain that everyone has the right to tell others not to touch their body. (HBO 8 & 9)
- VI.5.25** Explain the importance of telling an adult if someone is in danger of hurting themselves or others. (HBO 10)

Grades 3–5: 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 important skill expectations students should be able to perform; the second reflects the extent to which the curriculum provides opportunities for students to practice each skill.

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 begins with score pages. These are followed by the generic and the topic-specific skill expectations for that standard. The topic-specific skill expectations are based on the generic skill expectations also listed in *Appendix 4: HECAT Skill Expectations for Skill Standards 2–8*. There are some grade spans for which topic-specific skill expectations are not applicable. These include the statement “NA—Skill expectations are not identified for this grade span.”

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.

Skill Analysis in Comprehensive Curricula

A comprehensive health education curriculum should address the skills and skill expectations reflected in Standards 2–8. It is important that a comprehensive curriculum focus on each skill standard across all grade spans and among a variety of topics. While it should address the skill expectations for every standard across all grade spans, it is unlikely that every skill expectation in all topics at every grade span will be addressed.

It might be most appropriate to ensure some skills are achieved in certain topic areas at a particular grade span. For example, it might be more appropriate for students to develop skills to analyze influences (Standard 2) on personal safety in grades pre-K–2 and 3–5, rather than analyzing influences on sexual health at these grades. It might be more appropriate for students to develop decision-making skills

(Standard 5) to avoid alcohol use in grades 6–8, rather than develop decision-making skills to promote mental and emotional health in these grades. It is essential that the analysis of a CHE curriculum determine the extent to which the curriculum addresses the skills at the grade spans and topics where they make most sense. *Appendix 5: Using the HECAT to Develop a Scope and Sequence for Health Education* provides an example as to how essential skill learning might be achieved across topics and grade spans (*Appendix 5, Figure 2*).

Directions for Standards 2–8

Skill Expectations Coverage Score

1. Decide if any of the skill expectations need to be deleted or modified or if any additional skill expectations should be added to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Some skill expectations may appear in more than one topic area. Delete unnecessary or redundant skill expectations. Review all other standards before making changes to skill expectations in one Standard.
2. Read the curriculum to become familiar with its content, the information provided for students, and the methods used to convey skill expectations.
3. Review the skill focus for each health topic and grade level in the curriculum. Review the applicable grade-level skill expectations for each health standard and health topic found on the following pages:

- Standard 2 (CHE-65–CHE-67)
- Standard 3 (CHE-71–CHE-72)
- Standard 4 (CHE-76–CHE-78)
- Standard 5 (CHE-82–CHE-84)
- Standard 6 (CHE-88–CHE-89)
- Standard 7 (CHE-93–CHE-94)
- Standard 8 (CHE-98–CHE-99)

The HECAT health topic titles might not be an identical match to those health topics found in the curriculum. However, if the curriculum is comprehensive, the expected related skill expectations should be identifiable in the curriculum, regardless of topic titles.

4. Complete the 3-step skill expectations scoring process and the *Skill Expectations Coverage Score* for each Standard found on the following pages:

- Standard 2 (CHE-63)
- Standard 3 (CHE-69)
- Standard 4 (CHE-74)
- Standard 5 (CHE-80)
- Standard 6 (CHE-86)
- Standard 7 (CHE-91)
- Standard 8 (CHE-96)

Note that Step 1 will require the analysis of individual topic skill expectations pages. Step 2 and 3 can be completed based on the analysis results from Step 1.

5. Transfer the *Skill Expectations Coverage Score* to the *Overall Summary Form* (Chapter 3).
6. Record notes to justify scores and to inform group discussions and curriculum decisions.
7. Analyze Standard 2–8 for each curriculum being reviewed. If the curriculum addresses more than one grade span, conduct a separate analysis of Standard 2–8 for each span.
8. Complete a separate *Overall Summary Form* for each curriculum and grade span.

Student Skill Practice Score

1. During the analysis of each topic area's skill expectations, note the number of times that students are provided opportunities to practice each skill.
2. Complete the 3-step student skill practice scoring process and the *Student Skill Practice Score* at the end of each Standard's analysis pages.
3. Transfer the *Student Skill Practice Score* to the *Overall Summary Form* (Chapter 3).
4. Record notes to justify scores and to inform group discussions and curriculum decisions.
5. Analyze Standard 2–8 for each curriculum being reviewed. If the curriculum addresses more than one grade span, conduct a separate analysis of Standard 2–8 for each span.
6. Complete a separate *Overall Summary Form* for each curriculum and grade span.

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades 3-5 Skill Expectations Coverage Score

The Standard 2 skill expectations for grades 3-5, across nine topic areas, are provided on pages CHE-66-CHE-69. Below are the scoring directions and forms for scoring the skill expectations for Standard 2. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-70.

Step 1: Review the Standard 2 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.

On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)

Step 2: After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K-2; 3-5; 6-8; and 9-12).

Summary Coverage Chart

Grades: Check the grade span being assessed.

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

Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-66-CHE-69, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

- all = 100%**
- most = 67-99%**
- some = 34-66%**
- few = 1-33%**
- none = 0%**

Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

Proceed to Step 3 on next page.

Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Grades 3–5 Skill Expectations Coverage Score (continued)

The Standard 2 skill expectations for grades 3–5, across nine topic areas, are provided on pages CHE-66–CHE-69. Below are the scoring directions and forms for scoring the skill expectations for Standard 2. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-70.

Step 3: Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of “all” or “most”?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

4 = 81-100%

3 = 61-80%

2 = 41-60%

1 = 1-40%

0 = 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)*.

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades 3–5 Student Skill Expectations

Standard 2 skill expectations for grades 3–5 are listed below through page CHE-69. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of each grade, students will be able to meet the following skill expectations:

- Identify how culture influences health practices and behaviors.
- Identify how peers influence health practices and behaviors.
- Identify how community influences health practices and behaviors.
- Describe how family and culture influence health practices and behaviors.
- Describe how school and community settings influence health practices and behaviors.
- Describe how media and technology (e.g., television/film, video games, advertisements, social media, and other screen time) influence health practices and behaviors.
- Describe how peers influence health practices and behaviors.

ALCOHOL AND OTHER DRUGS: Check the box next to each alcohol- and other drug-related Standard 2 skill expectation addressed in the curriculum. By the end of 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.

FOOD AND NUTRITION: Check the box next to each food and nutrition-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- FN2.5.1** Identify how culture influences food choices and other eating practices and behaviors.
- FN2.5.2** Identify how peers influence food choices and other eating practices and behaviors.
- FN2.5.3** Identify how community influences food choices and other eating practices and behaviors.
- FN2.5.4** Describe how family and culture influence food choices and other eating practices and behaviors.
- FN2.5.5** Describe how school and community settings influence food choices and other eating practices and behaviors.
- FN2.5.6** Describe how media and technology influence food choices and other eating practices and behaviors.
- FN2.5.7** Explain that the purpose of food advertisements (e.g., product placement, commercials, billboards, sponsored content) is to make people want to eat more of that food.
- FN2.5.8** Describe how peers influence food choices and other eating practices and behaviors.

Standard 2, Grades 3–5 Skill Expectations continued on next page.

Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Grades 3–5 Student Skill Expectations (continued)

MENTAL AND EMOTIONAL HEALTH: Check the box next to each mental and emotional health-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- MEH2.5.1** Identify how culture influences mental and emotional health practices and behaviors.
- MEH2.5.2** Identify how peers influence mental emotional health practices and behaviors.
- MEH2.5.3** Identify how community influences mental and emotional health practices and behaviors.
- MEH2.5.4** Describe how family and culture influence mental and emotional health practices and behaviors.
- MEH2.5.5** Describe how school and community settings influence mental and emotional health practices and behaviors.
- MEH2.5.6** Describe how media and technology influence mental and emotional health practices and behaviors.
- MEH2.5.7** Describe how peers influence mental and emotional health practices and behaviors.

PERSONAL HEALTH AND WELLNESS: Check the box next to each personal health and wellness-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- PHW2.5.1** Identify how culture influences personal health and wellness-related practices and behaviors.
- PHW2.5.2** Identify how peers influence personal health and wellness-related practices and behaviors.
- PHW2.5.3** Identify how community influences personal health and wellness-related practices and behaviors.
- PHW2.5.4** Describe how family and culture influence personal health and wellness-related practices and behaviors.
- PHW2.5.5** Describe how school and community settings influence personal health and wellness-related practices and behaviors.
- PHW2.5.6** Describe how media and technology influence personal health and wellness-related practices and behaviors.
- PHW2.5.7** Describe how peers influence personal health and wellness-related practices and behaviors.

PHYSICAL ACTIVITY: Check the box next to each physical activity-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- PA2.5.1** Identify how culture influences physical activity practices and behaviors.
- PA2.5.2** Identify how peers influence physical activity practices and behaviors.
- PA2.5.3** Identify how community influences physical activity practices and behaviors.
- PA2.5.4** Describe how family and culture influence physical activity practices and behaviors.
- PA2.5.5** Describe how school and community settings influence physical activity practices and behaviors.
- PA2.5.6** Describe how media and technology influence physical activity practices and behaviors.
- PA2.5.7** Describe how peers influence physical activity practices and behaviors.

Standard 2, Grades 3–5 Skill Expectations continued on next page.

Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Grades 3–5 Student Skill Expectations (continued)

SAFETY: Check the box next to each safety-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- S2.5.1** Identify how culture influences safety and injury prevention practices and behaviors.
- S2.5.2** Identify how peers influence safety and injury prevention practices and behaviors.
- S2.5.3** Identify how community influences safety and injury prevention practices and behaviors.
- S2.5.4** Describe how family and culture influence safety and injury prevention practices and behaviors.
- S2.5.5** Describe how school and community settings influence safety and injury prevention practices and behaviors.
- S2.5.6** Describe how media and technology influence safety and injury prevention practices and behaviors.
- S2.5.7** Describe how peers influence safety and injury prevention practices and behaviors.

SEXUAL HEALTH: Check the box next to each sexual health-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- SH2.5.1** Identify how peers influence relationships.
- SH2.5.2** Identify how culture influences relationships.
- SH2.5.3** Describe how media and technology influence personal relationships.

TOBACCO: Check the box next to each tobacco-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- T2.5.1** Identify how culture influences tobacco-related practices and behaviors.
- T2.5.2** Identify how peers influence tobacco-related practices and behaviors.
- T2.5.3** Identify how community influences tobacco-related practices and behaviors.
- T2.5.4** Describe how family and culture influence tobacco-related practices and behaviors.
- T2.5.5** Describe how school and community settings influence tobacco-related practices and behaviors.
- T2.5.6** Describe how media and technology influence tobacco-use practices and behaviors.
- T2.5.7** Describe how peers influence tobacco-related practices and behaviors.

VIOLENCE PREVENTION: Check the box next to each violence prevention-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- V2.5.1** Identify how culture influences violence prevention practices and behaviors.
- V2.5.2** Identify how peers influence violence prevention practices and behaviors.
- V2.5.3** Identify how community influences violence prevention practices and behaviors.
- V2.5.4** Describe how family and culture influence violence prevention practices and behaviors.
- V2.5.5** Describe how school and community settings influence violence prevention practices and behaviors.
- V2.5.6** Describe how media and technology influence violence prevention practices and behaviors.
- V2.5.7** Describe how peers influence violence prevention practices and behaviors.

Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health 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 **at least three** opportunities for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
2. The curriculum provides **three opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
3. The curriculum provides **four to five opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
4. The curriculum provides **six or more opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*

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:

Standard 3

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

Grades 3-5 Skill Expectations Coverage Score

The Standard 3 skill expectations for grades 3-5, across nine topic areas, are provided on pages CHE-72-CHE-73. Below are the scoring directions and forms for scoring the skill expectations for Standard 3. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-74.

Step 1: Review the Standard 3 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.

On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is "addressed" if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)

Step 2: After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K-2; 3-5; 6-8; and 9-12).

Summary Coverage Chart

Grades: Check the grade span being assessed.

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

Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-72-CHE-73, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

all = 100%
most = 67-99%
some = 34-66%
few = 1-33%
none = 0%

Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

Proceed to Step 3 on next page.

Standard 3

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

Grades 3-5 Skill Expectations Coverage Score (continued)

The Standard 3 skill expectations for grades 3-5, across nine topic areas, are provided on pages CHE-72-CHE-73. Below are the scoring directions and forms for scoring the skill expectations for Standard 3. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-74.

Step 3: Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of "all" or "most"?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

4 = 81-100%

3 = 61-80%

2 = 41-60%

1 = 1-40%

0 = 0

SKILL EXPECTATIONS COVERAGE SCORE

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TRANSFER THIS SCORE TO STANDARD 3: ACCESSING VALID INFORMATION (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades 3–5 Student Skill Expectations

Standard 3 skill expectations for grades 3–5 are listed below through page CHE-73. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of grade 5, students will be able to meet the following skill expectations:

- Describe characteristics of valid health information.
- Describe characteristics of valid health products.
- Describe characteristics of valid health services.
- Demonstrate how to locate sources of valid health information.

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.

ALCOHOL AND OTHER DRUGS: Check the box next to each alcohol- and other drug-related Standard 3 skill expectation addressed in the curriculum. By the end of 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.

FOOD AND NUTRITION: Check the box next to each food and nutrition-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- FN3.5.1** Describe characteristics of valid nutrition information.
- FN3.5.2** Describe characteristics of food advertising.
- FN3.5.3** Demonstrate how to locate sources of valid nutrition information.

MENTAL AND EMOTIONAL HEALTH: Check the box next to each mental and emotional health-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- MEH3.5.1** Describe characteristics of valid mental and emotional health information.
- MEH3.5.2** Describe characteristics of valid mental and emotional health services.
- MEH3.5.3** Demonstrate how to locate sources of valid mental and emotional health information.

PERSONAL HEALTH AND WELLNESS: Check the box next to each personal health and wellness-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- PHW3.5.1** Describe characteristics of valid personal health and wellness information.
- PHW3.5.2** Describe characteristics of valid personal health and wellness products.
- PHW3.5.3** Describe characteristics of valid personal health and wellness services.
- PHW3.5.4** Demonstrate how to locate sources of valid personal health and wellness information.

Standard 3, Grades 3–5 Skill Expectations continued on next page.

Standard **3** Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

Grades 3–5 Student Skill Expectations (continued)

PHYSICAL ACTIVITY: Check the box next to each physical activity-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- PA3.5.1** Describe characteristics of valid physical activity information.
- PA3.5.2** Describe characteristics of valid physical activity products.
- PA3.5.3** Demonstrate how to locate sources of valid physical activity information.

SAFETY: Check the box next to each safety-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- S3.5.1** Describe characteristics of valid safety and injury prevention information.
- S3.5.2** Describe characteristics of valid and injury prevention products.
- S3.5.3** Describe characteristics of valid safety and injury prevention services.
- S3.5.4** Demonstrate how to locate sources of valid safety and injury prevention information.

SEXUAL HEALTH: Check the box next to each sexual health-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

NA Skill expectations are not identified for this grade span.

TOBACCO: Check the box next to each tobacco-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- T3.5.1** Describe characteristics of valid tobacco-use prevention information.
- T3.5.2** Demonstrate how to locate sources of valid tobacco-use prevention information.

VIOLENCE PREVENTION: Check the box next to each violence prevention-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- V3.5.1** Describe characteristics of valid violence prevention information.
- V3.5.2** Describe characteristics of valid health services that help reduce or avoid violence.
- V3.5.3** Demonstrate how to locate sources of valid violence prevention information.

Standard 3

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

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 **at least three** opportunities for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 2. The curriculum provides **three opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **four to five opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides **six or more opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*

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:

Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Grades 3-5 Skill Expectations Coverage Score

The Standard 4 skill expectations for grades 3-5, across nine topic areas, are provided on pages CHE-77-CHE-79. Below are the scoring directions and forms for scoring the skill expectations for Standard 4. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-80.

- Step 1:** Review the Standard 4 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.
- On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is "addressed" if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)
- Step 2:** After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K-2; 3-5; 6-8; and 9-12).

Summary Coverage Chart

Grades: Check the grade span being assessed.

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

Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-77-CHE-79, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

all = 100%
most = 67-99%
some = 34-66%
few = 1-33%
none = 0%

Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

Proceed to Step 3 on next page.

Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Grades 3-5 Skill Expectations Coverage Score (continued)

The Standard 4 skill expectations for grades 3-5, across nine topic areas, are provided on pages CHE-76-CHE-78. Below are the scoring directions and forms for scoring the skill expectations for Standard 4. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-79.

Step 3: Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of "all" or "most"?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = 81-100%
- 3 = 61-80%
- 2 = 41-60%
- 1 = 1-40%
- 0 = 0

SKILL EXPECTATIONS COVERAGE SCORE

—————→

TRANSFER THIS SCORE TO STANDARD 4: COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades 3–5 Student Skill Expectations

Standard 4 skill expectations for grades 3–5 are listed below through page CHE-78. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of grade 5, students will be able to meet the following skill expectations:

- Explain how to be empathetic and compassionate toward others.
- Demonstrate effective verbal and nonverbal communication skills.
- Demonstrate effective peer resistance skills to avoid or reduce health risk.
- Demonstrate healthy ways to manage or resolve conflict.
- Demonstrate how to effectively ask for help to improve personal health.
- Demonstrate how to effectively communicate support for others.

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.

ALCOHOL AND OTHER DRUGS: Check the box next to each alcohol- and other drug-related Standard 4 skill expectation addressed in the curriculum. By the end of 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.

FOOD AND NUTRITION: Check the box next to each food and nutrition-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- FN4.5.1** Demonstrate effective verbal and nonverbal communication to avoid unhealthy food choices and promote healthy eating.
- FN4.5.2** Demonstrate how to ask for food in response to internal hunger signals.
- FN4.5.3** Explain how to be empathetic and compassionate towards a family member who is trying to improve personal food choices.
- FN4.5.4** Demonstrate how to effectively ask for help to improve personal food choices.

Standard 4, Grades 3–5 Skill Expectations continued on next page.

Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Grades 3–5 Student Skill Expectations (continued)

MENTAL AND EMOTIONAL HEALTH: Check the box next to each mental and emotional health-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- MEH4.5.1** Demonstrate effective verbal and nonverbal communication skills.
- MEH4.5.2** Explain how to be empathetic and compassionate toward others.
- MEH4.5.3** Demonstrate effective peer resistance skills to avoid or reduce mental and emotional health risk.
- MEH4.5.4** Demonstrate healthy ways to manage or resolve interpersonal conflict.
- MEH4.5.5** Demonstrate how to effectively ask for help to improve personal mental and emotional health.
- MEH4.5.6** Demonstrate how to effectively communicate support for others.

PERSONAL HEALTH AND WELLNESS: Check the box next to each personal health and wellness-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- PHW4.5.1** Demonstrate effective verbal and nonverbal communication skills to enhance personal health and wellness.
- PHW4.5.2** Explain how to be empathetic and compassionate toward others.
- PHW4.5.3** Demonstrate effective peer resistance skills to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.
- PHW4.5.4** Demonstrate healthy ways to manage to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.
- PHW4.5.5** Demonstrate how to effectively ask for help to improve personal health and wellness.
- PHW4.5.6** Demonstrate how to effectively communicate support for others to improve their personal health and wellness.

PHYSICAL ACTIVITY: Check the box next to each physical activity-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- PA4.5.1** Demonstrate effective verbal and nonverbal communication skills to avoid engaging in unsafe physical activities.
- PA4.5.2** Explain how to be empathetic and compassionate toward others who are trying to maintain or increase physical activity.
- PA4.5.3** Demonstrate effective peer resistance skills to avoid or reduce sedentary behaviors.
- PA4.5.4** Demonstrate how to effectively ask for help to improve personal physical activity.

SAFETY: Check the box next to each safety-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- S4.5.1** Demonstrate effective verbal and nonverbal communication skills to promote safety and avoid or reduce injury.
- S4.5.2** Demonstrate effective peer resistance skills to avoid or reduce injury.
- S4.5.3** Demonstrate healthy ways to manage or resolve conflict to avoid or reduce injury.
- S4.5.4** Demonstrate how to effectively ask for help to avoid or reduce personal injury.

Standard 4, Grades 3–5 Skill Expectations continued on next page.

Standard **4** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Grades 3–5 Student Skill Expectations (continued)

SEXUAL HEALTH: Check the box next to each sexual health-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- SH4.5.1** Demonstrate effective verbal and nonverbal communication skills to promote healthy family and peer relationships.
- SH4.5.2** Demonstrate giving and receiving verbal consent in interactions with family members, peers, and other adults.
- SH4.5.3** Explain how to be empathetic and compassionate toward others who are at a different stage of puberty from oneself.
- SH4.5.4** Explain how to be empathetic and compassionate toward others who have a different gender identity and expression or sexual orientation from oneself.
- SH4.5.5** Demonstrate how to effectively ask for help to deal with physical and emotional changes that occur during puberty.
- SH4.5.6** Demonstrate how to effectively communicate support for peers who are progressing through puberty.

TOBACCO: Check the box next to each tobacco-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- T4.5.1** Demonstrate effective verbal and nonverbal communication skills to avoid exposure to secondhand smoke.
- T4.5.2** Explain how to be empathetic and compassionate towards others who are trying to quit using tobacco.
- T4.5.3** Demonstrate effective peer resistance skills to prevent tobacco use.
- T4.5.4** Demonstrate how to effectively ask for help to avoid exposure to secondhand smoke.

VIOLENCE PREVENTION: Check the box next to each violence prevention-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- V4.5.1** Demonstrate effective verbal and nonverbal communication skills to prevent violence.
- V4.5.2** Explain how to be empathetic and compassionate toward others to prevent violence.
- V4.5.3** Demonstrate effective peer resistance skills to avoid or reduce violence.
- V4.5.4** Demonstrate healthy ways to manage or resolve conflict to prevent violence.
- V4.5.5** Demonstrate how to effectively ask for help to prevent violence.
- V4.5.6** Demonstrate how to effectively communicate support for others to prevent violence.

Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

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 **at least three** opportunities for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 2. The curriculum provides **three opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **four to five opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides **six or more opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*

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:

Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

Grades 3-5 Skill Expectations Coverage Score

The Standard 5 skill expectations for grades 3-5, across nine topic areas, are provided on pages CHE-83-CHE-85. Below are the scoring directions and forms for scoring the skill expectations for Standard 5. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-86.

- Step 1:** Review the Standard 5 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.
- On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is "addressed" if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)
- Step 2:** After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K-2; 3-5; 6-8; and 9-12).

Summary Coverage Chart

Grades: Check the grade span being assessed.

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

Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-83-CHE-85, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

all = 100%
most = 67-99%
some = 34-66%
few = 1-33%
none = 0%

Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

Proceed to Step 3 on next page.

Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

Grades 3-5 Skill Expectations Coverage Score (continued)

The Standard 5 skill expectations for grades 3-5, across nine topic areas, are provided on pages CHE-83-CHE-85. Below are the scoring directions and forms for scoring the skill expectations for Standard 5. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-86.

Step 3: Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of "all" or "most"?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = 81-100%
- 3 = 61-80%
- 2 = 41-60%
- 1 = 1-40%
- 0 = 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).*

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades 3–5 Student Skill Expectations

Standard 5 skill expectations for grades 3–5 are listed below through page CHE-85. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of grade 5, students will be able to meet the following skill expectations:

- Identify situations that need a health-related decision.
- Decide when help is needed and when it is not needed to make a healthy decision.
- Explain how family, culture, peers, technology, or media influence a health-related decision.
- Identify options and their potential outcomes when making a health-related decision.
- Choose a healthy option when making a decision.
- Describe the final outcome of a health-related decision.

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.

ALCOHOL AND OTHER DRUGS: Check the box next to each alcohol- and other drug-related Standard 5 skill expectation addressed in the curriculum. By the end of 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.

FOOD AND NUTRITION: Check the box next to each food and nutrition-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- FN5.5.1** Identify situations which need a decision related to food and nutrition (e.g., when a peer offers a soft drink).
- FN5.5.2** Decide when help is needed and when it is not needed to make a decision related to food and nutrition.
- FN5.5.3** Explain how family, culture, peers, technology, or media influence a decision related to food and nutrition.
- FN5.5.4** Identify options and their potential outcomes when choosing foods and beverages.
- FN5.5.5** Choose a food or beverage that fits with a healthy eating pattern when making a decision about what to eat or drink.
- FN5.5.6** Describe the final outcome of a decision related to food and nutrition.

Standard 5, Grades 3–5 Skill Expectations continued on next page.

Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

Grades 3–5 Student Skill Expectations (continued)

MENTAL AND EMOTIONAL HEALTH: Check the box next to each mental and emotional health-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- MEH5.5.1** Identify situations that need a decision related to mental and emotional health (e.g., dealing with interpersonal conflict, managing emotional stress).
- MEH5.5.2** Decide when help is needed and when it is not needed to make a decision related to mental and emotional health.
- MEH5.5.3** Explain how family, culture, peers, technology, or media influence a decision related to mental and emotional health.
- MEH5.5.4** Identify options and their potential outcomes when making a decision related to mental and emotional health (e.g., dealing with interpersonal conflict, managing emotional stress).
- MEH5.5.5** Choose a healthy option when making a decision related to mental and emotional health.
- MEH5.5.6** Describe the final outcome of a decision related to mental and emotional health.

PERSONAL HEALTH AND WELLNESS: Check the box next to each personal health and wellness-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- PHW5.5.1** Identify situations that need a decision related to personal health and wellness.
- PHW5.5.2** Decide when help is needed and when it is not needed to make a personal health and wellness-related decision.
- PHW5.5.3** Explain how family, culture, peers, technology, or media influence a personal health and wellness-related decision.
- PHW5.5.4** Identify options and their potential outcomes when making a personal health and wellness-related decision.
- PHW5.5.5** Choose a healthy option when making a personal health and wellness-related decision.
- PHW5.5.6** Describe the final outcome of a personal health and wellness-related decision.

PHYSICAL ACTIVITY: Check the box next to each physical activity-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- PA5.5.1** Identify situations that need a decision related to physical activity.
- PA5.5.2** Decide when help is needed and when it is not needed to make a decision related to physical activity.
- PA5.5.3** Explain how family, culture, peers, technology, or media influence a decision related to physical activity.
- PA5.5.4** Identify options and their potential outcomes when making a decision related to physical activity.
- PA5.5.5** Choose a healthy option when making a decision related to physical activity.
- PA5.5.6** Describe the final outcome of a decision related to physical activity.

Standard 5, Grades 3–5 Skill Expectations continued on next page.

Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

Grades 3–5 Student Skill Expectations (continued)

SAFETY: Check the box next to each safety-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- S5.5.1** Identify situations that need a decision related to safety and injury prevention.
- S5.5.2** Decide when help is needed and when it is not needed to make a decision related to safety and injury prevention.
- S5.5.3** Explain how family, culture, peers, technology, or media influence a decision related to safety and injury prevention.
- S5.5.4** Identify options and their potential outcomes when making a decision related to safety and injury prevention.
- S5.5.5** Choose a healthy option when making a decision related to safety and injury prevention.
- S5.5.6** Describe the final outcome of a decision related to safety and injury prevention.

SEXUAL HEALTH: Check the box next to each sexual health-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- SH5.5.1** Identify situations that need a decision related to family, peer, or friend relationships.
- SH5.5.2** Decide when help is needed and when it is not needed to make a decision related to family, peer, or friend relationships.
- SH5.5.3** Identify options and their potential outcomes when making a decision related to family, peer, or friend relationships.
- SH5.5.4** Choose a healthy option when making a decision related to family, peer, or friend relationships.
- SH5.5.5** Describe the final outcome of a decision related to family, peer, or friend relationships.

TOBACCO: Check the box next to each tobacco-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- T5.5.1** Identify situations that need a decision related to tobacco use.
- T5.5.2** Decide when help is needed and when it is not needed to make a decision related to tobacco use.
- T5.5.3** Explain how family, culture, peers, technology, or media influence a decision related to tobacco use.
- T5.5.4** Identify options and their potential outcomes when making a decision related to tobacco use.
- T5.5.5** Choose a healthy option when making a decision about tobacco use.
- T5.5.6** Describe the final outcome of a decision related to tobacco use.

VIOLENCE PREVENTION: Check the box next to each violence prevention-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- V5.5.1** Identify situations that need a decision to prevent violence.
- V5.5.2** Decide when help is needed and when it is not needed to make a decision that could lead to violence.
- V5.5.3** Explain how family, culture, peers, technology, or media influence a decision that could lead to violence.
- V5.5.4** Identify options and their potential outcomes when making a decision that could lead to violence.
- V5.5.5** Choose a healthy option when making a decision that could lead to violence.
- V5.5.6** Describe the final outcome of a decision related to violence prevention.

Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

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 **at least three** opportunities for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 2. The curriculum provides **three opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **four to five opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides **six or more opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*

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:

Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

Grades 3-5 Skill Expectations Coverage Score

The Standard 6 skill expectations for grades 3-5, across nine topic areas, are provided on pages CHE-89-CHE-90. Below are the scoring directions and forms for scoring the skill expectations for Standard 6. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-91

- Step 1:** Review the Standard 6 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.
- On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is "addressed" if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)
- Step 2:** After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K-2; 3-5; 6-8; and 9-12).

Summary Coverage Chart

Grades: Check the grade span being assessed.

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

Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-89-CHE-90, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

all = 100%
most = 67-99%
some = 34-66%
few = 1-33%
none = 0%

Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

Proceed to Step 3 on next page.

Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

Grades 3-5 Skill Expectations Coverage Score (continued)

The Standard 6 skill expectations for grades 3-5, across nine topic areas, are provided on pages CHE-89-CHE-90. Below are the scoring directions and forms for scoring the skill expectations for Standard 6. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-91.

Step 3: Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of "all" or "most"?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = 81-100%
- 3 = 61-80%
- 2 = 41-60%
- 1 = 1-40%
- 0 = 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)*.

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades 3–5 Student Skill Expectations

Standard 6 skill expectations for grades 3–5 are listed below through page CHE-90. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of grade 5, students will be able to meet the following skill expectations:

- Set a realistic personal health goal.
- Track progress toward achieving a personal health goal.
- Identify resources that can help achieve a personal health goal.

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.

ALCOHOL AND OTHER DRUGS: Check the box next to each alcohol- and other drug-related Standard 6 skill expectation addressed in the curriculum. By the end of 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 to 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.

FOOD AND NUTRITION: Check the box next to each food and nutrition-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- FN6.5.1** Identify a realistic personal short-term goal to improve eating patterns (e.g., try new fruits, vegetables, and whole grains; drink more water).
- FN6.5.2** Track progress toward achieving a personal goal to improve eating patterns.
- FN6.5.3** Identify resources that can help achieve a personal goal to improve eating patterns.

MENTAL AND EMOTIONAL HEALTH: Check the box next to each mental and emotional health-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- MEH6.5.1** Set a realistic goal to improve or maintain positive mental and emotional health.
- MEH6.5.2** Track progress to achieving the goal to improve or maintain positive mental and emotional health.
- MEH6.5.3** Identify resources that can help achieve a goal to improve or maintain positive mental and emotional health.

PERSONAL HEALTH AND WELLNESS: Check the box next to each personal health and wellness-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- PHW6.5.1** Set a realistic goal to improve a personal health and wellness-related practice.
- PHW6.5.2** Track progress toward achieving a personal health and wellness-related goal.
- PHW6.5.3** Identify resources that can help achieve a personal health and wellness-related goal.

Standard 6, Grades 3–5 Skill Expectations continued on next page.

Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

Grades 3–5 Student Skill Expectations (continued)

PHYSICAL ACTIVITY: Check the box next to each physical activity-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- PA6.5.1** Set a realistic personal goal to be physically active.
- PA6.5.2** Track progress toward achieving a personal goal to be physically active.
- PA6.5.3** Identify resources that can help to achieve a personal goal to be physically active.

SAFETY: Check the box next to each safety-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- S6.5.1** Set a realistic personal goal to avoid or reduce injury.
- S6.5.2** Track progress toward achieving a personal goal to avoid or reduce injury.
- S6.5.3** Identify resources that can help achieve a personal goal to avoid or reduce injury.

SEXUAL HEALTH: Check the box next to each sexual health-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- SH6.5.1** Set a realistic goal to maintain personal hygiene during puberty.
- SH6.5.2** Track progress toward achieving a personal goal related to hygiene during puberty.
- SH6.5.3** Identify resources that can help achieve a personal goal related to hygiene during puberty.

TOBACCO: Check the box next to each tobacco-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- NA** Skill expectations are not identified for this grade span.

VIOLENCE PREVENTION: Check the box next to each violence prevention-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- V6.5.1** Set a realistic personal goal to prevent violence.
- V6.5.2** Track progress to achieving a personal goal to prevent violence.
- V6.5.3** Identify resources that can help achieve a personal goal to prevent violence.

Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

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 **at least three** opportunities for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
2. The curriculum provides **three opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
3. The curriculum provides **four to five opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
4. The curriculum provides **six or more opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*

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:

Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Grades 3-5 Skill Expectations Coverage Score

The Standard 7 skill expectations for grades 3-5, across nine topic areas, are provided on pages CHE-94-CHE-95. Below are the scoring directions and forms for scoring the skill expectations for Standard 7. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-96.

Step 1: Review the Standard 7 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.

On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)

Step 2: After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K-2; 3-5; 6-8; and 9-12).

Summary Coverage Chart

Grades: Check the grade span being assessed.

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

Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-94-CHE-95, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

all = 100%
most = 67-99%
some = 34-66%
few = 1-33%
none = 0%

Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

Proceed to Step 3 on next page.

Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Grades 3-5 Skill Expectations Coverage Score (continued)

The Standard 7 skill expectations for grades 3-5, across nine topic areas, are provided on pages CHE-94-CHE-95. Below are the scoring directions and forms for scoring the skill expectations for Standard 7. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-96.

Step 3: Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of "all" or "most"?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

4 = 81-100%

3 = 61-80%

2 = 41-60%

1 = 1-40%

0 = 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).

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades 3–5 Student Skill Expectations

Standard 7 skill expectations for grades 3–5 are listed below through page CHE-95. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of grade 5, students will be able to meet the following skill expectations:

- Describe practices and behaviors that reduce or prevent health risks.
- Demonstrate healthy practices and behaviors.
- Commit to practicing healthy behaviors.

ALCOHOL AND OTHER DRUGS: Check the box next to each alcohol- and other drug-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- AOD7.5.1** Describe practices and behaviors that 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.

FOOD AND NUTRITION: Check the box next to each food and nutrition-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- FN7.5.1** Describe practices and behaviors that reduce or prevent unhealthy eating patterns and behaviors.
- FN7.5.2** Demonstrate healthy eating patterns and behaviors.
- FN7.5.3** Commit to practicing healthy eating patterns and behaviors.

MENTAL AND EMOTIONAL HEALTH: Check the box next to each mental and emotional health-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- MEH7.5.1** Describe mental and emotional practices and behaviors that reduce or prevent health risks.
- MEH7.5.2** Demonstrate healthy mental and emotional health practices and behaviors.
- MEH7.5.3** Commit to practicing healthy mental and emotional health behaviors.

PERSONAL HEALTH AND WELLNESS: Check the box next to each personal health and wellness-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- PHW7.5.1** Describe practices and behaviors that reduce or prevent personal health and wellness-related risks.
- PHW7.5.2** Demonstrate positive personal health and wellness-related practices and behaviors.
- PHW7.5.3** Commit to practicing positive personal health and wellness-related behaviors.

Standard 7, Grades 3–5 Skill Expectations continued on next page.

Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Grades 3–5 Student Skill Expectations (continued)

PHYSICAL ACTIVITY: Check the box next to each physical activity-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- PA7.5.1** Describe physical activity practices and behaviors that reduce or prevent health risks.
- PA7.5.2** Demonstrate healthy physical activity practices and behaviors.
- PA7.5.3** Commit to being physically active.

SAFETY: Check the box next to each safety-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- S7.5.1** Describe practices and behaviors that reduce or prevent injury.
- S7.5.2** Demonstrate safety and injury prevention practices and behaviors.
- S7.5.3** Commit to practicing safety and injury prevention.

SEXUAL HEALTH: Check the box next to each sexual health-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- NA** Skill expectations are not identified for this grade span.

TOBACCO: Check the box next to each tobacco-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- NA** Skill expectations are not identified for this grade span.

VIOLENCE PREVENTION: Check the box next to each violence prevention-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- V7.5.1** Describe practices and behaviors that reduce or prevent violence.
- V7.5.2** Demonstrate violence prevention practices and behaviors.
- V7.5.3** Commit to practicing violence prevention behaviors.

Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

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 **at least three** opportunities for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 2. The curriculum provides **three opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **four to five opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides **six or more opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*

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:

Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

Grades 3–5 Skill Expectations Coverage Score

The Standard 8 skill expectations for grades 3–5, across nine topic areas, are provided on pages CHE-99–CHE-100. Below are the scoring directions and forms for scoring the skill expectations for Standard 8. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-101.

- Step 1:** Review the Standard 8 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.
- On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)
- Step 2:** After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K–2; 3–5; 6–8; and 9–12).

Summary Coverage Chart

Grades: Check the grade span being assessed.

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

Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-99–CHE-100, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

all = 100%
most = 67–99%
some = 34–66%
few = 1–33%
none = 0%

Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

Proceed to Step 3 on next page.

Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

Grades 3-5 Skill Expectations Coverage Score (continued)

The Standard 8 skill expectations for grades 3-5, across nine topic areas, are provided on pages CHE-99- CHE-100. Below are the scoring directions and forms for scoring the skill expectations for Standard 8. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-101.

Step 3: Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of "all" or "most"?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = 81-100%
- 3 = 61-80%
- 2 = 41-60%
- 1 = 1-40%
- 0 = 0

SKILL EXPECTATIONS COVERAGE SCORE

—————→

TRANSFER THIS SCORE TO STANDARD 8:
ADVOCACY (SKILL EXPECTATIONS COVERAGE)
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades 3–5 Student Skill Expectations

Standard 8 skill expectations for grades 3–5 are listed below through page CHE-100. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of grade 5, students will be able to meet the following skill expectations:

- Give factual information to improve the health of others.
- State personal beliefs to improve the health of others.
- Demonstrate how to persuade others to make positive health choices.

ALCOHOL AND OTHER DRUGS: Check the box next to each alcohol- and other drug-related Standard 8 skill expectation addressed in the curriculum. By the end of 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.

FOOD AND NUTRITION: Check the box next to each food and nutrition-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- FN8.5.1** Give factual information to improve the food and beverage selections of others.
- FN8.5.2** State personal beliefs to improve the food and beverage selections of others.
- FN8.5.3** Demonstrate how to persuade others to make healthy food and beverage choices.

MENTAL AND EMOTIONAL HEALTH: Check the box next to each mental and emotional health-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- MEH8.5.1** Give factual information to improve the mental and emotional health of others.
- MEH8.5.2** State personal beliefs to improve the mental and emotional health of others.
- MEH8.5.3** Demonstrate how to persuade others to make positive mental and emotional health choices.

PERSONAL HEALTH AND WELLNESS: Check the box next to each personal health and wellness-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- PHW8.5.1** Give factual information to improve the personal health and wellness of others.
- PHW8.5.2** State personal beliefs to improve the personal health and wellness of others.
- PHW8.5.3** Demonstrate how to persuade others to make positive personal health and wellness-related choices.

Standard 8, Grades 3–5 Skill Expectations continued on next page.

Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

Grades 3–5 Student Skill Expectations (continued)

PHYSICAL ACTIVITY: Check the box next to each physical activity-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- PA8.5.1** Give factual information to improve the physical activity of others.
- PA8.5.2** State personal beliefs to improve the physical activity of others.
- PA8.5.3** Demonstrate how to persuade others to make healthy physical activity choices.

SAFETY: Check the box next to each safety-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- S8.5.1** Give factual information to improve the safety and injury prevention of others.
- S8.5.2** State personal beliefs to improve safety and injury prevention of others.
- S8.5.3** Demonstrate how to persuade others to make choices to promote safety and avoid or reduce injury.

SEXUAL HEALTH: Check the box next to each sexual health-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- SH8.5.1** Demonstrate how to persuade others that is wrong to tease or bully others based on differences in gender identity or expression, sexual orientation, and other personal characteristics.

TOBACCO: Check the box next to each tobacco-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- T8.5.1** Give factual information about the benefits of being tobacco-free to improve the health of others.
- T8.5.2** State personal beliefs about the dangers of tobacco use behaviors to improve the health of others.
- T8.5.3** Demonstrate how to persuade others to be tobacco-free.

VIOLENCE PREVENTION: Check the box next to each violence prevention-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- V8.5.1** Give factual information to others to prevent violence.
- V8.5.2** State personal beliefs to help others prevent violence.
- V8.5.3** Demonstrate how to persuade others to prevent violence.

Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

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 **at least three** opportunities for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
2. The curriculum provides **three opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
3. The curriculum provides **four to five opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
4. The curriculum provides **six or more opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*

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:

Grades 6–8: Standard 1

The Standard 1 curriculum analysis will result in a single score that reflects the extent to which the curriculum addresses the knowledge required to achieve the selected Healthy Behavior Outcomes (HBO pgs. CHE-2 and CHE-3). This section lists the knowledge expectations to be completed by grade 8 (grade span 6–8).

It is unlikely that a comprehensive curriculum will cover every knowledge expectation aligned with every HBO at all grade levels in this grade span. It is important to identify the knowledge expectations that are most critical for students to know at each grade level, prior to your analysis, to make sure your analysis yields useful results.

Directions for Standard 1

1. Decide if any of the knowledge expectations need to be deleted or modified or if any additional knowledge expectations should be added to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Some knowledge expectations may appear in more than one topic area.
2. Delete unnecessary or redundant knowledge expectations. Review all other standards before making changes to the knowledge expectations in Standard 1.
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. Review the concepts included for each health topic and grade span in the curriculum. Review the applicable grade-level knowledge expectations for each health topic (CHE-105–CHE-115). The HECAT health topic titles might not be an identical match to those health topics found in the curriculum under review. However, if the curriculum is comprehensive, the expected HBOs and related knowledge expectations should be identifiable in the curriculum, regardless of topic titles.
5. Complete the 3-step scoring process for Standard 1 (CHE-103) and the *Knowledge Expectations Coverage Score* (CHE-104). Note that Step 1 will require the analysis of individual topic knowledge expectations pages. Step 2 and 3 can be completed based on the analysis results from Step 1.
6. Transfer the *Knowledge Expectations Coverage Score* to the *Overall Summary Form* (Chapter 3).
7. Record notes to justify scores and to inform group discussions and curriculum decisions.
8. Analyze Standard 1 for each curriculum being reviewed. If the curriculum addresses more than one grade span, conduct a separate analysis of Standard 1 for each span.
9. Complete a separate *Overall Summary Form* for each curriculum and grade span.

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.

Directions for Grades 6–8, Standards 2–8 are provided on page CHE-116.

Standard 1 Students will comprehend concepts related to health promotion and disease prevention.

Grades 6–8 Knowledge Expectations Coverage Score

The knowledge expectations for grades 6–8, across nine topic areas, are provided on pages CHE-105–CHE-114. Below are the directions and forms for scoring Standard 1.

- Step 1:** Select the Standard 1 knowledge expectations aligned with the selected Healthy Behavior Outcomes (CHE-2 and CHE-3) and correspond with the grade span(s) included in the curriculum. Delete any knowledge expectations that are not aligned with the selected Healthy Behavior Outcomes.
- On each relevant topic knowledge expectations page, check the boxes next to the knowledge expectations that are addressed within the curriculum. (A knowledge expectation is “addressed” if there is sufficient information provided in the curriculum for students to be able to demonstrate competency in this concept.)
- Step 2:** After completing the relevant knowledge expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K–2; 3–5; 6–8; and 9–12).

Summary Coverage Chart

Grades: Check the grade span being assessed.

Pre-K-2

3-5

6-8

9-12

Knowledge Expectations Summary:

Using the information gathered in Step 1 and in the analyses of relevant knowledge expectations on pages CHE-105–CHE-115, check the box that best applies to the percentage of knowledge expectations addressed for each topic. To determine the *Knowledge Expectations Summary* percent for each topic, count the number checked divided by the number of concepts listed.

- all = 100%**
- most = 67-99%**
- some = 34-66%**
- few = 1-33%**
- none = 0%**

Check the topics that are included in the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

Proceed to Step 3 on next page.

Standard 1

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

Grades 6–8 Knowledge Expectations Coverage Score (continued)

The knowledge expectations for grades 6–8, across nine topic areas, are provided on pages CHE-105–CHE-115. Below are the directions and forms for scoring Standard 1.

Step 3: Based on the information in the completed *Knowledge Expectations Summary Coverage Chart* in Step 2, complete the *Knowledge Expectations Coverage Score* below

1. How many topics are included in the curriculum?

2. How many of these topics received a Knowledge Expectations Summary Score of “all” or “most”?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Knowledge Expectations Coverage Score.

KNOWLEDGE EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = 81-100%
- 3 = 61-80%
- 2 = 41-60%
- 1 = 1-40%
- 0 = 0

KNOWLEDGE EXPECTATIONS COVERAGE SCORE



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

After completing Standard 1, move to Grades 6–8, Standard 2, pg. CHE-116.

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.

Grades 6–8 Knowledge Expectations

Standard 1 knowledge expectations for grades 6–8 are listed, starting below and through pages CHE-115, in the following topical order:

- Alcohol and Other Drugs
- Food and Nutrition
- Mental and Emotional Health
- Personal Health and Wellness
- Physical Activity
- Safety
- Sexual Health
- Tobacco
- Violence Prevention

ALCOHOL AND OTHER DRUGS: Check the box next to each alcohol- and other drug-related knowledge expectation addressed in the curriculum. By the end of 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)

Grades 6–8 Knowledge Expectations continued on next page.

Standard 1

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

Grades 6–8 Knowledge Expectations (continued)

FOOD AND NUTRITION: Check the box next to each food and nutrition-related knowledge expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- FN1.8.1** Explain the importance of trying new foods. (HBO 1 & 2)
- FN1.8.2** Describe the importance of eating a variety of foods to meet daily nutrient and energy needs. (HBO 1, 2, 3, 4, 5 & 12)
- FN1.8.3** Describe the U.S. Dietary Guidelines for Americans. (HBO 1, 2, 3, 4, 5, 6, 7, 8 & 12)
- FN1.8.4** Summarize a variety of nutrient-dense food choices for each food group. (HBO 1, 2, 3, 4, 5 & 12)
- FN1.8.5** Explain why individuals may have different nutritional needs. (HBO 1, 11 & 12)
- FN1.8.6** Summarize the benefits of eating plenty of whole fruits and vegetables (e.g., fresh, canned, frozen, and dried). (HBO 1, 2 & 3)
- FN1.8.7** Explain the similarities and differences in nutritional value and food sources for protein, fats, and carbohydrates. (HBO 1, 2, 3, 4 & 5)
- FN1.8.8** Identify foods that provide key nutrients including fiber, iron, calcium, potassium, and vitamin D. (HBO 1, 2, 3, 4 & 5)
- FN1.8.9** Identify how different stages of food processing can impact the nutrient profile of food. (HBO 1, 3, 4 & 8)
- FN1.8.10** Identify examples of whole grain foods. (HBO 4)
- FN1.8.11** Describe how to make good-tasting, nutrient-dense meals and snacks. (HBO 10 & 11)
- FN1.8.12** Summarize the benefits of consuming enough water. (HBO 6 & 7)
- FN1.8.13** Identify sugary drinks. (HBO 7 & 9)
- FN1.8.14** Summarize the benefits of limiting the consumption of saturated fat, trans fat, added sugar, and sodium. (HBO 1, 8 & 12)
- FN1.8.15** Identify ways to prepare and season food using healthy fats, herbs, and spices while reducing sugar and sodium. (HBO 8 & 10)
- FN1.8.16** Describe the importance of eating breakfast every day. (HBO 1 & 12)
- FN1.8.17** Explain the relationship between access to healthy foods and personal food choices. (HBO 9, 10, 11 & 12)
- FN1.8.18** Explain how to select nutrient-dense foods when dining out. (HBO 7, 8, 9, 11 & 12)
- FN1.8.19** Describe major chronic diseases and their relationship to eating and physical activity patterns. (HBO 1 & 12)
- FN1.8.20** Analyze the benefits of following a healthy eating pattern. (HBO 1 & 12)
- FN1.8.21** Identify healthy and risky approaches to weight management. (HBO 1 & 12)
- FN1.8.22** Describe the benefits of eating the amount of food needed to be healthy and energetic. (HBO 1 & 12)
- FN1.8.23** Describe body signals that tell a person when they are hungry and when they are full. (HBO 1 & 12)
- FN1.8.24** Explain what is enjoyable about eating meals with family and friends. (HBO 11 & 12)

Grades 6–8 Knowledge Expectations continued on next page.

Standard 1

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

Grades 6–8 Knowledge Expectations (continued)

MENTAL AND EMOTIONAL HEALTH: Check the box next to each mental and emotional health-related knowledge expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- MEH1.8.1** Describe signs and symptoms that one may be experiencing different feelings or emotions. (HBO 1, 4, 5 & 6)
- MEH1.8.2** Describe how brain development and emotions change during adolescence. (HBO 4)
- MEH1.8.3** Describe how emotions can change throughout the day and over time. (HBO 1, 3 & 4)
- MEH1.8.4** Identify situations that can trigger different thoughts, feelings, and emotions. (HBO 1, 2, 3, 4 & 5)
- MEH1.8.5** Describe the importance of being aware of one's own feelings and emotions and how this can influence behavior. (HBO 1, 2, 3, 4, 5 & 9)
- MEH1.8.6** Explain appropriate ways to express and manage needs, wants, emotions, and feelings. (HBO 1, 2, 3, 4, 5, 6 & 9)
- MEH1.8.7** Discuss how the expression of emotions or feelings can help or hurt oneself and others. (HBO 5, 6, 7, 8 & 9)
- MEH1.8.8** Describe characteristics and behaviors of a mentally and emotionally healthy person. (HBO 1, 2, 3, 4, 5, 6 & 7)
- MEH1.8.9** Identify role models who demonstrate positive mental and emotional health. (HBO 1, 2, 3, 4, 5, 7 & 8)
- MEH1.8.10** Describe the differences and similarities between self-efficacy, self-respect, and self-awareness. (HBO 1, 2, 3, 4, 7 & 8)
- MEH1.8.11** Identify internal and external factors that influence self-efficacy, self-respect, and self-awareness. (HBO 1, 2, 3, 4, 7 & 8)
- MEH1.8.12** Identify personal stressors at home, in school, and with friends. (HBO 3 & 4)
- MEH1.8.13** Describe ways the body can react to stressful situations and ways to reduce these impacts. (HBO 4 & 9)
- MEH1.8.14** Explain the causes, symptoms, and effects of depression and anxiety. (HBO 2, 3, 4 & 5)
- MEH1.8.15** Identify feelings and emotions associated with loss, sadness, and grief. (HBO 1 & 4)
- MEH1.8.16** Describe how mental and emotional health can affect health behaviors. (HBO 1, 2, 3, 4 & 5)
- MEH1.8.17** Describe self-control. (HBO 5)
- MEH1.8.18** Explain the benefits of practicing self-control in different situations. (HBO 3, 4, 5, 8 & 9)
- MEH1.8.19** Identify situations where people have demonstrated resilience. (HBO 1 & 4)
- MEH1.8.20** Identify ways to cope with challenging situations (e.g., losing a game, doing poorly on a test). (HBO 5, 6 & 9)
- MEH1.8.21** Describe healthy and unhealthy ways to manage challenging emotions such as anger, stress, anxiety, frustration, disappointment, or sadness. (HBO 2, 3, 4, 5, 6 & 9)
- MEH1.8.22** Identify warning signs when a person may be at risk for harming themselves or others and may need help. (HBO 1, 4 & 6)
- MEH1.8.23** Describe characteristics of healthy and unhealthy relationships. (HBO 8)
- MEH1.8.24** Describe the benefits of healthy family and peer relationships. (HBO 8)
- MEH1.8.25** Explain how to build and maintain healthy family and peer relationships. (HBO 8)
- MEH1.8.26** Describe healthy ways to express affection, love, friendship, and concern. (HBO 1, 2, 3, 7 & 8)
- MEH1.8.27** Identify qualities of healthy dating or romantic relationships. (HBO 8)
- MEH1.8.28** Identify relationships in the family, school, and community that are caring. (HBO 8)

Grades 6–8 Knowledge Expectations continued on next page.

Standard 1

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

Grades 6–8 Knowledge Expectations (continued)

MENTAL AND EMOTIONAL HEALTH (continued): Check the box next to each mental and emotional health-related knowledge expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- MEH1.8.29** Identify a parent, caregiver, or trusted adult and use strategies to communicate feelings and emotions with them. (HBO 1, 2, 4, 6, 8 & 9)
- MEH1.8.30** Summarize the benefits of talking with a trusted parent or adult about feelings. (HBO 1, 2, 8 & 9)
- MEH1.8.31** Identify strategies to effectively communicate feelings to peers. (HBO 1, 3 & 8)
- MEH1.8.32** Describe healthy strategies to manage difficult relationships with family, peers, or partners. (HBO 3, 8 & 9)
- MEH1.8.33** Identify strategies to resolve conflict in a group. (HBO 3, 8 & 9)
- MEH1.8.34** Describe strategies for managing interpersonal conflicts nonviolently. (HBO 3, 5, 8 & 9)
- MEH1.8.35** Analyze how prosocial behaviors can benefit overall health. (HBO 2, 7 & 8)
- MEH1.8.36** Describe how power and control differences in relationships can contribute to aggression and violence. (HBO 3, 5 & 8)
- MEH1.8.37** Describe different ways to show empathy towards self and others. (HBO 1, 2, 5, 7 & 8)
- MEH1.8.38** Describe characteristics that make people unique or special. (HBO 7, 8 & 9)
- MEH1.8.39** Explain the benefits of living in a diverse society. (HBO 7)
- MEH1.8.40** Explain how intolerance can affect others. (HBO 7)
- MEH1.8.41** Describe how stereotyping, bullying, harassment, bias, prejudice, and discrimination can impact mental and emotional health. (HBO 3, 4, 5 & 7)
- MEH1.8.42** Explain why it is wrong to tease or bully others based on personal characteristics. (HBO 7 & 8)
- MEH1.8.43** Identify ways to prevent and address bullying, harassment, bias, prejudice, and discrimination. (HBO 3, 4, 5, 6, 7, 8 & 9)
- MEH1.8.44** Analyze how sharing or posting personal information electronically about self or others on social media sites and other digital communication (e.g., messages, forums, e-mail, websites, phone and tablet applications) can negatively impact mental and emotional health. (HBO 1, 2, 3, 4, 5 & 7)

PERSONAL HEALTH AND WELLNESS: Check the box next to each personal health and wellness-related knowledge expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- PHW1.8.1** Summarize the benefits of good hygiene practices for promoting health and maintaining positive social relationships. (HBO 1)
- PHW1.8.2** Summarize the benefits of getting proper rest and sleep for healthy growth and development. (HBO 2)
- PHW1.8.3** Identify common causes of noise-induced hearing loss. (HBO 3)
- PHW1.8.4** Describe appropriate ways to protect vision and hearing. (HBO 3)
- PHW1.8.5** Describe proper hygiene practices for healthy eyes and vision (e.g., contact lens hygiene). (HBO 1 & 3)
- PHW1.8.6** Summarize actions to take to protect oneself against potential damage from exposure to the sun. (HBO 4)
- PHW1.8.7** Explain the difference between infectious, noninfectious, and chronic diseases. (HBO 5, 6 & 8)
- PHW1.8.8** Summarize the symptoms of someone who is sick or getting sick. (HBO 5 & 6)
- PHW1.8.9** Summarize the symptoms of someone who is seriously ill and needs immediate medical attention, including attention for mental health. (HBO 10)

Grades 6–8 Knowledge Expectations continued on next page.

Standard 1

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

Grades 6–8 Knowledge Expectations (continued)

PERSONAL HEALTH AND WELLNESS (continued): Check the box next to each personal health and wellness-related knowledge expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- PHW1.8.10** Describe the importance of seeking help and treatment for common infectious diseases, chronic diseases, and mental illnesses. (HBO 7, 9 & 10)
- PHW1.8.11** Summarize ways that common infectious diseases are transmitted. (HBO 5 & 8)
- PHW1.8.12** Summarize health practices to prevent the spread of infectious diseases that are transmitted by food, water, air, indirect contact, and person-to-person contact. (HBO 5 & 8)
- PHW1.8.13** Describe food and water safety strategies that can control germs that cause foodborne and waterborne illnesses. (HBO 5 & 8)
- PHW1.8.14** Identify appropriate situations for using different hand hygiene approaches (e.g., hand washing, alcohol-based hand rubs and sanitizers). (HBO 1, 5 & 8)
- PHW1.8.15** Explain when surfaces or objects should be cleaned, disinfected, or both; which cleaning agents are appropriate; and how to safely apply them. (HBO 1, 5 & 8)
- PHW1.8.16** Explain ways to prevent the spread of germs that cause infectious diseases by not having sex, not touching blood, and not touching used hypodermic needles. (HBO 1, 5 & 12)
- PHW1.8.17** Explain behavioral and environmental factors that contribute to major chronic diseases and mental illnesses. (HBO 6, 7 & 9)
- PHW1.8.18** Describe how a sedentary lifestyle contributes to chronic disease. (HBO 6)
- PHW1.8.19** Describe the potential health and social consequences of popular fads or trends. (HBO 12)

PHYSICAL ACTIVITY: Check the box next to each physical activity-related knowledge expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- PA1.8.1** Describe the recommended amounts and types of moderate, vigorous, muscle strengthening, and bone strengthening physical activity for adolescents and adults. (HBO 1 & 2)
- PA1.8.2** Explain how physical activity can be incorporated into daily life without special exercise equipment. (HBO 1, 5 & 7)
- PA1.8.3** Describe ways to increase daily physical activity and decrease inactivity. (HBO 1, 5 & 7)
- PA1.8.4** Summarize the mental, emotional, and social benefits of physical activity and the importance of selecting appropriate, enjoyable activities. (HBO 1 & 7)
- PA1.8.5** Differentiate between physical activity, exercise, health-related fitness, and skill-related fitness. (HBO 2)
- PA1.8.6** Describe physical activities that contribute to maintaining or improving components of health-related fitness. (HBO 2 & 5)
- PA1.8.7** Explain the short- and long-term benefits of physical activity including improving mood, self-esteem, attention, cognitive performance, cardiovascular health, strength, endurance, flexibility, and reducing risks for chronic diseases. (HBO 1, 2, 5 & 7)
- PA1.8.8** Explain how an inactive lifestyle contributes to chronic disease. (HBO 2 & 7)
- PA1.8.9** Explain the importance of warming up and cooling down after physical activity. (HBO 3 & 6)
- PA1.8.10** Describe climate-related physical activity conditions that affect physical activity, such as heat exhaustion, sunburn, heat stroke, and hypothermia. (HBO 3, 4 & 6)
- PA1.8.11** Summarize the benefits of drinking water before, during, and after physical activity. (HBO 4, 6 & 7)

Grades 6–8 Knowledge Expectations continued on next page.

Standard 1

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

Grades 6–8 Knowledge Expectations (continued)

PHYSICAL ACTIVITY (continued): Check the box next to each physical activity-related knowledge expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- PA1.8.12** Describe the use of safety equipment for specific physical activities. (HBO 6 & 7)
- PA1.8.13** Describe ways to reduce risks of injuries from participation in sports and other physical activities. (HBO 6 & 7)

SAFETY: Check the box next to each safety-related knowledge expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- S1.8.1** Describe ways to reduce risk of injuries while riding in or on a motor vehicle. (HBO 1, 2, 3 & 4)
- S1.8.2** Describe how to reduce risk of injuries when riding an all-terrain vehicle (ATV) (e.g., snowmobile, quad/4-wheeler). (HBO 1, 2, 3 & 4)
- S1.8.3** Identify protective equipment needed for sports and recreational activities. (HBO 3 & 4)
- S1.8.4** Explain the importance helmets and other safety gear for biking, riding a scooter, skateboarding, and inline skating. (HBO 3 & 4)
- S1.8.5** Summarize the necessary protective gear for riding ATVs, biking, motorcycling, snowmobiling, inline skating, riding a scooter, and/or skateboarding. (HBO 1, 3 & 4)
- S1.8.6** Explain the risks associated with using alcohol or other drugs and driving a motor vehicle. (HBO 2)
- S1.8.7** Describe the relationship between using alcohol or other drugs and injuries. (HBO 2, 4 & 8)
- S1.8.8** Identify actions to take to prevent injuries during severe weather. (HBO 3, 4, 5 & 6)
- S1.8.9** Describe ways to reduce risk of injuries from falls. (HBO 3, 4, 5 & 6)
- S1.8.10** Describe ways to reduce risk of injuries around water. (HBO 3, 4, 5 & 6)
- S1.8.11** Describe ways to reduce risk of injuries in case of fire. (HBO 3, 4, 5 & 6)
- S1.8.12** Describe ways to reduce risk of injuries when playing sports. (HBO 3, 4, 5 & 6)
- S1.8.13** Explain climate-related physical conditions that affect personal safety, such as heat exhaustion, sunburn, heat stroke, and hypothermia. (HBO 4, 5 & 6)
- S1.8.14** Describe ways to reduce risk of injuries as a pedestrian. (HBO 4, 5, 6 & 8)
- S1.8.15** Describe ways to reduce risk of injuries from firearms. (HBO 4, 5, 6 & 8)
- S1.8.16** Describe actions to change unsafe situations at home. (HBO 4, 5, 6 & 8)
- S1.8.17** Describe how to avoid injuries when preparing food or cooking. (HBO 3, 4, 5, 6 & 8)
- S1.8.18** Describe why household products are harmful if ingested or inhaled. (HBO 5 & 8)
- S1.8.19** Describe potential risks associated with over-the-counter medications. (HBO 5 & 8)
- S1.8.20** Describe actions to change unsafe situations at school. (HBO 4, 5, 6 & 8)
- S1.8.21** Describe actions to change unsafe situations in the community. (HBO 4, 5, 6, 7 & 8)
- S1.8.22** Describe how sharing or posting personal information electronically about self or others on social media sites (e.g., chat rooms, e-mail, texting, websites, phone and tablet applications) can negatively impact personal safety of self and others. (HBO 4, 6 & 8)
- S1.8.23** Describe first response procedures needed to treat injuries and other emergencies. (HBO 7)
- S1.8.24** Determine the benefits of reducing the risk of injuries. (HBO 8)
- S1.8.25** Describe ways to encourage others to reduce risk of injuries and stay safe. (HBO 8)

Grades 6–8 Knowledge Expectations continued on next page.

Standard 1

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

Grades 6–8 Knowledge Expectations (continued)

SEXUAL HEALTH: Check the box next to each sexual health-related knowledge expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- SH1.8.1** Describe the physical, cognitive, emotional, and social changes that occur during puberty. (HBO 1, 6, 7 & 10)
- SH1.8.2** Explain how puberty and development can vary greatly and be normal. (HBO 1, 6, 7 & 10)
- SH1.8.3** Describe internal and external reproductive body parts using medically accurate terms in a gender-neutral way (e.g., some people have a penis and some people have a vagina). (HBO 1, 6, 7 & 10)
- SH1.8.4** Describe the relationship between the menstrual cycle and conception. (HBO 1, 7 & 10)
- SH1.8.5** Describe the range of gender identities and expressions (e.g., cisgender, transgender, non-binary/conforming, expansive). (HBO 3)
- SH1.8.6** Analyze associations between a range of gender identities and expressions (e.g., cisgender, transgender, non-binary/conforming, expansive) and health. (HBO 3)
- SH1.8.7** Differentiate between sex assigned at birth and gender identity and expression. (HBO 1 & 3)
- SH1.8.8** Define sexual orientation (i.e., patterns of emotional, romantic, or sexual attractions to men, women, or both sexes), including sense of identity, attractions, and related behaviors (e.g., heterosexual, gay/lesbian, bisexual). (HBO 3)
- SH1.8.9** Analyze associations between sexual orientation and health. (HBO 3)
- SH1.8.10** Describe characteristics of healthy relationships. (HBO 2)
- SH1.8.11** Describe healthy and unhealthy relationships. (HBO 2)
- SH1.8.12** Describe healthy ways to express affection, love, and friendship. (HBO 2, 3 & 8)
- SH1.8.13** Explain the qualities of a healthy dating or sexual relationship. (HBO 2)
- SH1.8.14** Describe the range of family and peer relationship structures (e.g., nuclear, single, parent, blended, intergenerational, cohabiting, adoptive, foster, same sex or gender). (HBO 2 & 3)
- SH1.8.15** Describe the range of dating or sexual relationship structures. (HBO 2)
- SH1.8.16** Explain the importance of talking with parents, caregivers, and other trusted adults about issues related to growth and development, relationships, sex, and sexual and reproductive health services. (HBO 1, 2, 3, 4, 5, 6, 7 & 10)
- SH1.8.17** Describe how power differences (e.g., age, race/ethnicity, sex, gender, socio-economic status) impact relationships. (HBO 2, 3, 4, 5, 6, 7, 8 & 9)
- SH1.8.18** Describe how gender role stereotypes impact goal-setting and decision-making in relationships. (HBO 2, 3, 4, 6, 7, 8 & 9)
- SH1.8.19** Explain the negative consequences of sending sexually explicit pictures, messages, or media (e.g., texting, chat groups, social media platforms, e-mail, websites, phone or tablet applications). (HBO 2, 3, 4, 5 & 9)
- SH1.8.20** Explain how viewing sexually explicit pictures, messages, or media can influence perceptions of, and expectations for, relationships. (HBO 2, 4, 5, 8 & 9)
- SH1.8.21** Explain why it is wrong to tease or bully others based on their gender or sexuality (e.g., gender identity and expression, sexual orientation, or sexual abstinence and activity), growth and development, or physical appearance or ability. (HBO 3)
- SH1.8.22** Describe how bias, prejudice, and stigma related to gender and sexuality (e.g., gender identity and expression, sexual orientation, or sexual abstinence and activity) can impact health. (HBO 3)

Grades 6–8 Knowledge Expectations continued on next page.

Standard 1

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

Grades 6–8 Knowledge Expectations (continued)

SEXUAL HEALTH (continued): Check the box next to each sexual health-related knowledge expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- SH1.8.23** Explain the benefits of respecting individual differences in gender and sexuality (e.g., gender identity and expression, sexual orientation, or sexual abstinence and activity), growth and development, or physical appearance or ability. (HBO 3 & 8)
- SH1.8.24** Describe ways to show dignity and respect for all people with regard to their gender and sexuality (e.g., gender identity and expression, sexual orientation, or sexual abstinence and activity). (HBO 3)
- SH1.8.25** Describe stereotypes, myths, and stigma about STIs, including HIV, and people living with acquired immunodeficiency syndrome (AIDS). (HBO 3 & 6)
- SH1.8.26** Define consent and its importance for decisions about sexual behaviors. (HBO 4, 5, 6, 7 & 8)
- SH1.8.27** Describe how to communicate consent for all sexual behaviors. (HBO 4)
- SH1.8.28** Explain how to receive consent and accept a lack or retraction of consent for sexual behaviors. (HBO 4, 6, 7 & 9)
- SH1.8.29** Describe how consent cannot be fully present when there is an imbalance of power. (HBO 2 & 4)
- SH1.8.30** Explain why a person who has experienced any form of sexual violence (e.g., sexual harassment, sexual assault, incest, rape, domestic violence, coercion, and dating violence) is never to blame for actions of the perpetrator. (HBO 2, 4 & 9)
- SH1.8.31** Describe how a person can call attention to or leave an uncomfortable and dangerous situation, including instances of sexual violence. (HBO 8 & 9)
- SH1.8.32** Explain the importance of setting personal limits to avoid sexual risk behaviors. (HBO 2, 4, 5, 6, 7 & 8)
- SH1.8.33** Describe the benefits of being sexually abstinent. (HBO 5)
- SH1.8.34** Describe why sexual abstinence is the safest, most effective risk avoidance method of protection from STIs, including HIV, and unintended pregnancy. (HBO 5, 6 & 7)
- SH1.8.35** Describe the factors that protect against engaging in sexual risk behaviors. (HBO 2, 3, 4, 5, 6 & 7)
- SH1.8.36** Describe the factors that contribute to engaging in sexual risk behaviors. (HBO 2, 3, 4, 5, 6 & 7)
- SH1.8.37** Analyze ways common infectious diseases are transmitted. (HBO 6)
- SH1.8.38** Explain how the most common STIs, including HIV, are transmitted. (HBO 6)
- SH1.8.39** Describe usual signs and symptoms of the most common STIs and HIV. (HBO 6)
- SH1.8.40** Explain the short- and long-term consequences of common STIs. (HBO 6)
- SH1.8.41** Summarize which STIs can be cured and which can be treated. (HBO 6)
- SH1.8.42** Describe the effectiveness of condoms in reducing the risk of HIV and other STIs (e.g., chlamydia, syphilis). (HBO 6)
- SH1.8.43** Describe how pre-exposure prophylaxis (PrEP) and post-exposure prophylaxis (PEP) are safe and effective ways to prevent HIV infection and transmission. (HBO 6)
- SH1.8.44** Describe the role of HIV treatment in preventing HIV transmission. (HBO 6)
- SH1.8.45** Summarize ways to decrease the spread of STIs and HIV by not having sex, using condoms consistently and correctly when having sex, using PrEP, getting treatment for HIV and STIs, not touching blood or using hypodermic needles. (HBO 6)
- SH1.8.46** Describe ways sexually active people can reduce the risk of unintended pregnancy. (HBO 7)
- SH1.8.47** Describe the effectiveness of condoms in reducing the risk of unintended pregnancy. (HBO 7)

Grades 6–8 Knowledge Expectations continued on next page.

Standard 1

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

Grades 6–8 Knowledge Expectations (continued)

SEXUAL HEALTH (continued): Check the box next to each sexual health-related knowledge expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- SH1.8.48** Describe methods of birth control (e.g., intrauterine device (IUD) or implant, shot, patch, ring, birth control pills, condoms, emergency contraception) including their effectiveness, required user action, and side effects. (HBO 6 & 7)
- SH1.8.49** Describe the importance of using a condom for STI/HIV prevention at the same time as using a more effective contraceptive method (i.e., IUD or implant, shot, patch, ring, birth control pills) for pregnancy prevention. (HBO 6 & 7)
- SH1.8.50** Explain the importance of using a condom for STI prevention at the same time as using other effective HIV prevention options including antiretroviral therapy (ART), PrEP, or PEP. (HBO 6)
- SH1.8.51** Explain why the most effective contraceptive methods (i.e., IUD or implant, shot, patch, ring, birth control pills) do not prevent STIs, including HIV. (HBO 6 & 7)
- SH1.8.52** Summarize ways to prevent unintended pregnancy, including not having sex and effective use of contraceptives. (HBO 2, 5, 6 & 7)
- SH1.8.53** Identify the emotional, social, physical, and financial effects of becoming a parent. (HBO 7)
- SH1.8.54** Describe what confidential care is and give specific instances when confidential care cannot be maintained. (HBO 6, 7 & 10)
- SH1.8.55** Describe young people's rights to confidential services in their state. (HBO 3, 4, 6, 7 & 10)
- SH1.8.56** Describe young people's legal rights to consent to sexual and reproductive health services, including STI/HIV testing, treatment (including ART, PrEP, PEP), and contraception. (HBO 6, 7 & 10)
- SH1.8.57** Explain what to expect from youth-friendly sexual health services and providers (e.g., hours, use of preferred names and pronouns). (HBO 6, 7 & 10)
- SH1.8.58** Describe the importance of 'time-alone' between young people and the healthcare provider (e.g., doctor, nurse) to discuss sexual and reproductive health and other sensitive health topics. (HBO 4, 6, 7 & 10)
- SH1.8.59** Explain the importance of disclosing sexual activity to a healthcare provider. (HBO 6, 7 & 10)
- SH1.8.60** Explain the importance of preventative care including examinations, checkups, immunizations, and health screenings (e.g., breast and testicular self-examination, Pap smears, PrEP and PEP) needed to maintain sexual and reproductive health. (HBO 10)
- SH1.8.61** Describe how the human papillomavirus (HPV) vaccination is a safe and effective way to avoid HPV infection, cancer, and other related health issues. (HBO 6 & 10)

TOBACCO: Check the box next to each tobacco-related knowledge expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- T1.8.1** Describe short- and long-term health effects of using tobacco. (HBO 1)
- T1.8.2** Describe the harmful chemicals in e-cigarettes or vaping products. (HBO 1)
- T1.8.3** Summarize the dangers of experimenting with tobacco products. (HBO 1)
- T1.8.4** Describe situations that could lead to the use of tobacco. (HBO 1)
- T1.8.5** Describe the relationship between using tobacco and using alcohol or other drugs. (HBO 1)
- T1.8.6** Summarize the benefits of being tobacco-free. (HBO 1)
- T1.8.7** Describe the social, economic, and cosmetic consequences of tobacco use. (HBO 1 & 2)
- T1.8.8** Summarize the effects of secondhand smoke and aerosol. (HBO 2)

Grades 6–8 Knowledge Expectations continued on next page.

Standard 1

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

Grades 6–8 Knowledge Expectations (continued)

TOBACCO (continued): Check the box next to each tobacco-related knowledge expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- T1.8.9** Describe the difference between air pollutants and emissions from tobacco smoke and aerosol from e-cigarettes or vaping products. (HBO 2)
- T1.8.10** Analyze environmental impacts of tobacco product waste (e.g., litter). (HBO 3)
- T1.8.11** Summarize how the tobacco industry has targeted youth and minority populations. (HBO 3 & 4)
- T1.8.12** Explain reasons most individuals do not use tobacco products. (HBO 1 & 3)
- T1.8.13** Explain school policies and community laws related to the sale and use of tobacco products. (HBO 1, 3 & 4)
- T1.8.14** Summarize that tobacco use is an addiction that can be treated. (HBO 1 & 4)
- T1.8.15** Summarize how addiction to tobacco use can be treated. (HBO 4 & 5)
- T1.8.16** Summarize how smoking cessation programs can be successful. (HBO 4 & 5)
- T1.8.17** Describe ways to support family and friends who are trying to stop using tobacco. (HBO 3 & 4)

VIOLENCE PREVENTION: Check the box next to each violence-related knowledge expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- VI.8.1** Describe ways to identify and label emotions. (HBO 2)
- VI.8.2** Describe examples of self-control. (HBO 2)
- VI.8.3** Explain how impulsive behaviors can lead to violence. (HBO 3)
- VI.8.4** Analyze the risks of using violence as an impulsive behavior or response to stress or conflict. (HBO 1 & 2)
- VI.8.5** Identify a variety of nonviolent ways to respond to stress when angry or upset. (HBO 2)
- VI.8.6** Describe the similarities and differences between violent behaviors (e.g., bullying, hazing, fighting, dating violence, harassment, sexual assault, family violence, verbal abuse, rape). (HBO 3 & 4)
- VI.8.7** Describe how stigma, bias, and prejudice can lead to discrimination and violence. (HBO 3, 4 & 7)
- VI.8.8** Explain why it is wrong to tease others based on personal characteristics. (HBO 3)
- VI.8.9** Explain the role of bystanders in escalating, preventing, or stopping bullying, fighting, and violence. (HBO 3)
- VI.8.10** Describe short- and long-term consequences of violence to perpetrators, victims, and bystanders. (HBO 3 & 4)
- VI.8.11** Describe examples of prosocial behaviors (e.g., using nonviolent conflict resolution, helping others, being respectful of others, and cooperation) that help prevent violence. (HBO 1, 3 & 4)
- VI.8.12** Describe examples of dangerous or risky behaviors that might lead to injuries. (HBO 4 & 6)
- VI.8.13** Describe situations that could lead to physical fighting and violence. (HBO 6)
- VI.8.14** Analyze techniques that are used to coerce or pressure someone to use violence. (HBO 4, 5 & 6)
- VI.8.15** Describe how the presence of weapons increases the risk of serious violent injuries. (HBO 4, 5 & 6)
- VI.8.16** Summarize how participation in gangs can lead to violence. (HBO 6)
- VI.8.17** Explain how technology and social media can be used in violent or harmful ways toward others. (HBO 1, 2 & 3)
- VI.8.18** Describe strategies to avoid physical fighting and violence. (HBO 1, 4, 5 & 6)

Grades 6–8 Knowledge Expectations continued on next page.

Standard 1

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

Grades 6–8 Knowledge Expectations (continued)

VIOLENCE PREVENTION (continued): Check the box next to each violence-related knowledge expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- VI.8.19** Describe ways to manage interpersonal conflict nonviolently. (HBO 1)
- VI.8.20** Determine the benefits of using nonviolence to solve interpersonal conflict. (HBO 1)
- VI.8.21** Explain why communicating effectively is important to resolving conflicts nonviolently. (HBO 1)
- VI.8.22** Describe ways to communicate effectively to manage conflict nonviolently. (HBO 1)
- VI.8.23** Explain why it is important to understand the perspectives of others in resolving conflicts nonviolently. (HBO 1)
- VI.8.24** Describe actions to change unsafe situations at school that could lead to violence. (HBO 5 & 6)
- VI.8.25** Describe actions to change unsafe situations in the community that could lead to violence. (HBO 5 & 6)
- VI.8.26** Explain why gender stereotypes are harmful and can lead to violence. (HBO 4)
- VI.8.27** Describe how power and control differences in relationships can contribute to aggression and violence. (HBO 1, 4 & 5)
- VI.8.28** Recognize techniques that are used to coerce or pressure someone to have sex. (HBO 4)
- VI.8.29** Explain that rape and sexual assault are illegal. (HBO 4)
- VI.8.30** Explain why individuals have the right to refuse sexual contact. (HBO 4 & 8)
- VI.8.31** Explain that a person who has been sexually assaulted or raped is not at fault. (HBO 7 & 8)
- VI.8.32** Explain that rape and sexual assault should be reported to a trusted adult. (HBO 7 & 8)
- VI.8.33** Explain the importance of telling an adult if someone is in danger of hurting themselves or others. (HBO 7, 8 & 9)
- VI.8.34** Describe the signs and symptoms of people who are in danger of hurting themselves or others. (HBO 7 & 10)
- VI.8.35** Explain that help is available for people who are feeling sad, hopeless, or thinking of hurting themselves (e.g., mental health services). (HBO 2 & 10)

Grades 6–8: 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 important skill expectations students should be able to perform; the second reflects the extent to which the curriculum provides opportunities for students to practice each skill.

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 begins with score pages. These are followed by the generic and the topic-specific skill expectations for that standard. The topic-specific skill expectations are based on the generic skill expectations also listed in *Appendix 4: HECAT Skill Expectations for Skill Standards 2–8*. There are some grade spans for which topic-specific skill expectations are not applicable. These include the statement “NA—Skill expectations are not identified for this grade span.”

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.

Skill Analysis in Comprehensive Curricula

A comprehensive health education curriculum should address the skills and skill expectations reflected in Standards 2–8. It is important that a comprehensive curriculum focus on each skill standard across all grade spans and among a variety of topics. While it should address the skill expectations for every standard across all grade spans, it is unlikely that every skill expectation in all topics at every grade span will be addressed.

It might be most appropriate to ensure some skills are achieved in certain topic areas at a particular grade span. For example, it might be more appropriate for students to develop skills to analyze influences (Standard 2) on personal safety in grades pre-K–2 and 3–5, rather than analyzing influences on sexual health at these grades. It might be more appropriate for students to develop decision-making skills

(Standard 5) to avoid alcohol use in grades 6–8, rather than develop decision-making skills to promote mental and emotional health in these grades. It is essential that the analysis of a CHE curriculum determine the extent to which the curriculum addresses the skills at the grade spans and topics where they make most sense. *Appendix 5: Using the HECAT to Develop a Scope and Sequence for Health Education* provides an example as to how essential skill learning might be achieved across topics and grade spans (*Appendix 5, Figure 2*).

Directions for Standards 2–8

Skill Expectations Coverage Score

1. Decide if any of the skill expectations need to be deleted or modified or if any additional skill expectations should be added to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Some skill expectations may appear in more than one topic area. Delete unnecessary or redundant skill expectations. Review all other standards before making changes to skill expectations in one Standard.
2. Read the curriculum to become familiar with its content, the information provided for students, and the methods used to convey skill expectations.
3. Review the skill focus for each health topic and grade span in the curriculum. Review the applicable grade-level skill expectations for each health standard and health topic found on the following pages:

- Standard 2 (CHE-120–CHE-124)
- Standard 3 (CHE-128–CHE-130)
- Standard 4 (CHE-134–CHE-137)
- Standard 5 (CHE-141–CHE-145)
- Standard 6 (CHE-149–CHE-151)
- Standard 7 (CHE-155–CHE-157)
- Standard 8 (CHE-161–CHE-163)

The HECAT health topic titles might not be an identical match to those health topics found in the curriculum. However, if the curriculum is comprehensive, the expected related skill expectations should be identifiable in the curriculum, regardless of topic titles.

4. Complete the 3-step skill expectations scoring process and the *Skill Expectations Coverage Score* for each Standard found on the following pages:
 - Standard 2 (CHE-118)
 - Standard 3 (CHE-126)
 - Standard 4 (CHE-132)
 - Standard 5 (CHE-139)
 - Standard 6 (CHE-147)
 - Standard 7 (CHE-151)
 - Standard 8 (CHE-159)

Note that Step 1 will require the analysis of individual topic skill expectations pages. Step 2 and 3 can be completed based on the analysis results from Step 1.

5. Transfer the *Skill Expectations Coverage Score* to the *Overall Summary Form* (Chapter 3).
6. Record notes to justify scores and to inform group discussions and curriculum decisions.
7. Analyze Standard 2–8 for each curriculum being reviewed. If the curriculum addresses more than one grade span, conduct a separate analysis of Standard 2–8 for each span.
8. Complete a separate *Overall Summary Form* for each curriculum and grade span.

Student Skill Practice Score

1. During the analysis of each topic area's skill expectations, note the number of times that students are provided opportunities to practice each skill.
2. Complete the 3-step student skill practice scoring process and the *Student Skill Practice Score* at the end of each Standard's analysis pages.
3. Transfer the *Student Skill Practice Score* to the *Overall Summary Form* (Chapter 3).
4. Record notes to justify scores and to inform group discussions and curriculum decisions.
5. Analyze Standard 2–8 for each curriculum being reviewed. If the curriculum addresses more than one grade span, conduct a separate analysis of Standard 2–8 for each span.
6. Complete a separate *Overall Summary Form* for each curriculum and grade span.

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades 6–8 Skill Expectations Coverage Score

The Standard 2 skill expectations for grades 6–8, across nine topic areas, are provided on pages CHE-120–CHE-124. Below are the scoring directions and forms for scoring the skill expectations for Standard 2. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-125.

Step 1: Review the Standard 2 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.

On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)

Step 2: After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K–2; 3–5; 6–8; and 9–12).

Summary Coverage Chart

Grades: Check the grade span being assessed.

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

Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-120–CHE-124, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

- all = 100%**
- most = 67-99%**
- some = 34-66%**
- few = 1-33%**
- none = 0%**

Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

Proceed to Step 3 on next page.

Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Grades 6–8 Skill Expectations Coverage Score (continued)

The Standard 2 skill expectations for grades 6–8, across nine topic areas, are provided on pages CHE-120–CHE-124. Below are the scoring directions and forms for scoring the skill expectations for Standard 2. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-125.

Step 3: Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of “all” or “most”?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

4 = 81-100%

3 = 61-80%

2 = 41-60%

1 = 1-40%

0 = 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)*.

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades 6–8 Student Skill Expectations

Standard 2 skill expectations for grades 6–8 are listed below through page CHE-124. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of grade 8, students will be able to meet the following skill expectations:

- Explain how school rules, community norms, and public health policies or laws influence health practices and behaviors.
- Explain how perceptions of norms influence healthy and unhealthy practices and behaviors.
- Explain how social expectations influence healthy and unhealthy practices and behaviors.
- Explain how personal values and beliefs influence personal health practices and behaviors.
- Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.
- Analyze how family and culture influence health practices and behaviors.
- Analyze how school and community settings influence health practices and behaviors.
- Analyze how media and technology (e.g., television/film, video games, advertisements, social media, and other screen time) influence health practices and behaviors.
- Analyze how peers influence health practices and behaviors.

ALCOHOL AND OTHER DRUGS: Check the box next to each alcohol- and other drug-related Standard 2 skill expectation addressed in the curriculum. By the end of 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 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.

Standard 2, Grades 6–8 Skill Expectations continued on next page.

Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Grades 6–8 Student Skill Expectations (continued)

FOOD AND NUTRITION: Check the box next to each food and nutrition-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- FN2.8.1** Explain how school rules, community norms, and public health policies or laws (e.g., food safety guidelines) influence food choices and other eating practices and behaviors.
- FN2.8.2** Explain how perceptions of norms influence healthy and unhealthy food choices and other eating practices and behaviors.
- FN2.8.3** Explain how social expectations influence healthy and unhealthy food choices and other eating practices and behaviors.
- FN2.8.4** Explain how personal values and beliefs influence food choices and other eating practices and behaviors.
- FN2.8.5** Describe how some health risk behaviors influence the likelihood of engaging in unhealthy eating practices and behaviors.
- FN2.8.6** Analyze how relevant influences of family and culture influence food choices and other eating practices and behaviors.
- FN2.8.7** Analyze how relevant influences of school and community influence food choices and other eating practices and behaviors.
- FN2.8.8** Analyze how media and technology influence food choices and other eating practices and behaviors.
- FN2.8.9** Analyze how food advertisements (e.g., product placement, commercials, billboards, sponsored content) make people want to eat more of that food.
- FN2.8.10** Analyze how peers influence food choices and other eating practices and behaviors.

MENTAL AND EMOTIONAL HEALTH: Check the box next to each mental and emotional health-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- MEH2.8.1** Explain how school rules, community norms, and public health policies or laws (e.g., norms around therapy, counseling) influence mental and emotional health practices and behaviors.
- MEH2.8.2** Explain how perceptions of norms influence healthy and unhealthy mental health practices and behaviors.
- MEH2.8.3** Explain how social expectations influence healthy and unhealthy mental and emotional health practices and behaviors.
- MEH2.8.4** Explain how personal values and beliefs influence mental and emotional health practices and behaviors.
- MEH2.8.5** Explain how friends, family, media, society, and culture can influence self-concept and body image.
- MEH2.8.6** Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy mental and emotional health behaviors (e.g., how using alcohol and other drugs increase the risk of suicide and self-injury).
- MEH2.8.7** Analyze how family and culture influence mental and emotional health practices and behaviors.
- MEH2.8.8** Analyze how school and community influence mental and emotional health practices and behaviors.
- MEH2.8.9** Analyze how media and technology influence mental and emotional health practices and behaviors.
- MEH2.8.10** Analyze how peers influence mental and emotional health practices and behaviors.

Standard 2, Grades 6–8 Skill Expectations continued on next page.

Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Grades 6–8 Student Skill Expectations (continued)

PERSONAL HEALTH AND WELLNESS: Check the box next to each personal health and wellness-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- PHW2.8.1** Explain how school rules, community norms, and public health policies or laws (e.g., hand hygiene policies) influence personal health and wellness-related practices and behaviors.
- PHW2.8.2** Explain how perceptions of norms influence healthy and unhealthy personal health and wellness-related practices and behaviors.
- PHW2.8.3** Explain how social expectations influence healthy and unhealthy personal health and wellness-related practices and behaviors.
- PHW2.8.4** Explain how personal values and beliefs influence personal health and wellness-related practices and behaviors.
- PHW2.8.5** Describe how some personal health risk behaviors, such as using alcohol and other drugs, influence the likelihood of engaging in other unhealthy personal health and wellness-related behaviors.
- PHW2.8.6** Analyze how family and culture influence personal health and wellness-related practices and behaviors.
- PHW2.8.7** Analyze how school and community influence personal health and wellness-related practices and behaviors.
- PHW2.8.8** Analyze how media and technology influence personal health and wellness-related practices and behaviors.
- PHW2.8.9** Analyze how peers influence personal health and wellness-related practices and behaviors.

PHYSICAL ACTIVITY: Check the box next to each physical activity-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- PA2.8.1** Explain how school rules, community norms, and public health policies or laws (e.g., mandatory PE, bicycling riding laws) influence physical activity practices and behaviors.
- PA2.8.2** Explain how perceptions of norms influence healthy and unhealthy physical activity practices and behaviors.
- PA2.8.3** Explain how social expectations influence healthy and unhealthy physical activity practices and behaviors.
- PA2.8.4** Explain how personal values and beliefs influence physical activity practices and behaviors.
- PA2.8.5** Describe how some health risk behaviors (e.g., personal health and wellness) influence the likelihood of engaging in physical inactivity practices and behaviors.
- PA2.8.6** Analyze how family and culture influence physical activity practices and behaviors.
- PA2.8.7** Analyze how school and community influence physical activity practices and behaviors.
- PA2.8.8** Analyze how media and technology influence physical activity practices and behaviors.
- PA2.8.9** Analyze how peers influence physical activity practices and behaviors.

Standard 2, Grades 6–8 Skill Expectations continued on next page.

Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Grades 6–8 Student Skill Expectations (continued)

SAFETY: Check the box next to each safety-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- S2.8.1** Explain how school rules, community norms, and public health policies or laws (e.g., mandatory seat belt laws) influence safety and injury prevention practices and behaviors.
- S2.8.2** Explain how perceptions of norms influence injury prevention practices and behaviors.
- S2.8.3** Explain how social expectations influence safety and injury prevention practices and behaviors.
- S2.8.4** Explain how personal values and beliefs influence safety and injury prevention practices and behaviors.
- S2.8.5** Describe how some health risk behaviors influence safety and injury prevention practices and behaviors (e.g., how alcohol- and other drug-use increased the risk of unintentional injury).
- S2.8.6** Analyze how family and culture influence safety and injury prevention practices and behaviors.
- S2.8.7** Analyze how school and community influence safety and injury prevention practices and behaviors.
- S2.8.8** Analyze how media and technology influence safety and injury prevention practices and behaviors.
- S2.8.9** Analyze how peers influence safety and injury prevention practices.

SEXUAL HEALTH: Check the box next to each sexual health-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- SH2.8.1** Explain how school rules, community norms, and public health policies or laws (e.g., minors' access to confidential sexual health services) influence sexual relationships, practices, and behaviors.
- SH2.8.2** Explain how perceptions of norms influence healthy and unhealthy sexual relationships, practices, and behaviors.
- SH2.8.3** Explain how social expectations influence healthy and unhealthy sexual relationships, practices, and behaviors.
- SH2.8.4** Explain how personal values and beliefs influence sexual relationships, practices, and behaviors.
- SH2.8.5** Explain how friends, family, media, society, and culture can influence self-concept and body image.
- SH2.8.6** Describe how some health risk behaviors influence the likelihood of engaging in sexual risk behaviors (e.g., how alcohol use influences sexual risk behavior).
- SH2.8.7** Analyze how family and culture influence sexual relationships, practices, and behaviors.
- SH2.8.8** Analyze how school and community influence sexual relationships, practices, and behaviors.
- SH2.8.9** Analyze how media (e.g., pornography, sexually explicit material, social media) and technology influence sexual relationships, practices, and behaviors.
- SH2.8.10** Analyze how peers influence sexual relationships, practices, and behaviors.

Standard 2, Grades 6–8 Skill Expectations continued on next page.

Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Grades 6–8 Student Skill Expectations (continued)

TOBACCO: Check the box next to each tobacco-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- T2.8.1** Explain how school rules, community norms, and public health policies or laws (e.g., non-smoking policies, tobacco purchase restrictions) influence tobacco-related practices and behaviors.
- T2.8.2** Explain how perceptions of norms influence tobacco-related practices and behaviors.
- T2.8.3** Explain how social expectations influence tobacco-related practices and behaviors.
- T2.8.4** Explain how personal values and beliefs influence tobacco-related practices and behaviors.
- T2.8.5** Describe how some health risk behaviors influence the likelihood of engaging in tobacco use (e.g., how alcohol use influences tobacco use).
- T2.8.6** Analyze how family and culture influence tobacco-related practices and behaviors.
- T2.8.7** Analyze how school and community influence tobacco-related practices and behaviors.
- T2.8.8** Analyze how media and technology influence tobacco-related practices and behaviors.
- T2.8.9** Analyze how peers influence tobacco-related practices and behaviors.

VIOLENCE PREVENTION: Check the box next to each violence prevention-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- V2.8.1** Explain how school rules, community norms, and public health policies or laws influence violence prevention practices and behaviors.
- V2.8.2** Explain how perceptions of norms influence violence and violence prevention practices and behaviors.
- V2.8.3** Explain how social expectations influence violence and violence prevention practices and behaviors.
- V2.8.4** Explain how personal values and beliefs influence violence prevention practices and behaviors.
- V2.8.5** Describe how some health risk behaviors influence the likelihood of engaging in violent behaviors (e.g., how alcohol- and other drug-use, mental and emotional health influence violent behaviors).
- V2.8.6** Analyze how family and culture influence violence practices and behaviors.
- V2.8.7** Analyze how school and community influence violence practices and behaviors.
- V2.8.8** Analyze how media and technology influence violence practices and behaviors.
- V2.8.9** Analyze how peers influence violence prevention practices and behaviors.

Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health 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 **at least three** opportunities for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
2. The curriculum provides **three opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
3. The curriculum provides **four to five opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
4. The curriculum provides **six or more opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*

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:

Standard 3

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

Grades 6–8 Skill Expectations Coverage Score

The Standard 3 skill expectations for grades 6–8, across nine topic areas, are provided on pages CHE-128–CHE-130. Below are the scoring directions and forms for scoring the skill expectations for Standard 2. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-131.

Step 1: Review the Standard 3 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.

On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)

Step 2: After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K–2; 3–5; 6–8; and 9–12).

Summary Coverage Chart

Grades: Check the grade span being assessed.

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

Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-128–CHE-130, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

all = 100%
most = 67-99%
some = 34-66%
few = 1-33%
none = 0%

Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

Proceed to Step 3 on next page.

Standard 3

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

Grades 6–8 Skill Expectations Coverage Score (continued)

The Standard 3 skill expectations for grades 6–8, across nine topic areas, are provided on pages CHE-128–CHE-130. Below are the scoring directions and forms for scoring the skill expectations for Standard 2. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-131.

Step 3: Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of "all" or "most"?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

4 = 81–100%

3 = 61–80%

2 = 41–60%

1 = 1–40%

0 = 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).

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades 6–8 Student Skill Expectations

Standard 3 skill expectations for grades 6–8 are listed below through page CHE-130. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of grade 8, students will be able to meet the following skill expectations:

- Analyze the validity of health information.
- Analyze the validity of health products.
- Analyze the validity of health services.
- Describe situations that call for professional health services.
- Determine the availability of valid health products.
- Access valid health information from home, school, or community.
- Locate valid health products.
- Locate valid health services.

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.

ALCOHOL AND OTHER DRUGS: Check the box next to each alcohol- and other drug-related Standard 3 skill expectation addressed in the curriculum. By the end of 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.

FOOD AND NUTRITION: Check the box next to each food and nutrition-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- FN3.8.1** Analyze the validity of nutrition information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- FN3.8.2** Analyze the validity of nutrition products (e.g., dietary supplements, cleanses, detox).
- FN3.8.3** Describe situations that call for professional nutrition services.
- FN3.8.4** Access valid nutrition information from home, school, or community.
- FN3.8.5** Identify false or misleading claims on food packaging and promotions.

Standard 3, Grades 6–8 Skill Expectations continued on next page.

Standard **3** Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

Grades 6–8 Student Skill Expectations (continued)

MENTAL AND EMOTIONAL HEALTH: Check the box next to each mental and emotional health-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- MEH3.8.1** Analyze the validity of mental and emotional health information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- MEH3.8.2** Analyze the validity of mental and emotional health products.
- MEH3.8.3** Describe situations that call for professional mental and emotional health services.
- MEH3.8.4** Access valid mental and emotional health information from home, school, or community.
- MEH3.8.5** Locate valid and reliable mental and emotional health services when needed or appropriate.

PERSONAL HEALTH AND WELLNESS: Check the box next to each personal health and wellness-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- PHW3.8.1** Analyze the validity of personal health and wellness information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- PHW3.8.2** Analyze the validity of personal health and wellness products.
- PHW3.8.3** Describe situations that call for professional personal health and wellness services.
- PHW3.8.4** Determine the availability of valid personal health and wellness products.
- PHW3.8.5** Access valid personal health and wellness information from home, school, or community.
- PHW3.8.6** Locate valid personal health and wellness products when needed or appropriate.

PHYSICAL ACTIVITY: Check the box next to each physical activity-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- PA3.8.1** Analyze the validity of physical activity information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- PA3.8.2** Analyze the validity of physical activity products (e.g., sports performance supplements, sports drinks, fitness trackers).
- PA3.8.3** Analyze the validity of physical activity services (e.g., physical activity classes, personal trainers).
- PA3.8.4** Determine the availability of valid physical activity products.
- PA3.8.5** Access valid physical activity information from home, school, or community.

SAFETY: Check the box next to each safety-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- S3.8.1** Analyze the validity of safety and injury prevention information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- S3.8.2** Analyze the validity of safety and injury prevention products.
- S3.8.3** Analyze the validity of safety and injury prevention services.
- S3.8.4** Describe situations that call for professional safety and injury prevention services.
- S3.8.5** Determine the availability of valid safety and injury prevention products.

Standard 3, Grades 6–8 Skill Expectations continued on next page.

Standard **3** Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

Grades 6–8 Student Skill Expectations (continued)

SAFETY (continued): Check the box next to each safety-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- S3.8.6** Access valid safety and injury prevention information from home, school, or community.
- S3.8.7** Locate valid safety and injury prevention products when needed or appropriate.
- S3.8.8** Locate valid safety and injury prevention services when needed or appropriate.

SEXUAL HEALTH: Check the box next to each sexual health-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- SH3.8.1** Analyze the validity of sexual and reproductive health information (e.g., differentiate between neutral, fact-driven content and advertising, including sponsored content).
- SH3.8.2** Analyze the validity of sexual and reproductive health products.
- SH3.8.3** Analyze the validity of sexual and reproductive health services.
- SH3.8.4** Describe situations that call for professional sexual and reproductive healthcare services.
- SH3.8.5** Determine the availability of valid sexual and reproductive healthcare products.
- SH3.8.6** Access valid sexual and reproductive health information from home, school, or community.
- SH3.8.7** Locate valid sexual and reproductive healthcare products when needed or appropriate.
- SH3.8.8** Locate valid sexual and reproductive healthcare services when needed or appropriate.

TOBACCO: Check the box next to each tobacco-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- T3.8.1** Analyze the validity of tobacco-related prevention information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- T3.8.2** Analyze the validity of tobacco-related cessation products.
- T3.8.3** Analyze the validity of tobacco cessation services.
- T3.8.4** Describe situations that call for professional tobacco cessation services.
- T3.8.5** Determine the availability of valid tobacco cessation products.
- T3.8.6** Access valid tobacco-related prevention and cessation information from home, school, or community.
- T3.8.7** Locate valid tobacco cessation products when needed or appropriate.
- T3.8.8** Locate valid tobacco cessation services when needed or appropriate.

VIOLENCE PREVENTION: Check the box next to each violence prevention-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- V3.8.1** Analyze the validity of violence prevention information (e.g., differentiate scientifically or medically accurate content and advertising, including sponsored content).
- V3.8.2** Analyze the validity of violence prevention or intervention services.
- V3.8.3** Describe situations that call for professional violence prevention or intervention services.
- V3.8.4** Access valid violence prevention information from home, school, or community.
- V3.8.5** Locate valid violence prevention or intervention services when needed or appropriate.

Standard **3** Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

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 at least three opportunities for students to practice the skills needed to meet this standard. <i>(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
2. The curriculum provides three opportunities across multiple topic areas for students to practice the skills needed to meet this standard. <i>(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides four to five opportunities across multiple topic areas for students to practice the skills needed to meet this standard. <i>(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides six or more opportunities across multiple topic areas for students to practice the skills needed to meet this standard. <i>(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<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:

Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Grades 6–8 Skill Expectations Coverage Score

The Standard 4 skill expectations for grades 6–8, across nine topic areas, are provided on pages CHE-134–CHE-137. Below are the scoring directions and forms for scoring the skill expectations for Standard 4. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-138.

Step 1: Review the Standard 4 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.

On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)

Step 2: After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K–2; 3–5; 6–8; and 9–12).

Summary Coverage Chart

Grades: Check the grade span being assessed.

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

Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-134–CHE-137, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

all = 100%
most = 67–99%
some = 34–66%
few = 1–33%
none = 0%

Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

Proceed to Step 3 on next page.

Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Grades 6–8 Skill Expectations Coverage Score (continued)

The Standard 4 skill expectations for grades 6–8, across nine topic areas, are provided on pages CHE-134–CHE-137. Below are the scoring directions and forms for scoring the skill expectations for Standard 4. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-138.

Step 3: Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of “all” or “most”?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

4 = 81-100%

3 = 61-80%

2 = 41-60%

1 = 1-40%

0 = 0

SKILL EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO STANDARD 4: COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades 6–8 Student Skill Expectations

Standard 4 skill expectations for grades 6–8 are listed below through page CHE-137. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of grade 8, students will be able to meet the following skill expectations:

- Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.
- Demonstrate effective peer resistance skills to avoid or reduce health risks.
- Demonstrate effective negotiation skills to avoid or reduce health risks.
- Demonstrate healthy ways to manage or resolve conflict.
- Demonstrate how to effectively ask for assistance to improve personal health.
- Demonstrate how to effectively communicate empathy and support for others.

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.

ALCOHOL AND OTHER DRUGS: Check the box next to each alcohol- and other drug-related Standard 4 skill expectation addressed in the curriculum. By the end of 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.

FOOD AND NUTRITION: Check the box next to each food and nutrition-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- FN4.8.1** Demonstrate the use of effective verbal and nonverbal communication to choose foods that align with a healthy eating pattern.
- FN4.8.2** Demonstrate how to ask for food in response to internal hunger signals.
- FN4.8.3** Demonstrate effective peer resistance skills to avoid or reduce exposure to unhealthy food choices.
- FN4.8.4** Demonstrate effective negotiation skills to avoid or reduce unhealthy food choices.
- FN4.8.5** Demonstrate how to effectively ask for assistance to improve personal food choices and eating behaviors.
- FN4.8.6** Demonstrate how to effectively communicate empathy and support for others who are trying to improve personal food choices.

Standard 4, Grades 6–8 Skill Expectations continued on next page.

Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Grades 6–8 Student Skill Expectations (continued)

MENTAL AND EMOTIONAL HEALTH: Check the box next to each mental and emotional health-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- MEH4.8.1** Demonstrate the effective use of verbal and nonverbal communication skills to enhance mental and emotional health.
- MEH4.8.2** Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to prevent interpersonal conflict.
- MEH4.8.3** Demonstrate effective peer resistance skills to avoid or reduce mental and emotional health risks.
- MEH4.8.4** Demonstrate effective negotiation skills to avoid or reduce mental and emotional health risk.
- MEH4.8.5** Demonstrate healthy ways to manage or resolve interpersonal conflict.
- MEH4.8.6** Demonstrate how to effectively ask for assistance to improve personal mental and emotional health.
- MEH4.8.7** Demonstrate how to effectively communicate empathy and support for others.

PERSONAL HEALTH AND WELLNESS: Check the box next to each personal health and wellness-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- PHW4.8.1** Demonstrate the use of effective verbal and nonverbal communication skills to enhance personal health and wellness.
- PHW4.8.2** Demonstrate effective peer resistance skills to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.
- PHW4.8.3** Demonstrate effective negotiation skills to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.
- PHW4.8.4** Demonstrate how to effectively ask for assistance to improve personal health and wellness and the health of others.
- PHW4.8.5** Demonstrate how to effectively communicate empathy and support for others to improve their personal health and wellness.

PHYSICAL ACTIVITY: Check the box next to each physical activity-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- PA4.8.1** Demonstrate the use of effective verbal and nonverbal communication skills to promote physical activity.
- PA4.8.2** Demonstrate effective peer resistance skills to avoid or reduce sedentary behaviors.
- PA4.8.3** Demonstrate effective negotiation skills that avoid or reduce participation in unsafe physical activities.
- PA4.8.4** Demonstrate how to effectively ask for assistance in accessing equipment necessary to safely engage in physical activities.
- PA4.8.5** Demonstrate how to effectively ask for assistance to improve physical activity.
- PA4.8.6** Demonstrate how to effectively communicate empathy and support to others who are trying to maintain or improve physical activity.

Standard 4, Grades 6–8 Skill Expectations continued on next page.

Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Grades 6–8 Student Skill Expectations (continued)

SAFETY: Check the box next to each safety-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- S4.8.1** Demonstrate the use of effective verbal and nonverbal communication skills to enhance safety and injury prevention.
- S4.8.2** Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to protect the personal safety of oneself and others.
- S4.8.3** Demonstrate effective peer resistance skills to avoid or reduce injury.
- S4.8.4** Demonstrate effective negotiation skills to avoid or reduce injury.
- S4.8.5** Demonstrate healthy ways to manage or resolve conflict to avoid or reduce injury.
- S4.8.6** Demonstrate how to effectively ask for assistance to avoid or reduce personal injury.

SEXUAL HEALTH: Check the box next to each sexual health-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- SH4.8.1** Demonstrate the effective use of verbal and nonverbal communication skills to promote healthy relationships and sexual and reproductive health.
- SH4.8.2** Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to protect the sexual health of oneself and others.
- SH4.8.3** Demonstrate effective peer resistance skills to avoid or reduce sexual risk behaviors.
- SH4.8.4** Demonstrate effective negotiation skills to avoid or reduce sexual risk behaviors.
- SH4.8.5** Demonstrate giving and receiving verbal consent for all sexual behaviors between partners.
- SH4.8.6** Demonstrate how to effectively ask for assistance from parents, caregivers, or trusted adults to improve or maintain healthy relationships and sexual and reproductive health.
- SH4.8.7** Demonstrate how to effectively communicate support for peers when aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity) are different from one's own.

Standard 4, Grades 6–8 Skill Expectations continued on next page.

Standard **4** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Grades 6–8 Student Skill Expectations (continued)

TOBACCO: Check the box next to each tobacco-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- T4.8.1** Demonstrate the use of effective verbal and nonverbal communication skills to avoid or reduce exposure to secondhand smoke and tobacco use.
- T4.8.2** Demonstrate effective peer resistance skills to avoid or reduce exposure to secondhand smoke and tobacco use.
- T4.8.3** Demonstrate effective negotiation skills to avoid or reduce exposure to secondhand smoke and tobacco use.
- T4.8.4** Demonstrate how to effectively ask for assistance to quit using tobacco.
- T4.8.5** Demonstrate how to effectively communicate empathy and support for others who are trying to quit using tobacco.

VIOLENCE PREVENTION: Check the box next to each violence prevention-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- V4.8.1** Demonstrate the use of effective verbal and nonverbal communication skills to prevent violence.
- V4.8.2** Demonstrate effective peer resistance skills to avoid or reduce violence.
- V4.8.3** Demonstrate effective negotiation skills to avoid or reduce violence.
- V4.8.4** Demonstrate healthy ways to manage or resolve conflict to prevent violence.
- V4.8.5** Demonstrate how to effectively ask for assistance to prevent violence.
- V4.8.6** Demonstrate how to communicate empathy and support for others to prevent violence.

Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

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 **at least three** opportunities for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 2. The curriculum provides **three opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **four to five opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides **six or more opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*

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:

Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

Grades 6–8 Skill Expectations Coverage Score

The Standard 5 skill expectations for grades 6–8, across nine topic areas, are provided on pages CHE-141–CHE-145. Below are the scoring directions and forms for scoring the skill expectations for Standard 5. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-146.

- Step 1:** Review the Standard 5 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.
- On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)
- Step 2:** After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K–2; 3–5; 6–8; and 9–12).

Summary Coverage Chart

Grades: Check the grade span being assessed.

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

Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-141–CHE-145, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

all = 100%
most = 67–99%
some = 34–66%
few = 1–33%
none = 0%

Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

Proceed to Step 3 on next page.

Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

Grades 6–8 Skill Expectations Coverage Score (continued)

The Standard 5 skill expectations for grades 6–8, across nine topic areas, are provided on pages CHE-141–CHE-145. Below are the scoring directions and forms for scoring the skill expectations for Standard 5. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-146.

Step 3: Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of "all" or "most"?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = 81-100%
- 3 = 61-80%
- 2 = 41-60%
- 1 = 1-40%
- 0 = 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)*.

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades 6–8 Student Skill Expectations

Standard 5 skill expectations for grades 6–8 are listed below through page CHE-145. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of grade 8, students will be able to meet the following skill expectations:

- Identify circumstances that help or hinder healthy decision making.
- Determine when situations require a health-related decision.
- Distinguish when health-related decisions should be made individually or with the help of others.
- Explain how family, culture, technology, media, peers, and personal beliefs affect a health-related decision.
- Distinguish between healthy and unhealthy alternatives of a health-related decision.
- Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision.
- Choose a healthy alternative when making a health-related decision.
- Analyze the effectiveness of a final outcome of a health-related decision.

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.

ALCOHOL AND OTHER DRUGS: Check the box next to each alcohol- and other drug-related Standard 5 skill expectation addressed in the curriculum. By the end of 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.

Standard 5, Grades 6–8 Skill Expectations continued on next page.

Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

Grades 6–8 Student Skill Expectations (continued)

FOOD AND NUTRITION: Check the box next to each food and nutrition-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- FN5.8.1** Identify circumstances that help or hinder making choices that support a healthy eating pattern.
- FN5.8.2** Determine when situations require a decision related to a healthy eating pattern.
- FN5.8.3** Distinguish when a decision related to food and beverage choices should be made individually or with the help of others.
- FN5.8.4** Explain how family, culture, technology, media, peers and personal beliefs affect a decision related to eating behaviors.
- FN5.8.5** Distinguish between healthier and less healthy alternatives of a decision related to eating behaviors.
- FN5.8.6** Predict the potential outcomes of healthy and unhealthy alternatives of a decision related to eating behaviors.
- FN5.8.7** Choose a food or beverage that fits with a healthy eating pattern when making a decision about what to eat or drink.
- FN5.8.8** Analyze the effectiveness of a final outcome of a decision related to food and nutrition.

MENTAL AND EMOTIONAL HEALTH: Check the box next to each mental and emotional health-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- MEH5.8.1** Identify circumstances that help or hinder making a healthy decision related to mental and emotional health.
- MEH5.8.2** Determine when situations require a decision related to mental and emotional health (e.g., dealing with interpersonal conflict, managing emotional stress).
- MEH5.8.3** Distinguish when decisions about a mental or emotional health problem should be made individually or with the help of others.
- MEH5.8.4** Explain how family, culture, technology, media, peers, and personal beliefs affect a mental or emotional health-related decision (e.g., dealing with interpersonal conflict, acceptance of differences in others).
- MEH5.8.5** Distinguish between healthy and unhealthy alternatives of a mental and emotional health-related decision.
- MEH5.8.6** Predict the potential outcomes of healthy and unhealthy alternatives of a mental and emotional health-related decision (e.g., dealing with interpersonal conflict).
- MEH5.8.7** Choose a healthy alternative when making a decision related to mental and emotional health.
- MEH5.8.8** Analyze the effectiveness of a final outcome of a mental and emotional health-related decision (e.g., dealing with interpersonal conflict).

Standard 5, Grades 6–8 Skill Expectations continued on next page.

Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

Grades 6–8 Student Skill Expectations (continued)

PERSONAL HEALTH AND WELLNESS: Check the box next to each personal health and wellness-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- PHW5.8.1** Identify circumstances that help or hinder making a healthy decision related to personal health and wellness.
- PHW5.8.2** Determine when personal health and wellness situations require a decision.
- PHW5.8.3** Distinguish when decisions about personal health and wellness should be made individually or with the help of others.
- PHW5.8.4** Explain how family, culture, technology, media, peers, and personal beliefs affect a personal health and wellness-related decision.
- PHW5.8.5** Distinguish between healthy and unhealthy alternatives of a personal health and wellness-related decision.
- PHW5.8.6** Predict the potential outcomes of healthy and unhealthy alternatives to a personal health and wellness-related decision.
- PHW5.8.7** Choose a healthy alternative when making a personal health and wellness-related decision.
- PHW5.8.8** Analyze the effectiveness of a final outcome of a personal health and wellness-related decision.

PHYSICAL ACTIVITY: Check the box next to each physical activity-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- PA5.8.1** Identify circumstances that help or hinder making a decision to be physically active.
- PA5.8.2** Determine when situations related to physical activity require a decision (e.g., when a peer suggests watching television, a friend suggests riding bikes without a helmet).
- PA5.8.3** Distinguish when decisions related to physical activity can be made individually or with the help of others.
- PA5.8.4** Explain how family, culture, technology, media, peers, and personal beliefs affect a decision related to physical activity.
- PA5.8.5** Distinguish between healthy and unhealthy alternatives to a decision related to physical activity.
- PA5.8.6** Predict the potential healthy and unhealthy alternatives to a decision related to physical activity.
- PA5.8.7** Choose a healthy alternative when making a decision related to physical activity.
- PA5.8.8** Analyze the effectiveness of a final outcome of a decision related to physical activity.

Standard 5, Grades 6–8 Skill Expectations continued on next page.

Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

Grades 6–8 Student Skill Expectations (continued)

SAFETY: Check the box next to each safety-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- S5.8.1** Identify circumstances that help or hinder healthy decision making related to safety and injury prevention.
- S5.8.2** Determine when situations require a decision related to safety and injury prevention.
- S5.8.3** Distinguish when safety and injury prevention decisions should be made individually or with the help of others.
- S5.8.4** Explain how family, culture, technology, media, peers, and personal beliefs affect a decision related to safety and injury prevention.
- S5.8.5** Distinguish between healthy and unhealthy alternatives to a decision related to safety and injury prevention.
- S5.8.6** Predict the potential outcomes of healthy and unhealthy alternatives to a decision that could lead to injury.
- S5.8.7** Choose a healthy alternative when making a decision related to safety and injury prevention.
- S5.8.8** Analyze the effectiveness of a final outcome of a decision related to safety and injury prevention.

SEXUAL HEALTH: Check the box next to each sexual health-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- SH5.8.1** Identify circumstances that help or hinder making a decision related to a safe and potentially risky sexual situation.
- SH5.8.2** Determine when potentially risky sexual health-related situations require a decision.
- SH5.8.3** Distinguish when decisions about safe and potentially risky sexual health-related situations should be made individually or with others (e.g., sexual partner).
- SH5.8.4** Explain how family, culture, technology, media, peers, and personal beliefs affect a sexual health-related decision.
- SH5.8.5** Distinguish between healthy and unhealthy alternatives of a sexual health-related decision.
- SH5.8.6** Predict the potential outcomes of healthy and unhealthy alternatives to a sexual health-related decision.
- SH5.8.7** Choose a healthy alternative when making a sexual health-related decision.
- SH5.8.8** Analyze the effectiveness of a sexual health-related decision.

Standard 5, Grades 6–8 Skill Expectations continued on next page.

Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

Grades 6–8 Student Skill Expectations (continued)

TOBACCO: Check the box next to each tobacco-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- T5.8.1** Identify circumstances that help or hinder making a decision related to being tobacco-free.
- T5.8.2** Determine when situations require a decision related to tobacco use (e.g., when offered a cigarette by a peer).
- T5.8.3** Distinguish when decisions related to tobacco use should be made individually or with help of others.
- T5.8.4** Explain how family, culture, technology, media, peers, and personal beliefs affect a decision related to tobacco use.
- T5.8.5** Distinguish between healthy and unhealthy alternatives of a decision related to tobacco use.
- T5.8.6** Predict the potential outcomes of healthy and unhealthy alternatives to a decision related to tobacco use.
- T5.8.7** Choose a healthy alternative when making a decision related to tobacco use.
- T5.8.8** Analyze the effectiveness of a final outcome of a decision related to tobacco use.

VIOLENCE PREVENTION: Check the box next to each violence prevention-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- V5.8.1** Identify circumstances that help or hinder making a decision to prevent violence.
- V5.8.2** Determine when potentially violent situations require a decision.
- V5.8.3** Distinguish when decisions about potentially violent situations should be made individually or with others.
- V5.8.4** Explain how family, culture, technology, media, peers, and personal beliefs affect a decision that could lead to violence.
- V5.8.5** Distinguish between healthy and unhealthy alternatives of a decision that could lead to violence.
- V5.8.6** Predict the potential outcomes of healthy and unhealthy alternatives to a decision that could lead to violence.
- V5.8.7** Choose a healthy alternative when making a decision that could lead to violence.
- V5.8.8** Analyze the effectiveness of a final outcome of a decision that could lead to violence.

Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

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 **at least three** opportunities for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 2. The curriculum provides **three opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **four to five opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides **six or more opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*

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:

Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

Grades 6–8 Skill Expectations Coverage Score

The Standard 6 skill expectations for grades 6–8, across nine topic areas, are provided on pages CHE-149–CHE-151. Below are the scoring directions and forms for scoring the skill expectations for Standard 6. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-152.

- Step 1:** Review the Standard 6 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.
- On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)
- Step 2:** After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K–2; 3–5; 6–8; and 9–12).

Summary Coverage Chart

Grades: Check the grade span being assessed.

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

Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-149–CHE-151, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

all = 100%
most = 67–99%
some = 34–66%
few = 1–33%
none = 0%

Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

Proceed to Step 3 on next page.

Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

Grades 6–8 Skill Expectations Coverage Score (continued)

The Standard 6 skill expectations for grades 6–8, across nine topic areas, are provided on pages CHE-149–CHE-151. Below are the scoring directions and forms for scoring the skill expectations for Standard 6. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-152.

Step 3: Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of “all” or “most”?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = 81-100%
- 3 = 61-80%
- 2 = 41-60%
- 1 = 1-40%
- 0 = 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)*.

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades 6–8 Student Skill Expectations

Standard 6 skill expectations for grades 6–8 are listed below through page CHE-151. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of grade 8, students will be able to meet the following skill expectations:

- Assess personal health practices.
- Set a realistic personal health goal.
- Assess the barriers to achieving a personal health goal.
- Apply strategies to overcome barriers to achieving a personal health goal.
- Use strategies and skills to achieve a personal health goal.

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.

ALCOHOL AND OTHER DRUGS: Check the box next to each alcohol- and other drug-related Standard 6 skill expectation addressed in the curriculum. By the end of 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.

FOOD AND NUTRITION: Check the box next to each food and nutrition-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- FN6.8.1** Assess personal eating practices.
- FN6.8.2** Set a realistic personal goal to improve eating patterns.
- FN6.8.3** Assess the barriers to achieving a personal goal to improve eating patterns.
- FN6.8.4** Apply strategies to overcome barriers to achieving a personal goal to improve eating patterns.
- FN6.8.5** Use strategies and skills to achieve a personal goal to improve eating patterns.

Standard 6, Grades 6–8 Skill Expectations continued on next page.

Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

Grades 6–8 Student Skill Expectations (continued)

MENTAL AND EMOTIONAL HEALTH: Check the box next to each mental and emotional health-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- MEH6.8.1** Assess personal mental and emotional health practices.
- MEH6.8.2** Set a realistic goal to improve or maintain positive mental and emotional health.
- MEH6.8.3** Assess the barriers to achieving a goal to improve or maintain positive mental and emotional health.
- MEH6.8.4** Apply strategies to overcome barriers to achieving a goal to improve or maintain positive mental and emotional health.
- MEH6.8.5** Use strategies and skills to achieve a goal to improve or maintain positive mental and emotional health.

PERSONAL HEALTH AND WELLNESS: Check the box next to each personal health and wellness-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- PHW6.8.1** Assess personal health and wellness-related practices.
- PHW6.8.2** Set a realistic goal to improve a positive personal health and wellness-related practice.
- PHW6.8.3** Assess the barriers to achieving a personal health and wellness-related goal.
- PHW6.8.4** Apply strategies to overcome barriers to achieving a personal health and wellness-related goal.
- PHW6.8.5** Use strategies and skills to achieve a personal health and wellness-related goal.

PHYSICAL ACTIVITY: Check the box next to each physical activity-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- PA6.8.1** Assess personal physical activity practices.
- PA6.8.2** Set a realistic personal goal to be physically active.
- PA6.8.3** Assess the barriers to achieving a personal goal to be physically active.
- PA6.8.4** Apply strategies to overcome barriers to achieving a personal goal to be physically active.
- PA6.8.5** Use strategies and skills to achieve a personal goal to be physically active.

SAFETY: Check the box next to each safety-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- S6.8.1** Assess personal safety and injury prevention practices.
- S6.8.2** Set a realistic personal goal to avoid or reduce injury.
- S6.8.3** Assess the barriers to achieving a personal goal to avoid or reduce injury.
- S6.8.4** Apply strategies to overcome barriers to achieving a personal goal to avoid or reduce injuries.
- S6.8.5** Use strategies and skills to achieve a personal goal to avoid or reduce injuries.

Standard 6, Grades 6–8 Skill Expectations continued on next page.

Standard **6** Students will demonstrate the ability to use goal-setting skills to enhance health.

Grades 6–8 Student Skill Expectations (continued)

SEXUAL HEALTH: Check the box next to each sexual health-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- SH6.8.1** Set a realistic goal related to maintaining personal hygiene during puberty.
- SH6.8.2** Assess relationships, practices, and behaviors related to sexual and reproductive health.
- SH6.8.3** Set a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STIs.
- SH6.8.4** Assess the barriers to achieving a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STIs.
- SH6.8.5** Apply strategies to overcome barriers to achieving a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STIs.
- SH6.8.6** Use strategies and skills to achieve a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STIs.

TOBACCO: Check the box next to each tobacco-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- T6.8.1** Assess personal tobacco-use practices.
- T6.8.2** Set a realistic personal goal to be tobacco-free.
- T6.8.3** Assess the barriers to achieving a personal goal to be tobacco-free.
- T6.8.4** Apply strategies to overcome barriers to achieving a personal goal to be tobacco-free.
- T6.8.5** Use strategies and skills to achieve a personal goal to be tobacco-free.

VIOLENCE PREVENTION: Check the box next to each violence prevention-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- V6.8.1** Assess personal violent and non-violent practices.
- V6.8.2** Set a realistic personal goal to prevent violence.
- V6.8.3** Assess the barriers to achieving a personal goal to prevent violence.
- V6.8.4** Apply strategies to overcome barriers to achieving a personal goal to prevent violence.
- V6.8.5** Use strategies and skills to achieve a personal goal to prevent violence.

Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

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 **at least three** opportunities for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 2. The curriculum provides **three opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **four to five opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides **six or more opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*

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:

Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Grades 6–8 Skill Expectations Coverage Score

The Standard 7 skill expectations for grades 6–8, across nine topic areas, are provided on pages CHE-155–CHE-157. Below are the scoring directions and forms for scoring the skill expectations for Standard 7. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-158.

- Step 1:** Review the Standard 7 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.
- On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)
- Step 2:** After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K–2; 3–5; 6–8; and 9–12).

Summary Coverage Chart

Grades: Check the grade span being assessed.

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

Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-155–CHE-157, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

all = 100%
most = 67–99%
some = 34–66%
few = 1–33%
none = 0%

Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

Proceed to Step 3 on next page.

Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Grades 6–8 Skill Expectations Coverage Score (continued)

The Standard 7 skill expectations for grades 6–8, across nine topic areas, are provided on pages CHE-155–CHE-157. Below are the scoring directions and forms for scoring the skill expectations for Standard 7. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-158.

Step 3: Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?
2. How many of these topics received a Skill Expectations Summary Score of “all” or “most”?
3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = 81-100%
- 3 = 61-80%
- 2 = 41-60%
- 1 = 1-40%
- 0 = 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)*.

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades 6–8 Student Skill Expectations

Standard 7 skill expectations for grades 6–8 are listed below through page CHE-157. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of grade 8, students will be able to meet the following skill expectations:

- Explain the importance of being responsible for personal health behaviors.
- Analyze personal practices and behaviors that reduce or prevent health risks.
- Demonstrate healthy practices and behaviors to improve the health of oneself and others.
- Commit to practicing healthy behaviors.

ALCOHOL AND OTHER DRUGS: Check the box next to each alcohol- and other drug-related Standard 7 skill expectation addressed in the curriculum. By the end of 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.

FOOD AND NUTRITION: Check the box next to each food and nutrition-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- FN7.8.1** Explain the importance of being responsible for the personal eating behaviors that are within one's control.
- FN7.8.2** Analyze eating patterns and behaviors that reduce or prevent health risks.
- FN7.8.3** Demonstrate eating patterns and behaviors to improve the health of oneself and others.
- FN7.8.4** Commit to practicing healthy eating patterns and behaviors.

MENTAL AND EMOTIONAL HEALTH: Check the box next to each mental and emotional health-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- MEH7.8.1** Explain the importance of being responsible for personal mental and emotional health behaviors.
- MEH7.8.2** Analyze personal mental and emotional health practices and behaviors that reduce or prevent health risks.
- MEH7.8.3** Demonstrate healthy mental and emotional health practices and behaviors to improve the health of oneself and others.
- MEH7.8.4** Commit to practicing healthy mental and emotional health behaviors.

Standard 7, Grades 6–8 Skill Expectations continued on next page.

Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Grades 6–8 Student Skill Expectations (continued)

PERSONAL HEALTH AND WELLNESS: Check the box next to each personal health and wellness-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- PHW7.8.1** Explain the importance of being responsible for personal health and wellness-related behaviors.
- PHW7.8.2** Analyze personal health and wellness-related practices and behaviors that reduce or prevent health risks.
- PHW7.8.3** Demonstrate healthy practices and behaviors to improve the personal health and wellness of oneself and others.
- PHW7.8.4** Commit to practicing positive personal health and wellness-related behaviors.

PHYSICAL ACTIVITY: Check the box next to each physical activity-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- PA7.8.1** Explain the importance of being responsible for being physically active.
- PA7.8.2** Analyze personal practices and behaviors that reduce or prevent sedentary behavior.
- PA7.8.3** Demonstrate healthy practices and behaviors to improve the physical activity of oneself and others.
- PA7.8.4** Commit to being physically active.

SAFETY: Check the box next to each safety-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- S7.8.1** Explain the importance of being responsible for promoting safety and avoiding or reducing injury.
- S7.8.2** Analyze practices and behaviors that reduce or prevent injuries.
- S7.8.3** Demonstrate healthy practices and behaviors to improve safety and injury prevention of oneself and others.
- S7.8.4** Commit to practicing safety and injury prevention.

SEXUAL HEALTH: Check the box next to each sexual health-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- SH7.8.1** Explain the importance of being responsible for practicing sexual abstinence.
- SH7.8.2** Explain the importance of being responsible for practicing safer sexual behaviors.
- SH7.8.3** Analyze personal practices and behaviors that reduce or prevent sexual risk behaviors.
- SH7.8.4** Demonstrate practices and behaviors to improve the sexual and reproductive health of oneself and others.
- SH7.8.5** Commit to practicing healthy sexual behaviors.

Standard 7, Grades 6–8 Skill Expectations continued on next page.

Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Grades 6–8 Student Skill Expectations (continued)

TOBACCO: Check the box next to each tobacco-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- T7.8.1** Explain the importance of being responsible for being tobacco-free.
- T7.8.2** Analyze personal practices and behaviors that prevent tobacco use.
- T7.8.3** Demonstrate tobacco prevention practices and behaviors to improve the health of oneself and others.
- T7.8.4** Commit to being tobacco-free.

VIOLENCE PREVENTION: Check the box next to each violence prevention-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- V7.8.1** Explain the importance of being responsible for practicing violence prevention behaviors.
- V7.8.2** Analyze personal practices and behaviors that reduce or prevent violence.
- V7.8.3** Demonstrate violence prevention practices and behaviors to improve the health of oneself and others.
- V7.8.4** Commit to practicing violence prevention behaviors.

Standard 7, Grades 6–8 Skill Expectations continued on next page.

Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

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 **at least three** opportunities for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 2. The curriculum provides **three opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **four to five opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides **six or more opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*

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:

Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

Grades 6–8 Skill Expectations Coverage Score

The Standard 8 skill expectations for grades 6–8, across nine topic areas, are provided on pages CHE-161–CHE-163. Below are the scoring directions and forms for scoring the skill expectations for Standard 8. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-164.

- Step 1:** Review the Standard 8 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.
- On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)
- Step 2:** After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K–2; 3–5; 6–8; and 9–12).

Summary Coverage Chart

Grades: Check the grade span being assessed.

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

Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-161–CHE-163, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

all = 100%
most = 67-99%
some = 34-66%
few = 1-33%
none = 0%

Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

Proceed to Step 3 on next page.

Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

Grades 6–8 Skill Expectations Coverage Score (continued)

The Standard 8 skill expectations for grades 6–8, across nine topic areas, are provided on pages CHE-161–CHE-163. Below are the scoring directions and forms for scoring the skill expectations for Standard 8. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-164.

Step 3: Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?
2. How many of these topics received a Skill Expectations Summary Score of "all" or "most"?
3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = 81-100%
- 3 = 61-80%
- 2 = 41-60%
- 1 = 1-40%
- 0 = 0

SKILL EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO STANDARD 8:
ADVOCACY (SKILL EXPECTATIONS COVERAGE)
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades 6–8 Student Skill Expectations

Standard 8 skill expectations for grades 6–8 are listed below through page CHE-163. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of grade 8, students will be able to meet the following skill expectations:

- State a health-enhancing position, supported with accurate information, to improve the health of others.
- Persuade others to make positive health choices.
- Collaborate with others to advocate for healthy individuals, families, and schools.
- Demonstrate how to adapt positive health-related messages for different audiences.

ALCOHOL AND OTHER DRUGS: Check the box next to each alcohol- and other drug-related Standard 8 skill expectation addressed in the curriculum. By the end of 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.

FOOD AND NUTRITION: Check the box next to each food and nutrition-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- FN8.8.1** State a food and nutrition position, supported with accurate information, to improve the health of others.
- FN8.8.2** Persuade and support others to make positive food and beverage choices that are within their control and influence.
- FN8.8.3** Collaborate with others to advocate for healthy food and nutrition at home, in school, or in the community.
- FN8.8.4** Demonstrate how to adapt food and nutrition messages for different audiences.

MENTAL AND EMOTIONAL HEALTH: Check the box next to each mental and emotional health-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- MEH8.8.1** State a health-enhancing position on a mental and emotional health topic, supported with accurate information, to improve the health of others.
- MEH8.8.2** Persuade others to make positive mental and emotional health choices.
- MEH8.8.3** Collaborate with others to advocate for improving mental and emotional health of individuals, families, and communities.
- MEH8.8.4** Demonstrate how to adapt a positive mental and emotional health message for different audiences.

Standard 8, Grades 6–8 Skill Expectations continued on next page.

Standard Students will demonstrate the ability to advocate for personal, family, and community health.

Grades 6–8 Student Skill Expectations (continued)

PERSONAL HEALTH AND WELLNESS: Check the box next to each personal health and wellness-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- PHW8.8.1** State a health-enhancing position, supported with accurate information, to improve the personal health and wellness of others.
- PHW8.8.2** Persuade others to make positive personal health and wellness-related choices.
- PHW8.8.3** Collaborate with others to advocate for individuals, families, and schools to be healthy.
- PHW8.8.4** Demonstrate how to adapt a personal health and wellness-related message for different audiences.

PHYSICAL ACTIVITY: Check the box next to each physical activity-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- PA8.8.1** State a health-enhancing position about being physically active, supported with accurate information, to improve the health of others.
- PA8.8.2** Persuade others to make healthy and safe physical activity choices.
- PA8.8.3** Collaborate with others to advocate for individuals, families, and schools to be physically active.
- PA8.8.4** Demonstrate how to adapt a positive physical activity messages for different audiences.

SAFETY: Check the box next to each safety-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- S8.8.1** State a health enhancing position, supported with accurate information, to improve the safety of others.
- S8.8.2** Persuade others to make positive safety and injury prevention choices.
- S8.8.3** Collaborate with others to advocate for individual, family, and community safety and injury prevention.
- S8.8.4** Demonstrate how to adapt safety and injury prevention messages for different audiences.

SEXUAL HEALTH: Check the box next to each sexual health-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- SH8.8.1** State a health-enhancing position on a sexual and reproductive health-related topic, supported with accurate information, to improve the health of self and others.
- SH8.8.2** Persuade others to avoid or reduce risky sexual behaviors.
- SH8.8.3** Persuade others to avoid teasing, bullying, or stigmatizing others based on their personal characteristics or aspects of their sexuality and gender (e.g., sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity).
- SH8.8.4** Collaborate with others to advocate for safe, respectful, and responsible relationships.
- SH8.8.5** Collaborate with others to advocate for opportunities to avoid or reduce risky sexual behaviors.
- SH8.8.6** Demonstrate how to adapt positive sexual health-related messages for different audiences.

Standard 8, Grades 6–8 Skill Expectations continued on next page.

Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

Grades 6–8 Student Skill Expectations (continued)

TOBACCO: Check the box next to each tobacco-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- T8.8.1** State a health-enhancing position about tobacco prevention, supported with accurate information, to improve the health of others.
- T8.8.2** Persuade others to be tobacco-free and avoid exposure to second-hand smoke.
- T8.8.3** Collaborate with others to advocate for individuals, families, and schools to be tobacco-free.
- T8.8.4** Demonstrate how to adapt tobacco-free messages for different audiences.

VIOLENCE PREVENTION: Check the box next to each violence prevention-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- V8.8.1** State a health-enhancing position on a violence prevention topic, supported with accurate information, to improve the health of others.
- V8.8.2** Persuade others to prevent violence.
- V8.8.3** Collaborate with others to advocate for individuals, families, and schools to prevent violence.
- V8.8.4** Demonstrate how to adapt violence prevention messages for different audiences.

Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

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 **at least three** opportunities for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 2. The curriculum provides **three opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **four to five opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides **six or more opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*

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:

Grades 9–12: Standard 1

The Standard 1 curriculum analysis will result in a single score that reflects the extent to which the curriculum addresses the knowledge required to achieve the selected Healthy Behavior Outcomes (HBO pgs. CHE-2 and CHE-3). This section lists the knowledge expectations to be completed by grade 8 (grade span 6–8).

It is unlikely that a comprehensive curriculum will cover every knowledge expectation aligned with every HBO at all grade levels in this grade span. It is important to identify the knowledge expectations that are most critical for students to know at each grade level, prior to your analysis, to make sure your analysis yields useful results.

Directions for Standard 1

1. Decide if any of the knowledge expectations need to be deleted or modified or if any additional knowledge expectations should be added to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Some knowledge expectations may appear in more than one topic area.
2. Delete unnecessary or redundant knowledge expectations. Review all other standards before making changes to the knowledge expectations in Standard 1.
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. Review the concepts included for each health topic and grade span in the curriculum. Review the applicable grade-level knowledge expectations for each health topic (CHE-168–CHE-178). The HECAT health topic titles might not be an identical match to those health topics found in the curriculum under review. However, if the curriculum is comprehensive, the expected HBOs and related knowledge expectations should be identifiable in the curriculum, regardless of topic titles.
5. Complete the 3-step scoring process for Standard 1 (CHE-166) and the *Knowledge Expectations Coverage Score* (CHE-167). Note that Step 1 will require the analysis of individual topic knowledge expectations pages. Step 2 and 3 can be completed based on the analysis results from Step 1.
6. Transfer the *Knowledge Expectations Coverage Score* to the *Overall Summary Form* (Chapter 3).
7. Record notes to justify scores and to inform group discussions and curriculum decisions.
8. Analyze Standard 1 for each curriculum being reviewed. If the curriculum addresses more than one grade span, conduct a separate analysis of Standard 1 for each span.
9. Complete a separate *Overall Summary Form* for each curriculum and grade span.

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.

Directions for Grades 9–12, Standards 2–8 are provided on page CHE-179.

Standard 1

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

Grades 9-12 Knowledge Expectations Coverage Score

The knowledge expectations for grades 9-12, across nine topic areas, are provided on pages CHE-168-CHE-178. Below are the directions and forms for scoring Standard 1.

Step 1: Select the Standard 1 knowledge expectations aligned with the selected Healthy Behavior Outcomes (CHE-2 and CHE-3) and correspond with the grade span(s) included in the curriculum. Delete any knowledge expectations that are not aligned with the selected Healthy Behavior Outcomes.

On each relevant topic knowledge expectations page, check the boxes next to the knowledge expectations that are addressed within the curriculum. (A knowledge expectation is "addressed" if there is sufficient information provided in the curriculum for students to be able to demonstrate competency in this concept.)

Step 2: After completing the relevant knowledge expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K-2; 3-5; 6-8; and 9-12).

Summary Coverage Chart

Grades: Check the grade span being assessed.

Pre-K-2

3-5

6-8

9-12

Knowledge Expectations Summary:

Using the information gathered in Step 1 and in the analyses of relevant knowledge expectations on pages CHE-168-CHE-178, check the box that best applies to the percentage of knowledge expectations addressed for each topic. To determine the *Knowledge Expectations Summary* percent for each topic, count the number checked divided by the number of concepts listed.

- all = 100%**
- most = 67-99%**
- some = 34-66%**
- few = 1-33%**
- none = 0%**

Check the topics that are included in the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

Proceed to Step 3 on next page.

Standard 1 Students will comprehend concepts related to health promotion and disease prevention.

Grades 9-12 Knowledge Expectations Coverage Score (continued)

The knowledge expectations for grades 9-12, across nine topic areas, are provided on pages CHE-168-CHE-178. Below are the directions and forms for scoring Standard 1.

Step 3: Based on the information in the completed *Knowledge Expectations Summary Coverage Chart* in Step 2, complete the *Knowledge Expectations Coverage Score* below

1. How many topics are included in the curriculum?

2. How many of these topics received a Knowledge Expectations Summary Score of "all" or "most"?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Knowledge Expectations Coverage Score.

KNOWLEDGE EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = 81-100%
- 3 = 61-80%
- 2 = 41-60%
- 1 = 1-40%
- 0 = 0

KNOWLEDGE EXPECTATIONS COVERAGE SCORE

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

After completing Standard 1, move to Grades 9-12, Standard 2, pg. CHE-179.

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.

Grades 9–12 Knowledge Expectations

Standard 1 knowledge expectations for grades 9–12 are listed, starting below and through pages CHE-178, in the following topical order:

- Alcohol and Other Drugs
- Food and Nutrition
- Mental and Emotional Health
- Personal Health and Wellness
- Physical Activity
- Safety
- Sexual Health
- Tobacco
- Violence Prevention

ALCOHOL AND OTHER DRUGS: Check the box next to each alcohol- and other drug-related knowledge expectation addressed in the curriculum. By the end of 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)
- 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)

Grades 9–12 Knowledge Expectations continued on next page.

Standard 1

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

Grades 9–12 Knowledge Expectations (continued)

ALCOHOL AND OTHER DRUGS (continued): Check the box next to each alcohol- and other drug-related knowledge expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- 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)

FOOD AND NUTRITION: Check the box next to each food and nutrition-related knowledge expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- FN1.12.1** Describe the recommendations of the U.S. Dietary Guidelines for Americans. (HBO 1, 2, 3, 4, 5, 6, 7, 8 & 12)
- FN1.12.2** Describe the relationship between diet and chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis. (HBO 1, 2, 3, 4, 5, 6, 7, 8 & 12)
- FN1.12.3** Explain how the U.S. Dietary Guidelines for Americans are useful in planning a healthy eating pattern. (HBO 1, 2, 3, 4, 5, 6, 7, 8 & 12)
- FN1.12.4** Identify food sources that provide key nutrients including fiber, calcium, potassium, iron, and vitamin D. (HBO 1, 2, 3, 4 & 5)
- FN1.12.5** Describe the importance of choosing a variety of foods and beverages to meet daily nutrient and energy needs. (HBO 1, 2 & 12)
- FN1.12.6** Explain the importance of trying new foods. (HBO 1 & 2)
- FN1.12.7** Identify how different stages of food processing can impact the nutrient profile of food. (HBO 1, 2, 4 & 8)
- FN1.12.8** Describe a balanced vegetarian eating pattern. (HBO 1, 3, 4, 10 & 12)
- FN1.12.9** Identify ways to prepare and season food using healthy fats, herbs, and spices while reducing sugar and sodium. (HBO 8 & 10)
- FN1.12.10** Describe how to make good-tasting, nutrient-dense meals and snacks. (HBO 10)
- FN1.12.11** Summarize the physical, mental, social, and academic benefits of eating breakfast every day. (HBO 1 & 12)
- FN1.12.12** Summarize how to identify nutrient-dense food selections when dining out. (HBO 8, 9 & 11)
- FN1.12.13** Describe the benefits of avoiding energy drinks. (HBO 6 & 7)
- FN1.12.14** Summarize the relationship between access to food and personal food choices. (HBO 7, 8, 9, 10 & 11)
- FN1.12.15** Summarize food safety strategies that can control germs that cause foodborne illnesses. (HBO 10)
- FN1.12.16** Describe the relationship between nutrition and overall health. (HBO 1, 11 & 12)
- FN1.12.17** Identify characteristics of a “fad diet.” (HBO 1, 2 & 12)
- FN1.12.18** Analyze healthy and risky approaches to weight management. (HBO 1 & 12)
- FN1.12.19** Describe body signals that tell a person when they are hungry and when they are full. (HBO 1 & 12)
- FN1.12.20** Explain the effects of eating disorders on healthy growth and development. (HBO 1 & 12)
- FN1.12.21** Identify signs of eating disorders. (HBO 12)
- FN1.12.22** Analyze the benefits of healthy eating patterns. (HBO 1 & 12)
- FN1.12.23** Describe the benefits of eating meals with family and friends. (HBO 11 & 12)

Grades 9–12 Knowledge Expectations continued on next page.

Standard 1

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

Grades 9–12 Knowledge Expectations (continued)

MENTAL AND EMOTIONAL HEALTH: Check the box next to each mental and emotional health-related knowledge expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- MEH1.12.1** Discuss signs and symptoms that oneself or others may be experiencing different feelings or emotions. (HBO 1, 4, 5 & 6)
- MEH1.12.2** Discuss how brain development and emotions change during adolescence. (HBO 4)
- MEH1.12.3** Discuss how automatic thoughts can influence feelings. (HBO 1, 2, 3 & 4)
- MEH1.12.4** Analyze how feelings can influence behavior. (HBO 1, 2, 3 & 4)
- MEH1.12.5** Describe situations that can trigger different thoughts, feelings, and emotions. (HBO 1, 2, 3, 4 & 5)
- MEH1.12.6** Explain potential positive and negative consequences of the influence of feelings and emotions on behavior, including health behavior. (HBO 1, 2, 3, 4 & 5)
- MEH1.12.7** Explain how person and context may influence appropriate ways to express and manage needs, wants, emotions, and feelings. (HBO 1, 2, 3, 4, 5 & 7)
- MEH1.12.8** Analyze characteristics and practices of a mentally and emotionally healthy person. (HBO 1, 2, 3, 4, 5, 6 & 7)
- MEH1.12.9** Identify role models who demonstrate positive mental and emotional health. (HBO 1, 2, 3, 4, 5, 7, 8 & 9)
- MEH1.12.10** Analyze the differences and similarities between self-efficacy, self-respect, and self-awareness. (HBO 1, 2, 3, 4, 7 & 8)
- MEH1.12.11** Discuss how self-efficacy, self-respect, and self-awareness influence behavior. (HBO 2 & 9)
- MEH1.12.12** Summarize personal stressors at home, in school, and with friends. (HBO 3 & 4)
- MEH1.12.13** Explain the body's physical and psychological responses to stressful situations and ways to reduce their impact. (HBO 2, 3, 4, 5 & 9)
- MEH1.12.14** Analyze the causes, symptoms, and effects of depression and anxiety. (HBO 2, 3, 4 & 5)
- MEH1.12.15** Summarize strategies for coping with sadness, loss, and grief. (HBO 1 & 4)
- MEH1.12.16** Discuss how mental and emotional health can affect health-related behaviors. (HBO 2, 3 & 4)
- MEH1.12.17** Summarize characteristics of someone who demonstrates self-respect and self-control. (HBO 2 & 5)
- MEH1.12.18** Discuss situations where people have demonstrated resilience. (HBO 1 & 4)
- MEH1.12.19** Summarize impulsive behaviors and strategies for controlling them. (HBO 5)
- MEH1.12.20** Evaluate strategies for managing challenging emotions such as anger, stress, anxiety, frustration, disappointment, or sadness. (HBO 2, 3, 4, 5, 6 & 9)
- MEH1.12.21** Determine when to seek help for mental and emotional health problems. (HBO 2, 6 & 9)
- MEH1.12.22** Identify a parent, caregiver, or trusted adult you can talk to about feelings and identify strategies for communicating your feelings to them. (HBO 1, 2, 4, 6, 8 & 9)
- MEH1.12.23** Summarize the benefits of talking with parents or other trusted adults about feelings. (HBO 1, 2, 8 & 9)
- MEH1.12.24** Differentiate characteristics of healthy and unhealthy relationships. (HBO 8)
- MEH1.12.25** Summarize qualities of healthy dating or sexual relationships. (HBO 8)
- MEH1.12.26** Identify relationships in family, peer groups, school, and the community that are caring. (HBO 8)
- MEH1.12.27** Describe the benefits of healthy family and peer relationships. (HBO 8)
- MEH1.12.28** Explain how to build and maintain healthy family and peer relationships. (HBO 8)
- MEH1.12.29** Summarize healthy ways to express affection, love, friendship, and concern. (HBO 1, 2, 3, 7 & 8)

Grades 9–12 Knowledge Expectations continued on next page.

Standard 1

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

Grades 9–12 Knowledge Expectations (continued)

MENTAL AND EMOTIONAL HEALTH (continued): Check the box next to each mental and emotional health-related knowledge expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- MEH1.12.30** Identify strategies to effectively communicate feelings to peers. (HBO 1, 3 & 8)
- MEH1.12.31** Evaluate healthy and unhealthy strategies to manage difficult relationships with family, peers, or dating or sexual partners. (HBO 3, 8 & 9)
- MEH1.12.32** Identify strategies to resolve conflict in a group. (HBO 3, 7, 8 & 9)
- MEH1.12.33** Analyze strategies for managing interpersonal conflicts. (HBO 2, 3, 5, 8 & 9)
- MEH1.12.34** Analyze how differences in power and control in a relationship can contribute to aggression and violence. (HBO 3, 5 & 8)
- MEH1.12.35** Analyze how prosocial behaviors can benefit overall health. (HBO 2, 7 & 8)
- MEH1.12.36** Analyze how empathy can influence behavior. (HBO 1, 2, 3, 4, 5, 7 & 8)
- MEH1.12.37** Describe characteristics that make people unique or special. (HBO 2 & 9)
- MEH1.12.38** Summarize the benefits of living in a diverse society. (HBO 7)
- MEH1.12.39** Summarize how intolerance can affect self, others, and society. (HBO 7)
- MEH1.12.40** Discuss how stereotyping, bullying, harassment, bias, prejudice, and discrimination are distinct and related to each other, and explain their impact on self, others, and society. (HBO 3, 4, 5 & 7)
- MEH1.12.41** Recognize bullying, harassment, bias, prejudice, and discrimination in self, others, organizations, and institutions. (HBO 3, 4, 5, 7 & 9)
- MEH1.12.42** Identify ways to prevent and address bullying, harassment, bias, prejudice, and discrimination. (HBO 3, 4, 5, 7 & 9)
- MEH1.12.43** Analyze how sharing or posting personal information electronically about self or others on social media sites and other digital communication (e.g., messages, forums, e-mail, websites, phone and tablet applications) can negatively impact mental and emotional health. (HBO 1, 2, 3, 4, 5 & 7)

PERSONAL HEALTH AND WELLNESS: Check the box next to each personal health and wellness-related knowledge expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- PHW1.12.1** Analyze the personal physical, emotional, mental, and social health; educational; and vocational performance benefits of rest and sleep. (HBO 2)
- PHW1.12.2** Summarize personal strategies for reducing hearing damage due to exposure to loud sounds. (HBO 3)
- PHW1.12.3** Summarize personal strategies for avoiding vision damage. (HBO 3)
- PHW1.12.4** Explain how eye infections occur and how to prevent or minimize risk with healthy hygiene. (HBO 1 & 3)
- PHW1.12.5** Summarize personal strategies for minimizing potential harm from sun exposure. (HBO 4)
- PHW1.12.6** Summarize how common infectious diseases are transmitted by indirect contact and person-to-person contact. (HBO 5 & 8)
- PHW1.12.7** Analyze how common foodborne and waterborne diseases are transmitted. (HBO 5 & 8)
- PHW1.12.8** Explain how regular cleaning, disinfection, and hand hygiene at key times improves personal and population health and prevents the spread of disease. (HBO 1, 5 & 8)
- PHW1.12.9** Explain the relationship between intravenous drug use and transmission of bloodborne diseases such as HIV and hepatitis. (HBO 5 & 12)

Grades 9–12 Knowledge Expectations continued on next page.

Standard 1

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

Grades 9–12 Knowledge Expectations (continued)

PERSONAL HEALTH AND WELLNESS (continued): Check the box next to each personal health and wellness-related knowledge expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- PHW1.12.10** Summarize ways to prevent the spread of germs that cause infectious diseases such as HIV by not having sex, not touching blood, and not touching used hypodermic needles. (HBO 5 & 12)
- PHW1.12.11** Analyze behavioral and environmental factors that contribute to major chronic diseases and mental illness. (HBO 6, 7 & 9)
- PHW1.12.12** Analyze health practices to prevent the spread of infectious diseases that are transmitted by food, water, air, indirect contact, and person-to-person contact. (HBO 5 & 8)
- PHW1.12.13** Justify why it is important to seek help and treatment for common infectious diseases, chronic diseases, and mental illnesses. (HBO 9 & 10)
- PHW1.12.14** Summarize important health screenings, immunizations, checkups, and examinations necessary to maintain good health. (HBO 10 & 11)
- PHW1.12.15** Summarize the potential health and social consequences of popular fads or trends. (HBO 12)

PHYSICAL ACTIVITY: Check the box next to each physical activity-related knowledge expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- PA1.12.1** Analyze how an inactive lifestyle contributes to chronic disease. (HBO 1 & 2)
- PA1.12.2** Analyze ways to increase physical activity and decrease inactivity. (HBO 1 & 5)
- PA1.12.3** Summarize the mental, emotional, and social benefits of physical activity and the importance of selecting appropriate, enjoyable activities. (HBO 1 & 7)
- PA1.12.4** Summarize the recommended amounts and types of moderate, vigorous, muscle strengthening, and bone strengthening physical activity for adolescents and adults. (HBO 1, 2, 5, 6 & 7)
- PA1.12.5** Summarize how a person can incorporate physical activity into daily life without relying on a structured exercise plan or special equipment. (HBO 1, 5 & 7)
- PA1.12.6** Differentiate between various sports and physical activities in terms of health and skill-related fitness. (HBO 2)
- PA1.12.7** Evaluate the short- and long-term benefits of physical activity including improving mood, self-esteem, attention, cognitive performance, cardiovascular health, strength, endurance, flexibility, and reducing risks for chronic diseases. (HBO 1, 2, 5 & 7)
- PA1.12.8** Summarize physical activities that contribute to maintaining or improving components of health-related fitness. (HBO 1, 2, 5 & 7)
- PA1.12.9** Describe methods for avoiding and responding to climate-related physical conditions during physical activity. (HBO 3 & 4)
- PA1.12.10** Summarize the importance of warming up before and cooling down after physical activity. (HBO 3 & 6)
- PA1.12.11** Explain ways to reduce the risk of injuries from participation in sports and other physical activities. (HBO 3, 6 & 7)
- PA1.12.12** Describe the effects of hydration and dehydration on physical performance. (HBO 4)
- PA1.12.13** Determine the necessary protective gear for wheel sports and activities including biking, inline skating, riding a scooter, and skateboarding. (HBO 6)
- PA1.12.14** Describe the use of safety equipment for specific physical activities. (HBO 6)

Grades 9–12 Knowledge Expectations continued on next page.

Standard 1

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

Grades 9–12 Knowledge Expectations (continued)

SAFETY: Check the box next to each safety-related knowledge expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- S1.12.1** Summarize ways to reduce the risk of injuries while riding in or driving a motor vehicle. (HBO 1, 2 & 3)
- S1.12.2** Summarize the necessary protective gear for riding an ATV, biking, motorcycling, snowmobiling, inline skating, riding a scooter, and/or skateboarding. (HBO 1 & 3)
- S1.12.3** Explain ways to reduce the risk of injuries when using tools or machinery. (HBO 3, 4, 5 & 6)
- S1.12.4** Explain ways to reduce the risk of work-related injuries. (HBO 1, 3, 4, 5, 6 & 8)
- S1.12.5** Analyze the dangers of driving while under the influence of alcohol or other drugs. (HBO 2)
- S1.12.6** Summarize the importance of not riding with a driver who has been using alcohol or other drugs. (HBO 2)
- S1.12.7** Analyze the relationship between unintentional injuries and using alcohol or other drugs. (HBO 2, 4 & 8)
- S1.12.8** Explain ways to reduce the risk of injuries due to alcohol- and other drug-use. (HBO 2, 4, 5, 6, 7 & 8)
- S1.12.9** Prioritize actions to take to prevent injuries during severe weather. (HBO 3, 4, 5, 6 & 8)
- S1.12.10** Explain ways to reduce the risk of injuries around water. (HBO 3, 4, 5 & 6)
- S1.12.11** Summarize ways to reduce injuries when playing sports. (HBO 3, 4, 5 & 6)
- S1.12.12** Summarize ways to reduce the risk of injuries from firearms. (HBO 4, 5, 6 & 8)
- S1.12.13** Summarize ways to reduce safety hazards in the home. (HBO 4, 5, 6 & 8)
- S1.12.14** Summarize ways to reduce safety hazards at school. (HBO 4, 5, 6 & 8)
- S1.12.15** Summarize ways to reduce safety hazards in the community. (HBO 4, 5, 6 & 8)
- S1.12.16** Analyze how sharing or posting personal information electronically about self or others on social media sites (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) can negatively impact personal safety of self or others. (HBO 4, 6 & 8)
- S1.12.17** Explain accepted procedures for basic emergency care and lifesaving. (HBO 7)
- S1.12.18** Analyze the benefits of reducing the risk of injuries. (HBO 8)
- S1.12.19** Summarize ways to encourage others to reduce risk of injuries and stay safe. (HBO 8)

SEXUAL HEALTH: Check the box next to each sexual health-related knowledge expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- SH1.12.1** Explain how puberty and development can vary greatly and be normal. (HBO 1, 6, 7 & 10)
- SH1.12.2** Describe internal and external reproductive body parts using medically accurate terms in a gender-neutral way (e.g., some people have a penis and some people have a vagina). (HBO 1, 6, 7 & 10)
- SH1.12.3** Summarize the relationship between the menstrual cycle and conception. (HBO 1, 7 & 10)
- SH1.12.4** Describe the human sexual response cycle, including the role of hormones and pleasure. (HBO 1)
- SH1.12.5** Describe the range of gender identities and expressions (e.g., cisgender, transgender, non-binary/conforming, expansive). (HBO 3)
- SH1.12.6** Analyze associations between a range of gender identities and expressions (e.g., cisgender, transgender, non-binary/conforming, expansive) and health. (HBO 3)
- SH1.12.7** Differentiate between sex assigned at birth and gender identity and expression. (HBO 1 & 3)

Grades 9–12 Knowledge Expectations continued on next page.

Standard 1

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

Grades 9–12 Knowledge Expectations (continued)

SEXUAL HEALTH (continued): Check the box next to each sexual health-related knowledge expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- SH1.12.8** Describe sexual orientation (i.e., patterns of emotional, romantic, or sexual attractions to men, women, or both sexes), including sense of identity, attractions, and related behaviors (e.g., heterosexual, gay/lesbian, bisexual). (HBO 1 & 3)
- SH1.12.9** Analyze associations between sexual orientation and health. (HBO 1 & 3)
- SH1.12.10** Analyze characteristics of healthy relationships. (HBO 2)
- SH1.12.11** Summarize the qualities of a healthy dating or sexual relationship. (HBO 2)
- SH1.12.12** Explain how to build and maintain healthy family and peer relationships. (HBO 2)
- SH1.12.13** Describe the range of family and peer relationship structures and dynamics (e.g., nuclear, single parent, blended, intergenerational, cohabiting, adoptive, foster, same sex or gender). (HBO 2 & 3)
- SH1.12.14** Describe the range of dating and sexual relationship structures. (HBO 2)
- SH1.12.15** Summarize the importance of talking with parents, caregivers, and other trusted adults about issues related to growth and development, relationships, sex, and sexual and reproductive health services. (HBO 1, 2, 3, 4, 5, 6, 7 & 10)
- SH1.12.16** Analyze how power differences (e.g., age, race/ethnicity, sex, gender, socio-economic status) impact relationships. (HBO 2, 3, 4, 6, 7, 8 & 9)
- SH1.12.17** Examine how gender role stereotypes impact goal-setting and decision-making in relationships. (HBO 2, 3, 4, 6, 7, 8 & 9)
- SH1.12.18** Explain the negative consequences of sending sexually explicit pictures, messages, or media (e.g., e-mail, texting, chat groups, social media platforms, websites, phone and tablet applications). (HBO 2, 3 & 9)
- SH1.12.19** Explain how viewing sexually explicit pictures, messages, or media can influence perceptions of, and expectations for, relationships. (HBO 2, 3 & 9)
- SH1.12.20** Analyze the impact of technology and social media on peer, dating, and sexual relationships. (HBO 2, 3, 4, 6, 7, 8 & 9)
- SH1.12.21** Evaluate effective strategies for dealing with difficult relationships with family members, peers, and dating or sexual partners. (HBO 2)
- SH1.12.22** Summarize why it is wrong to tease or bully others based on their gender and sexuality (e.g., gender identity or expression, sexual orientation, sexual abstinence and activity). (HBO 7)
- SH1.12.23** Summarize how bias, prejudice, and stigma related to gender and sexuality (e.g., gender identity and expression, sexual orientation, or sexual abstinence and activity) can impact health. (HBO 2 & 3)
- SH1.12.24** Summarize the benefits of respecting individual differences in gender and sexuality (e.g., gender identity and expression, sexual orientation, or sexual abstinence and activity), growth and development, or physical appearance or ability. (HBO 2 & 3)
- SH1.12.25** Summarize ways to show dignity and respect for all people with regard to their gender and sexuality (e.g., gender identity or expression, sexual orientation, sexual abstinence and activity). (HBO 2 & 3)
- SH1.12.26** Analyze stereotypes, myths, and stigma about STIs, including HIV, and people living with AIDS. (HBO 3 & 6)
- SH1.12.27** Define consent and its importance for decisions about sexual behaviors. (HBO 2, 4, 6, 7 & 8)
- SH1.12.28** Summarize why individuals have the right to refuse sexual contact. (HBO 4, 5 & 9)
- SH1.12.29** Explain why it is an individual's responsibility to verify that all sexual contact is consensual. (HBO 2 & 4)
- SH1.12.30** Describe how to communicate consent for all sexual behaviors. (HBO 4 & 9)

Grades 9–12 Knowledge Expectations continued on next page.

Standard 1

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

Grades 9–12 Knowledge Expectations (continued)

SEXUAL HEALTH (continued): Check the box next to each sexual health-related knowledge expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- SH1.12.31** Explain how to receive consent and accept a lack or retraction of consent. (HBO 2, 4, 6, 7 & 9)
- SH1.12.32** Describe how consent cannot be fully present when there is an imbalance of power. (HBO 2, 4 & 9)
- SH1.12.33** Explain why a person who has experienced any form of sexual violence (e.g., sexual harassment, sexual assault, incest, rape, domestic violence, coercion, and dating violence) is never to blame for actions of the perpetrator. (HBO 2, 4 & 9)
- SH1.12.34** Analyze the relationship between using alcohol and other drugs and sexual risk behaviors. (HBO 5, 6, 7, 8 & 9)
- SH1.12.35** Analyze situations that could lead to being pressured to having sex. (HBO 4 & 9)
- SH1.12.36** Analyze techniques that are used to coerce or pressure someone to have sex. (HBO 2, 3 & 9)
- SH1.12.37** Describe how a person can call attention to or leave an uncomfortable or dangerous situation, including instances of sexual violence. (HBO 8 & 9)
- SH1.12.38** Summarize the importance of setting personal limits to avoid risky sexual behavior. (HBO 2, 3 & 4)
- SH1.12.39** Describe the importance of shared responsibilities for avoiding sexual activity and preventing sexual risk behaviors. (HBO 2, 8 & 9)
- SH1.12.40** Justify why abstinence from sex is the safest, most effective risk avoidance method of protection from STIs, including HIV, and unintended pregnancy. (HBO 5, 6 & 7)
- SH1.12.41** Analyze the factors that protect one against engaging in sexual risk behaviors. (HBO 2, 4, 5, 6, 7 & 10)
- SH1.12.42** Analyze the factors that contribute to engaging in sexual risk behaviors. (HBO 2, 4, 5, 6, 7 & 9)
- SH1.12.43** Summarize how the most common STIs and HIV are transmitted. (HBO 6)
- SH1.12.44** Summarize the signs and symptoms of the most common STIs, including HIV. (HBO 6)
- SH1.12.45** Summarize the problems associated with asymptomatic STIs and HIV. (HBO 6)
- SH1.12.46** Summarize the short- and long-term consequences of the most common STIs, including HIV. (HBO 6)
- SH1.12.47** Analyze methods of birth control (e.g., IUD or implant, shot, patch, ring, birth control pills, condoms, emergency contraception) including their effectiveness, required user action or proper use, and possible side effects. (HBO 6 & 7)
- SH1.12.48** Explain why the most effective contraceptive methods (i.e., IUD or implant, shot, patch, ring, birth control pills) do not prevent STIs, including HIV. (HBO 6 & 7)
- SH1.12.49** Summarize the importance of using condoms consistently and correctly to reduce risk of STIs, including HIV, and unintended pregnancy. (HBO 6 & 7)
- SH1.12.50** Analyze the effectiveness of perfect use vs. typical use of condoms in reducing the risk of STIs (e.g., chlamydia, syphilis), including HIV, and unintended pregnancy. (HBO 6 & 7)
- SH1.12.51** Explain the importance of using a condom for STI/HIV prevention at the same time as using a more effective contraceptive method (i.e., IUD or implant, shot, patch, ring, birth control pills) for pregnancy prevention. (HBO 6 & 7)
- SH1.12.52** Analyze the importance of using condoms with all sexual partners. (HBO 6, 7, 8 & 9)
- SH1.12.53** Summarize ways to prevent common STIs, including HIV, and unintended pregnancy. (HBO 5, 6 & 7)
- SH1.12.54** Describe how pre-exposure prophylaxis (PrEP) and post-exposure prophylaxis (PEP) are safe and effective ways to prevent HIV infection and transmission. (HBO 6)

Grades 9–12 Knowledge Expectations continued on next page.

Standard 1

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

Grades 9–12 Knowledge Expectations (continued)

SEXUAL HEALTH (continued): Check the box next to each sexual health-related knowledge expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- SH1.12.55** Describe the role of HIV treatment (e.g., antiretroviral therapy (ART)) in preventing HIV transmission. (HBO 6)
- SH1.12.56** Analyze the emotional, social, physical, and financial effects of becoming a parent. (HBO 4 & 8)
- SH1.12.57** Explain what confidential care is and give specific instances when confidential care cannot be maintained. (HBO 3, 4, 6, 7 & 10)
- SH1.12.58** Describe the importance of 'time-alone' between young people and the healthcare provider (e.g., doctor, nurse) to discuss sexual and reproductive health and other sensitive health topics. (HBO 4, 6, 7 & 10)
- SH1.12.59** Explain the importance of disclosing sexual activity to a healthcare provider. (HBO 6, 7 & 10)
- SH1.12.60** Describe young people's rights to confidential services in their state. (HBO 3, 4, 6, 7 & 10)
- SH1.12.61** Summarize young people's legal rights to consent to sexual and reproductive health services, including STI/HIV testing, treatment (including ART, PrEP, PEP), and contraception. (HBO 6, 7 & 10)
- SH1.12.62** Explain what to expect from youth-friendly sexual health services and providers (e.g., hours, use of preferred names and pronouns). (HBO 6, 7 & 10)
- SH1.12.63** Explain the importance of preventative care including examinations, checkups, immunizations, and health screenings (e.g., breast and testicular self-examination, Pap smears) necessary to maintain sexual and reproductive health. (HBO 6 & 10)
- SH1.12.64** Explain the importance of STI and HIV testing and counseling if sexually active. (HBO 6 & 10)
- SH1.12.65** Explain the importance of contraceptive counseling and services if sexually active. (HBO 6 & 10)
- SH1.12.66** Explain the basic side effects and costs of treatment for STIs. (HBO 6 & 10)
- SH1.12.67** Explain the basic side effects and costs of treatment for HIV. (HBO 6 & 10)
- SH1.12.68** Explain why it is important to know the STI and HIV status of oneself and of a sexual partner. (HBO 2, 6 & 10)
- SH1.12.69** Describe how the Human papillomavirus (HPV) vaccination is a safe and effective way to avoid HPV infection, cancer, and other HPV-related health issues. (HBO 6 & 10)

TOBACCO: Check the box next to each tobacco-related knowledge expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- T1.12.1** Examine situations that could lead to tobacco use. (HBO 1)
- T1.12.2** Analyze short- and long-term physical effects of tobacco use. (HBO 1)
- T1.12.3** Analyze short- and long-term psychological and social effects of tobacco use. (HBO 1)
- T1.12.4** Analyze the relationship between using tobacco and using alcohol or other drugs. (HBO 1)
- T1.12.5** Summarize long-term health benefits of abstaining from or discontinuing tobacco use. (HBO 1)
- T1.12.6** Describe the effects of tobacco use on the fetus. (HBO 1 & 2)
- T1.12.7** Summarize the effects of secondhand smoke and aerosol. (HBO 2)
- T1.12.8** Summarize why individuals choose to use or not use tobacco. (HBO 1, 2 & 3)
- T1.12.9** Evaluate community laws and policies related to the sale and use of tobacco products. (HBO 1, 3 & 4)
- T1.12.10** Evaluate the financial costs of tobacco use to the individual, society, and environment. (HBO 1 & 3)

Grades 9–12 Knowledge Expectations continued on next page.

Standard 1

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

Grades 9–12 Knowledge Expectations (continued)

TOBACCO (continued): Check the box next to each tobacco-related knowledge expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- T1.12.11** Summarize the impact of tobacco industry marketing on health disparities. (HBO 3)
- T1.12.12** Distinguish appropriate ways to support family and friends who are trying to stop using tobacco. (HBO 3 & 4)
- T1.12.13** Analyze how addiction to tobacco use can be treated. (HBO 4 & 5)
- T1.12.14** Analyze how smoking cessation programs can be successful. (HBO 4 & 5)

VIOLENCE PREVENTION: Check the box next to each violence-related knowledge expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- VI.12.1** Analyze why prosocial behaviors can help prevent violence. (HBO 1, 3 & 4)
- VI.12.2** Analyze why being able to identify and label emotions is important for managing conflict nonviolently. (HBO 2)
- VI.12.3** Analyze why communicating effectively is important for resolving conflict nonviolently. (HBO 1)
- VI.12.4** Describe strategies to communicate effectively to manage conflict nonviolently. (HBO 1)
- VI.12.5** Analyze why it is important to understand the perspectives of others in resolving a conflict. (HBO 1)
- VI.12.6** Evaluate effective nonviolent strategies for dealing with difficult relationships with family members, peers, and dating or sexual partners. (HBO 1 & 2)
- VI.12.7** Analyze how mental and emotional health can affect violence-related behaviors. (HBO 2, 3 & 4)
- VI.12.8** Describe ways to express anger nonviolently. (HBO 1 & 2)
- VI.12.9** Summarize nonviolent ways to respond to stress when angry or upset. (HBO 2)
- VI.12.10** Summarize impulsive behaviors that can lead to violence and strategies for controlling them. (HBO 2, 3 & 4)
- VI.12.11** Analyze the relationship between using alcohol or other drugs and violence. (HBO 5)
- VI.12.12** Analyze situations that could lead to different types of violence. (HBO 5)
- VI.12.13** Summarize why the presence of weapons increases the likelihood of serious violent injuries. (HBO 5 & 6)
- VI.12.14** Analyze how gang involvement can contribute to violence. (HBO 6)
- VI.12.15** Describe characteristics of the school or community that can increase or decrease the likelihood of violence. (HBO 5)
- VI.12.16** Analyze how changing behavior or changing the environment interact to increase or decrease the likelihood of violence. (HBO 1, 4, 5 & 6)
- VI.12.17** Analyze the consequences of stigma, bias, prejudice, and discrimination resulting from racism, sexism, and hate crimes. (HBO 3, 4 & 7)
- VI.12.18** Analyze how gender stereotypes can contribute to violence. (HBO 3 & 4)
- VI.12.19** Analyze how power and control differences in relationships (peer, dating, sexual, or family relationships) can contribute to aggression and violence. (HBO 1, 2, 4, 5 & 8)
- VI.12.20** Summarize the qualities of a healthy dating or sexual relationship. (HBO 1, 2 & 4)
- VI.12.21** Explain why it is an individual's and partner's responsibility to verify that all sexual acts are consensual. (HBO 4)

Grades 9–12 Knowledge Expectations continued on next page.

Standard 1

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

Grades 9–12 Knowledge Expectations (continued)

VIOLENCE PREVENTION (continued): Check the box next to each violence-related knowledge expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- VI.12.22** Explain why it is wrong to trick, threaten, or coerce another person into having sex. (HBO 4)
- VI.12.23** Analyze techniques that are used to coerce or pressure someone to have sex. (HBO 4 & 8)
- VI.12.24** Summarize why individuals have the right to refuse sexual contact. (HBO 4 & 8)
- VI.12.25** Explain why a person who has been raped or sexually assaulted is not at fault. (HBO 7 & 8)
- VI.12.26** Explain why rape and sexual assault should be reported to a trusted adult. (HBO 7, 8 & 9)
- VI.12.27** Analyze the negative consequences of violence to perpetrators, victims, and bystanders. (HBO 3 & 4)
- VI.12.28** Explain how bystanders can help prevent violence by reporting dangerous situations or actions. (HBO 3 & 7)
- VI.12.29** Describe federal, state, and local laws intended to prevent violence. (HBO 8, 9 & 10)
- VI.12.30** Analyze how technology and social media can be used in violent or harmful ways toward others. (HBO 1, 2 & 3)
- VI.12.31** Describe the signs and symptoms of people who are in danger of hurting themselves or others. (HBO 7 & 10)
- VI.12.32** Summarize why it is important to tell an adult if there are people who are in danger of hurting themselves or others. (HBO 7 & 10)
- VI.12.33** Explain that self-directed violence is the result of an accumulation of multiple problems rather than just one problem. (HBO 2 & 10)
- VI.12.34** Explain that help is available for people who are feeling sad, hopeless, or thinking of hurting themselves (e.g., mental health services). (HBO 2 & 10)
- VI.12.35** Explain when to seek help for mental health issues that contribute to violence. (HBO 2 & 10)
- VI.12.36** Describe actions to take if weapons are seen or suspected in school or outside the supervision of a parent or caregiver. (HBO 7, 9 & 10)
- VI.12.37** Describe actions to take in case of a disaster, emergency, or act of terrorism. (HBO 9 & 10)

Grades 9–12: 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 important skill expectations students should be able to perform; the second reflects the extent to which the curriculum provides opportunities for students to practice each skill.

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 begins with score pages. These are followed by the generic and the topic-specific skill expectations for that standard. The topic-specific skill expectations are based on the generic skill expectations also listed in *Appendix 4: HECAT Skill Expectations for Skill Standards 2–8*. There are some grade spans for which topic-specific skill expectations are not applicable. These include the statement “*NA—Skill expectations are not identified for this grade span.*”

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.

Skill Analysis in Comprehensive Curricula

A comprehensive health education curriculum should address the skills and skill expectations reflected in Standards 2–8. It is important that a comprehensive curriculum focus on each skill standard across all grade spans and among a variety of topics. While it should address the skill expectations for every standard across all grade spans, it is unlikely that every skill expectation in all topics at every grade span will be addressed.

It might be most appropriate to ensure some skills are achieved in certain topic areas at a particular grade span. For example, it might be more appropriate for students to develop skills to analyze influences (Standard 2) on personal safety in grades pre-K–2 and 3–5, rather than analyzing influences on sexual health at these grades. It might be more appropriate for students to develop decision-making skills

(Standard 5) to avoid alcohol use in grades 6–8, rather than develop decision-making skills to promote mental and emotional health in these grades. It is essential that the analysis of a CHE curriculum determine the extent to which the curriculum addresses the skills at the grade spans and topics where they make most sense. *Appendix 5: Using the HECAT to Develop a Scope and Sequence for Health Education* provides an example as to how essential skill learning might be achieved across topics and grade spans (*Appendix 5, Figure 2*).

Directions for Standards 2–8

Skill Expectations Coverage Score

1. Decide if any of the skill expectations need to be deleted or modified or if any additional skill expectations should be added to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Some skill expectations may appear in more than one topic area. Delete unnecessary or redundant skill expectations. Review all other standards before making changes to skill expectations in one Standard.
2. Read the curriculum to become familiar with its content, the information provided for students, and the methods used to convey skill expectations.
3. Review the skill focus for each health topic and grade span in the curriculum. Review the applicable grade-level skill expectations for each health standard and health topic found on the following pages:
 - Standard 2 (CHE-183–CHE-188)
 - Standard 3 (CHE-192–CHE-195)
 - Standard 4 (CHE-199–CHE-201)
 - Standard 5 (CHE-205–CHE-209)
 - Standard 6 (CHE-213–CHE-215)
 - Standard 7 (CHE-219–CHE-221)
 - Standard 8 (CHE-225–CHE-228)

The HECAT health topic titles might not be an identical match to those health topics found in the curriculum. However, if the curriculum is comprehensive, the expected related skill expectations should be identifiable in the curriculum, regardless of topic titles.

4. Complete the 3-step skill expectations scoring process and the *Skill Expectations Coverage Score* for each Standard found on the following pages:

- Standard 2 (CHE-181)
- Standard 3 (CHE-190)
- Standard 4 (CHE-197)
- Standard 5 (CHE-203)
- Standard 6 (CHE-211)
- Standard 7 (CHE-217)
- Standard 8 (CHE-223)

Note that Step 1 will require the analysis of individual topic skill expectations pages. Step 2 and 3 can be completed based on the analysis results from Step 1.

5. Transfer the *Skill Expectations Coverage Score* to the *Overall Summary Form* (Chapter 3).
6. Record notes to justify scores and to inform group discussions and curriculum decisions.
7. Analyze Standard 2–8 for each curriculum being reviewed. If the curriculum addresses more than one grade span, conduct a separate analysis of Standard 2–8 for each span.
8. Complete a separate *Overall Summary Form* for each curriculum and grade span.

Student Skill Practice Score

1. During the analysis of each topic area's skill expectations, note the number of times that students are provided opportunities to practice each skill.
2. Complete the 3-step student skill practice scoring process and the *Student Skill Practice Score* at the end of each Standard's analysis pages.
3. Transfer the *Student Skill Practice Score* to the *Overall Summary Form* (Chapter 3).
4. Record notes to justify scores and to inform group discussions and curriculum decisions.
5. Analyze Standard 2–8 for each curriculum being reviewed. If the curriculum addresses more than one grade span, conduct a separate analysis of Standard 2–8 for each span.
6. Complete a separate *Overall Summary Form* for each curriculum and grade span.

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades 9–12 Skill Expectations Coverage Score

The Standard 2 skill expectations for grades 9–12, across nine topic areas, are provided on pages CHE-183–CHE-188. Below are the scoring directions and forms for scoring the skill expectations for Standard 2. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-189.

- Step 1:** Review the Standard 2 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.
- On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)
- Step 2:** After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K–2; 3–5; 6–8; and 9–12).

Summary Coverage Chart

Grades: Check the grade span being assessed.

 Pre-K-2

 3-5

 6-8

 9-12

Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-183–CHE-188, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

all = 100%
most = 67–99%
some = 34–66%
few = 1–33%
none = 0%

Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

Proceed to Step 3 on next page.

Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Grades 9–12 Skill Expectations Coverage Score (continued)

The Standard 2 skill expectations for grades 9–12, across nine topic areas, are provided on pages CHE-183–CHE-188. Below are the scoring directions and forms for scoring the skill expectations for Standard 2. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-189.

Step 3: Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of "all" or "most"?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = 81-100%
- 3 = 61-80%
- 2 = 41-60%
- 1 = 1-40%
- 0 = 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)*.

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades 9–12 Student Skill Expectations

Standard 2 skill expectations for grades 9–12 are listed below through page CHE-188. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of grade 12, students will be able to meet the following skill expectations:

- Explain how public health policies influence health practices and behaviors.
- Analyze how culture supports and challenges health beliefs, practices, and behaviors.
- Analyze how peers and perceptions of norms influence healthy and unhealthy practices and behaviors.
- Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy practices and behaviors.
- Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.
- Analyze how laws, rules, and regulations influence health promotion and disease prevention.
- Analyze how school and community settings influence personal health practices and behaviors.
- Analyze how media and technology (e.g., television/film, video games, advertisements, social media, and other screen time) influence personal, family, and community health.
- Differentiate relevant influences, including family, culture, peers, school, community, media, technology and public health policies, on health practices and behaviors.
- Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support health practices and behaviors for oneself and others.

ALCOHOL AND OTHER DRUGS: Check the box next to each alcohol- and other drug-related Standard 2 skill expectation addressed in the curriculum. By the end of 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.

Standard 2, Grades 9–12 Skill Expectations continued on next page.

Standard **2** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Grades 9–12 Student Skill Expectations (continued)

FOOD AND NUTRITION: Check the box next to each food and nutrition-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- FN2.12.1** Explain how public health policies and guidelines influence food choices and other eating practices and behaviors.
- FN2.12.2** Analyze how culture supports and challenges beliefs, practices, and behaviors related to food and beverage choices.
- FN2.12.3** Analyze how peers and perceptions of norms influence healthy and unhealthy food choices and other eating practices and behaviors.
- FN2.12.4** Analyze how personal attitudes, values, and beliefs influence food choices and other eating practices and behaviors.
- FN2.12.5** Analyze how laws, rules, and regulations influence food choices and other eating practices and behaviors.
- FN2.12.6** Analyze how school and community affect food choices and other eating practices and behaviors.
- FN2.12.7** Analyze how food advertisements (e.g., product placement, commercials, billboards, sponsored content) make people want to eat more of that food.
- FN2.12.8** Analyze how media and technology influence personal, family, and community food choices and other eating practices and behaviors.
- FN2.12.9** Differentiate relevant influences, including family, culture, peers, school, community, media, technology, and public health policies on food choices and other eating practices and behaviors.
- FN2.12.10** Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable opportunities for healthy eating practices and behaviors for oneself and others.

MENTAL AND EMOTIONAL HEALTH: Check the box next to each mental and emotional health-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- MEH2.12.1** Explain how public health policies influence mental and emotional health practices and behaviors.
- MEH2.12.2** Analyze how culture supports and challenges mental and emotional health beliefs, practices, and behaviors.
- MEH2.12.3** Analyze how peers and perceptions of norms influence healthy and unhealthy mental and emotional health practices and behaviors.
- MEH2.12.4** Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy mental and emotional health practices and behaviors.
- MEH2.12.5** Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy mental and emotional health practices and behaviors (e.g., how using alcohol and other drugs increase the risk of suicide and self-injury).
- MEH2.12.6** Analyze how laws, rules, and regulations influence mental and emotional health promotion and disease prevention.
- MEH2.12.7** Analyze how school and community settings influence mental and emotional health practices and behaviors.
- MEH2.12.8** Analyze how media and technology influence personal, family, and community mental and emotional health.

Standard 2, Grades 9–12 Skill Expectations continued on next page.

Standard **2** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Grades 9–12 Student Skill Expectations (continued)

MENTAL AND EMOTIONAL HEALTH (continued): Check the box next to each mental and emotional health-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- MEH2.12.9** Differentiate relevant influences, including family, culture, peers, school, community, media, technology, and public health policies, on mental and emotional health practices and behaviors, including self-concept and body image.
- MEH2.12.10** Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support mental and emotional health for oneself and others.

PERSONAL HEALTH AND WELLNESS: Check the box next to each personal health and wellness-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- PHW2.12.1** Explain how public health policies influence personal health and wellness-related practices and behaviors.
- PHW2.12.2** Analyze how culture supports and challenges personal health and wellness-related beliefs, practices, and behaviors.
- PHW2.12.3** Analyze how peers and perceptions of norms influence healthy and unhealthy personal health and wellness-related practices and behaviors.
- PHW2.12.4** Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy personal health and wellness-related practices and behaviors.
- PHW2.12.5** Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy personal health and wellness-related behaviors.
- PHW2.12.6** Analyze how laws, rules, and regulations influence health promotion and disease prevention.
- PHW2.12.7** Analyze how school and community settings influence personal health and wellness practices and behaviors.
- PHW2.12.8** Analyze how media and technology influence personal, family, and community health and wellness.
- PHW2.12.9** Differentiate relevant influences, including family, culture, peers, school, community, media, technology and public health policies, on personal health and wellness-related practices and behaviors.
- PHW2.12.10** Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support health and wellness for oneself and others.

Standard 2, Grades 9–12 Skill Expectations continued on next page.

Standard **2** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Grades 9–12 Student Skill Expectations (continued)

PHYSICAL ACTIVITY: Check the box next to each physical activity-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- PA2.12.1** Explain how public health policies influence physical activity practices and behaviors.
- PA2.12.2** Analyze how culture supports and challenges physical activity beliefs, practices, and behaviors.
- PA2.12.3** Analyze how peers and perceptions of norms influence healthy and unhealthy personal physical activity practices and behaviors.
- PA2.12.4** Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy physical activity practices and behaviors.
- PA2.12.5** Analyze how some health risk behaviors influence the likelihood of engaging in physical activity practices and behaviors (e.g., personal health and wellness).
- PA2.12.6** Analyze how laws, rules, and regulations (e.g., transportation) influence physical activity practices and behaviors.
- PA2.12.7** Analyze how school and community settings influence physical activity practices and behaviors.
- PA2.12.8** Analyze how media and technology influence personal, family, and community physical activity practices and behaviors.
- PA2.12.9** Differentiate relevant influences, including family, culture, peers, school, community, media, technology, and public health policies on personal physical activity practices and behaviors.
- PA2.12.10** Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support physical activity practices and behaviors for oneself and others.

SAFETY: Check the box next to each safety-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- S2.12.1** Explain how public health policies influence safety and injury prevention practices and behaviors.
- S2.12.2** Analyze how culture supports and challenges safety and injury prevention beliefs, practices, and behaviors.
- S2.12.3** Analyze how peers and perceptions of norms influence safety and injury prevention practices and behaviors.
- S2.12.4** Analyze how personal attitudes, values, and beliefs influence safety and injury prevention practices and behaviors.
- S2.12.5** Analyze how some health risk behaviors influence the likelihood of engaging in unsafe practices and behaviors (e.g., how alcohol- and other drug-use increase the risk of a motor vehicle crash).
- S2.12.6** Analyze how laws, rules, and regulations influence safety and injury prevention practices and behaviors.
- S2.12.7** Analyze how school and community settings influence safety and injury prevention practices and behaviors.
- S2.12.8** Analyze how media and technology influence personal, family, and community safety and injury prevention practices and behaviors.
- S2.12.9** Differentiate the relevant influences, including family, culture, peers, school, community, media, technology and public health policies, on safety and injury prevention practices and behaviors.
- S2.12.10** Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support safety and injury prevention practices and behaviors for oneself and others.

Standard 2, Grades 9–12 Skill Expectations continued on next page.

Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Grades 9–12 Student Skill Expectations (continued)

SEXUAL HEALTH: Check the box next to each sexual health-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- SH2.12.1** Explain how public health policies and state laws influence sexual health beliefs, relationships, practices, and behaviors.
- SH2.12.2** Analyze how culture supports and challenges sexual health beliefs, relationships, practices, and behaviors.
- SH2.12.3** Analyze how peers and perceptions of norms influence healthy and unhealthy sexual beliefs, relationships, practices, and behaviors.
- SH2.12.4** Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy sexual health relationships, practices, and behaviors.
- SH2.12.5** Analyze how some health risk behaviors influence the likelihood of engaging in risky sexual behaviors (e.g., alcohol- and other drug-use).
- SH2.12.6** Analyze how laws, rules, and regulations influence behaviors related to sexual and reproductive health.
- SH2.12.7** Analyze how school and community settings influence personal sexual health beliefs, relationships, practices, and behaviors.
- SH2.12.8** Analyze how media (e.g., pornography, sexually-explicit images, social media) and technology influence personal, family, and community sexual health beliefs, relationships, practices, and behaviors.
- SH2.12.9** Differentiate the relevant influences, including family, culture, peers, school, community, media, technology and public health policies, on sexual and reproductive health practices and behaviors, including self-concept and body image.
- SH2.12.10** Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support sexual and reproductive health for oneself and others.

TOBACCO: Check the box next to each tobacco-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- T2.12.1** Explain how public health policies influence tobacco-related practices and behaviors.
- T2.12.2** Analyze how culture supports and challenges tobacco-related beliefs, practices and behaviors.
- T2.12.3** Analyze how peers and perceptions of norms influence tobacco-related practices and behaviors.
- T2.12.4** Analyze how personal attitudes, values, and beliefs influence tobacco-related practices and behaviors.
- T2.12.5** Analyze how some health risk behaviors, like alcohol- and other drug-use, influence likelihood of engaging in tobacco use.
- T2.12.6** Analyze how laws, rules, and regulations influence behaviors related to tobacco use.
- T2.12.7** Analyze how school and community settings influence tobacco-related practices and behaviors.
- T2.12.8** Analyze how media and technology influence personal, family, and community behaviors related to tobacco use.
- T2.12.9** Differentiate relevant influences, including family, culture, peers, media, technology, school, community and public health policies on personal tobacco-related practices and behaviors.
- T2.12.10** Analyze the factors that influence the opportunities to obtain safe, accessible, equitable, and affordable products and services that support tobacco-use prevention and cessation for oneself and others.

Standard 2, Grades 9–12 Skill Expectations continued on next page.

Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Grades 9–12 Student Skill Expectations (continued)

VIOLENCE PREVENTION: Check the box next to each violence prevention-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- V2.12.1** Explain how public health policies influence violence practices and behaviors.
- V2.12.2** Analyze how culture supports and challenges violence prevention beliefs, practices, and behaviors.
- V2.12.3** Analyze how peers and perceptions of norms influence violence and violence prevention practices and behaviors.
- V2.12.4** Analyze how personal attitudes, values, and beliefs influence violence and violence prevention practices and behaviors.
- V2.12.5** Analyze how some health risk behaviors influence the likelihood of engaging in violent behaviors (e.g., how alcohol- and other drug-use influence violent behaviors).
- V2.12.6** Analyze how laws, rules, and regulations influence violence practices and behaviors.
- V2.12.7** Analyze how school and community settings influence violence practices and behaviors.
- V2.12.8** Analyze how media and technology influence personal, family, and community violence prevention practices and behaviors.
- V2.12.9** Differentiate relevant influences, including family, culture, peers, school, community, media, technology and public health policies, on violence prevention practices and behaviors.
- V2.12.10** Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support violence prevention practices and behaviors for oneself and others.

Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health 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 **at least three** opportunities for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
2. The curriculum provides **three opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
3. The curriculum provides **four to five opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
4. The curriculum provides **six or more opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*

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:

Standard 3

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

Grades 9–12 Skill Expectations Coverage Score

The Standard 3 skill expectations for grades 9–12, across nine topic areas, are provided on pages CHE-192–CHE-195. Below are the scoring directions and forms for scoring the skill expectations for Standard 3. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-196.

Step 1: Review the Standard 3 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.

On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)

Step 2: After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K–2; 3–5; 6–8; and 9–12).

Summary Coverage Chart

Grades: Check the grade span being assessed.

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

Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-192–CHE-195, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

- all = 100%**
- most = 67-99%**
- some = 34-66%**
- few = 1-33%**
- none = 0%**

Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

Proceed to Step 3 on next page.

Standard 3

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

Grades 9–12 Skill Expectations Coverage Score (continued)

The Standard 3 skill expectations for grades 9–12, across nine topic areas, are provided on pages CHE-192–CHE-195. Below are the scoring directions and forms for scoring the skill expectations for Standard 3. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-196.

Step 3: Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of "all" or "most"?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

4 = 81–100%

3 = 61–80%

2 = 41–60%

1 = 1–40%

0 = 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).

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades 9–12 Student Skill Expectations

Standard 3 skill expectations for grades 9–12 are listed below through page CHE-195. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of grade 12, students will meet the following skill expectations:

- Evaluate the validity and reliability of health information.
- Evaluate the validity and reliability of health products.
- Evaluate the validity and reliability of health services.
- Determine the accessibility of valid and reliable health products.
- Determine when professional health services may be required.
- Determine the accessibility of valid and reliable health services.
- Use resources that provide valid and reliable health information.
- Use valid and reliable health products.
- Use valid and reliable health services.

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.

ALCOHOL AND OTHER DRUGS: Check the box next to each alcohol- and other drug-related Standard 3 skill expectation addressed in the curriculum. By the end of 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.

Standard 3, Grades 9–12 Skill Expectations continued on next page.

Standard **3** Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

Grades 9–12 Student Skill Expectations (continued)

FOOD AND NUTRITION: Check the box next to each food and nutrition-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- FN3.12.1** Evaluate the validity of nutrition information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- FN3.12.2** Evaluate the validity of nutrition products (e.g., dietary supplements, “cleanses,” “detox”).
- FN3.12.3** Evaluate the validity of nutrition services (e.g., credentialed professionals, food assistance programs).
- FN3.12.4** Determine the accessibility of valid nutrition products.
- FN3.12.5** Determine when professional nutrition services may be required.
- FN3.12.6** Determine the accessibility of valid nutrition services.
- FN3.12.7** Use resources that provide valid nutrition information.
- FN3.12.8** Use valid nutrition products when needed or appropriate.
- FN3.12.9** Use valid nutrition services when needed or appropriate.
- FN3.12.10** Identify false or misleading claims on food packaging and promotions.

MENTAL AND EMOTIONAL HEALTH: Check the box next to each mental and emotional health-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- MEH3.12.1** Evaluate the validity of mental and emotional health information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- MEH3.12.2** Evaluate the validity of mental and emotional health products.
- MEH3.12.3** Evaluate the validity of mental and emotional health services.
- MEH3.12.4** Determine the accessibility of valid mental and emotional health products.
- MEH3.12.5** Determine when professional mental and emotional health services may be required.
- MEH3.12.6** Determine the accessibility of valid mental and emotional health services.
- MEH3.12.7** Use resources that provide valid mental and emotional health information.
- MEH3.12.8** Use valid mental and emotional health products when needed or appropriate.
- MEH3.12.9** Use valid mental and emotional health services when needed or appropriate.

PERSONAL HEALTH AND WELLNESS: Check the box next to each personal health and wellness-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- PHW3.12.1** Evaluate the validity of personal health and wellness information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- PHW3.12.2** Evaluate the validity of personal health and wellness products.
- PHW3.12.3** Evaluate the validity of personal health and wellness services.
- PHW3.12.4** Determine the accessibility of valid personal health and wellness products.
- PHW3.12.5** Determine when professional personal health and wellness services may be required.
- PHW3.12.6** Determine the accessibility of valid personal health and wellness services.

Standard 3, Grades 9–12 Skill Expectations continued on next page.

Standard **3** Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

Grades 9–12 Student Skill Expectations (continued)

PERSONAL HEALTH AND WELLNESS (continued): Check the box next to each personal health and wellness-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- PHW3.12.7** Use resources that provide valid personal health and wellness information.
- PHW3.12.8** Use valid personal health and wellness products when needed or appropriate.
- PHW3.12.9** Use valid personal health and wellness services when needed or appropriate.

PHYSICAL ACTIVITY: Check the box next to each physical activity-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- PA3.12.1** Evaluate the validity of physical activity information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- PA3.12.2** Evaluate the validity of physical activity products (e.g., sports performance supplements).
- PA3.12.3** Evaluate the validity of physical activity services.
- PA3.12.4** Determine the accessibility of valid physical activity products.
- PA3.12.5** Determine when professional physical activity services may be required.
- PA3.12.6** Determine the accessibility of valid physical activity services.
- PA3.12.7** Use resources that provide valid physical activity information.
- PA3.12.8** Use valid physical activity products when needed or appropriate.
- PA3.12.9** Use valid physical activity services when needed or appropriate.

SAFETY: Check the box next to each safety-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- S3.12.1** Evaluate the validity and reliability of safety and injury prevention information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- S3.12.2** Evaluate the validity and reliability of safety and injury prevention products.
- S3.12.3** Evaluate the validity and reliability of safety and injury prevention services.
- S3.12.4** Determine the accessibility of valid and reliable safety and injury prevention products.
- S3.12.5** Determine when professional safety and injury prevention services may be required.
- S3.12.6** Determine the accessibility of valid and reliable safety and injury prevention services.
- S3.12.7** Use resources that provide valid and reliable safety and injury prevention information.
- S3.12.8** Use valid and reliable safety and injury prevention products when needed or appropriate.
- S3.12.9** Use valid and reliable safety and injury prevention services when needed or appropriate.

Standard 3, Grades 9–12 Skill Expectations continued on next page.

Standard **3** Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

Grades 9–12 Student Skill Expectations (continued)

SEXUAL HEALTH: Check the box next to each sexual health-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- SH3.12.1** Evaluate the validity of sexual and reproductive health information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- SH3.12.2** Evaluate the validity of sexual and reproductive healthcare products.
- SH3.12.3** Evaluate the validity of sexual and reproductive healthcare services.
- SH3.12.4** Determine the accessibility of valid sexual and reproductive healthcare products.
- SH3.12.5** Determine when professional sexual and reproductive healthcare services may be required.
- SH3.12.6** Determine the accessibility of valid sexual and reproductive healthcare services.
- SH3.12.7** Use resources that provide valid sexual and reproductive health information.
- SH3.12.8** Use valid sexual and reproductive healthcare products when needed or appropriate.
- SH3.12.9** Use valid sexual and reproductive healthcare services when needed or appropriate.

TOBACCO: Check the box next to each tobacco-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- T3.12.1** Evaluate the validity of tobacco-related prevention and cessation information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- T3.12.2** Evaluate the validity of tobacco cessation products.
- T3.12.3** Evaluate the validity of tobacco cessation services.
- T3.12.4** Determine the accessibility of valid tobacco cessation products.
- T3.12.5** Determine when professional tobacco cessation services may be required.
- T3.12.6** Determine the accessibility of valid tobacco cessation services.
- T3.12.7** Use resources that provide valid tobacco-related prevention and cessation information.
- T3.12.8** Use valid tobacco cessation products when needed or appropriate.
- T3.12.9** Use valid tobacco cessation services when needed or appropriate.

VIOLENCE PREVENTION: Check the box next to each violence prevention-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- V3.12.1** Evaluate the validity of violence prevention information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- V3.12.2** Evaluate the validity of violence prevention or intervention services.
- V3.12.3** Determine when professional violence prevention or intervention services may be required.
- V3.12.4** Determine the accessibility of valid violence prevention or intervention services.
- V3.12.5** Use resources that provide valid violence prevention information.
- V3.12.6** Use valid violence prevention or intervention services when needed or appropriate.

Standard 3

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

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 **at least three** opportunities for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 2. The curriculum provides **three opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **four to five opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides **six or more opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*

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:

Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Grades 9-12 Skill Expectations Coverage Score

The Standard 4 skill expectations for grades 9-12, across nine topic areas, are provided on pages CHE-199-CHE-201. Below are the scoring directions and forms for scoring the skill expectations for Standard 4. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-202.

- Step 1:** Review the Standard 4 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.
- On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)
- Step 2:** After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K-2; 3-5; 6-8; and 9-12).

Summary Coverage Chart

Grades: Check the grade span being assessed.

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

Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-199-CHE-201, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

all = 100%
most = 67-99%
some = 34-66%
few = 1-33%
none = 0%

Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

Proceed to Step 3 on next page.

Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Grades 9–12 Skill Expectations Coverage Score (continued)

The Standard 4 skill expectations for grades 9–12, across nine topic areas, are provided on pages CHE-199–CHE-201. Below are the scoring directions and forms for scoring the skill expectations for Standard 4. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-202.

Step 3: Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of "all" or "most"?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = 81-100%
- 3 = 61-80%
- 2 = 41-60%
- 1 = 1-40%
- 0 = 0

SKILL EXPECTATIONS COVERAGE SCORE

—————→

TRANSFER THIS SCORE TO STANDARD 4: COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades 9–12 Student Skill Expectations

Standard 4 skill expectations for grades 9–12 are listed below through page CHE-201. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of grade 12, students will be able to meet the following skill expectations:

- Demonstrate effective communication skills to enhance health.
- Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in unhealthy behaviors.
- Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict.
- Demonstrate how to effectively ask for assistance to improve personal health.
- Demonstrate how to effectively offer assistance to improve the health of others.

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.

ALCOHOL AND OTHER DRUGS: Check the box next to each alcohol- and other drug-related Standard 4 skill expectation addressed in the curriculum. By the end of 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.

FOOD AND NUTRITION: Check the box next to each food and nutrition-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- FN4.12.1** Demonstrate effective communication skills to improve personal food choices and healthy eating behaviors.
- FN4.12.2** Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid unhealthy food choices.
- FN4.12.3** Demonstrate how to effectively ask for assistance to improve personal food choices and eating behaviors.
- FN4.12.4** Demonstrate how to effectively support others in improving food choices and eating behaviors.

Standard 4, Grades 9–12 Skill Expectations continued on next page.

Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Grades 9–12 Student Skill Expectations (continued)

MENTAL AND EMOTIONAL HEALTH: Check the box next to each mental and emotional health-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- MEH4.12.1** Demonstrate effective communication skills to enhance mental and emotional health.
- MEH4.12.2** Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in mentally and emotionally unhealthy behaviors.
- MEH4.12.3** Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict.
- MEH4.12.4** Demonstrate how to effectively ask for assistance to improve personal mental and emotional health.
- MEH4.12.5** Demonstrate how to effectively offer assistance to improve the mental and emotional health of others.

PERSONAL HEALTH AND WELLNESS: Check the box next to each personal health and wellness-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- PHW4.12.1** Demonstrate effective communication skills to enhance personal health and wellness.
- PHW4.12.2** Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in practices and behaviors that can negatively affect personal health and wellness.
- PHW4.12.3** Demonstrate how to effectively ask for assistance to improve personal health and wellness.
- PHW4.12.4** Demonstrate how to effectively offer assistance to improve the personal health and wellness of others.

PHYSICAL ACTIVITY: Check the box next to each physical activity-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- PA4.12.1** Demonstrate effective communication skills to enhance physical activity.
- PA4.12.2** Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid being sedentary.
- PA4.12.3** Demonstrate how to effectively ask for assistance to improve physical activity.
- PA4.12.4** Demonstrate how to effectively ask for assistance to safely use physical activity equipment (e.g., weight lifting equipment).
- PA4.12.5** Demonstrate how to effectively offer assistance or improve the physical activity of others.

SAFETY: Check the box next to each safety-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- S4.12.1** Demonstrate effective communication skills to enhance safety and injury prevention.
- S4.12.2** Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid or reduce injuries.
- S4.12.3** Demonstrate how to effectively ask for assistance to improve personal safety and injury prevention.
- S4.12.4** Demonstrate how to effectively offer assistance to improve the safety and injury prevention of others.

Standard 4, Grades 9–12 Skill Expectations continued on next page.

Standard **4** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Grades 9–12 Student Skill Expectations (continued)

SEXUAL HEALTH: Check the box next to each sexual health-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- SH4.12.1** Demonstrate effective communication skills to promote healthy relationships and sexual and reproductive health.
- SH4.12.2** Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in sexual risk behaviors.
- SH4.12.3** Demonstrate giving and receiving verbal consent for all sexual behaviors between partners.
- SH4.12.4** Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflicts.
- SH4.12.5** Demonstrate how to effectively ask for assistance from parents, caregivers, or trusted adults to improve or maintain sexual health.
- SH4.12.6** Demonstrate how to effectively communicate support for peers whose aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender, or gender identity) are different from one's own.

TOBACCO: Check the box next to each tobacco-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- T4.12.1** Demonstrate effective communication skills to be tobacco-free.
- T4.12.2** Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid tobacco use.
- T4.12.3** Demonstrate how to effectively ask for assistance to quit using tobacco.
- T4.12.4** Demonstrate how to effectively offer assistance to help others quit tobacco use.

VIOLENCE PREVENTION: Check the box next to each violence prevention-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- V4.12.1** Demonstrate effective communication skills to prevent violence.
- V4.12.2** Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in violence.
- V4.12.3** Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict to prevent violence.
- V4.12.4** Demonstrate how to effectively ask for assistance to prevent violence.
- V4.12.5** Demonstrate how to effectively offer assistance to help others prevent violence.

Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

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 **at least three** opportunities for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 2. The curriculum provides **three opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **four to five opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides **six or more opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*

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:

Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

Grades 9–12 Skill Expectations Coverage Score

The Standard 5 skill expectations for grades 9–12, across nine topic areas, are provided on pages CHE-205–CHE-209. Below are the scoring directions and forms for scoring the skill expectations for Standard 5. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-210.

- Step 1:** Review the Standard 5 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.
- On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)
- Step 2:** After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K–2; 3–5; 6–8; and 9–12).

Summary Coverage Chart

Grades: Check the grade span being assessed.

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

Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-205–CHE-209, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

all = 100%
most = 67–99%
some = 34–66%
few = 1–33%
none = 0%

Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

Proceed to Step 3 on next page.

Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

Grades 6-8 Skill Expectations Coverage Score (continued)

The Standard 5 skill expectations for grades 9-12, across nine topic areas, are provided on pages CHE-205-CHE-209. Below are the scoring directions and forms for scoring the skill expectations for Standard 5. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-210.

Step 3: Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of "all" or "most"?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = 81-100%
- 3 = 61-80%
- 2 = 41-60%
- 1 = 1-40%
- 0 = 0

SKILL EXPECTATIONS COVERAGE SCORE

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

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades 9–12 Student Skill Expectations

Standard 5 skill expectations for grades 9–12 are listed below through page CHE-209. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of grade 12, students will be able to meet the following skill expectations:

- Examine barriers to healthy decision making.
- Determine the value of applying thoughtful decision making.
- Justify when individual or collaborative decision making is appropriate.
- Analyze how family, culture, technology, media, peers, and personal beliefs affect a health-related decision.
- Generate alternatives when making a health-related decision.
- Predict potential short- and long-term consequences of alternatives to health-related decisions.
- Choose a healthy alternative when making a health-related decision.
- Evaluate the effectiveness of health-related decisions.

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.

ALCOHOL AND OTHER DRUGS: Check the box next to each alcohol- and other drug-related Standard 5 skill expectation addressed in the curriculum. By the end of 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 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- 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.

Standard 5, Grades 9–12 Skill Expectations continued on next page.

Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

Grades 9–12 Student Skill Expectations (continued)

FOOD AND NUTRITION: Check the box next to each food and nutrition-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- FN5.12.1** Examine barriers to making a decision related to food and nutrition.
- FN5.12.2** Justify when individual or collaborative decision making related to food and nutrition is appropriate.
- FN5.12.3** Analyze how family, culture, technology, media, peers, and personal beliefs affect a decision related to food and nutrition.
- FN5.12.4** Generate alternatives when making a decision related to eating behaviors.
- FN5.12.5** Predict the potential short- and long-term consequences of alternatives to decisions related to food and nutrition.
- FN5.12.6** Choose a food or beverage that fits with a healthy eating pattern when making a decision about what to eat or drink.
- FN5.12.7** Evaluate the effectiveness of decisions related to food and nutrition.

MENTAL AND EMOTIONAL HEALTH: Check the box next to each mental and emotional health-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- MEH5.12.1** Examine barriers to making a healthy decision related to mental and emotional health (e.g., dealing with interpersonal conflict, managing emotional stress).
- MEH5.12.2** Determine the value of applying thoughtful decision making regarding a mental and emotional health problem.
- MEH5.12.3** Justify when individual or collaborative decision making is appropriate regarding an emotional or mental health problem.
- MEH5.12.4** Analyze how family, culture, technology, media, peers, and personal beliefs affect a mental or emotional health related decision (e.g., dealing with interpersonal conflict, managing emotional stress).
- MEH5.12.5** Generate alternatives when making a mental and emotional health-related decision.
- MEH5.12.6** Predict potential short- and long-term consequences of alternatives to mental and emotional health-related decisions (e.g., to seek or not seek help).
- MEH5.12.7** Choose a healthy alternative when making a mental and emotional health-related decision.
- MEH5.12.8** Evaluate the effectiveness of mental and emotional health-related decisions.

Standard 5, Grades 9–12 Skill Expectations continued on next page.

Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

Grades 9–12 Student Skill Expectations (continued)

PERSONAL HEALTH AND WELLNESS: Check the box next to each personal health and wellness-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- PHW5.12.1** Examine barriers that can hinder choosing healthy alternatives in making a personal health and wellness-related decision.
- PHW5.12.2** Determine the value of applying thoughtful decision making regarding a personal health and wellness-related problem.
- PHW5.12.3** Justify when individual or collaborative decision making is appropriate for a personal health and wellness-related problem.
- PHW5.12.4** Analyze how family, culture, technology, media, peers, and personal beliefs affect a personal health and wellness-related decision.
- PHW5.12.5** Generate alternatives when making a decision related to personal health and wellness.
- PHW5.12.6** Predict potential short- and long-term consequences of alternatives to a health and wellness-related decision.
- PHW5.12.7** Choose a healthy alternative when making a personal health and wellness-related decision.
- PHW5.12.8** Evaluate the effectiveness of personal health and wellness-related decisions.

PHYSICAL ACTIVITY: Check the box next to each physical activity-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- PA5.12.1** Examine barriers to making a decision to be physically active.
- PA5.12.2** Determine the value of applying thoughtful decision making to a situation related to physical activity.
- PA5.12.3** Justify when individual or collaborative decision making is appropriate regarding a situation related to physical activity.
- PA5.12.4** Analyze how family, culture, technology, media, peers, and personal beliefs affect a decision related to physical activity.
- PA5.12.5** Generate alternatives when making a decision related to physical activity.
- PA5.12.6** Predict the potential short- and long-term consequences of alternatives to decisions related to physical activity.
- PA5.12.7** Choose a healthy alternative when making a decision related to physical activity.
- PA5.12.8** Evaluate the effectiveness of decisions related to physical activity.

Standard 5, Grades 9–12 Skill Expectations continued on next page.

Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

Grades 9–12 Student Skill Expectations (continued)

SAFETY: Check the box next to each safety-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- S5.12.1** Examine barriers to making a decision related to safety and injury prevention.
- S5.12.2** Determine the value of applying thoughtful decision making regarding a situation related to safety and injury prevention.
- S5.12.3** Justify when individual or collaborative decision making is appropriate regarding a situation related to safety and injury prevention.
- S5.12.4** Analyze how family, culture, technology, media, peers, and personal beliefs affect a decision related to safety and injury prevention.
- S5.12.5** Generate alternatives when making a decision related to safety and injury prevention.
- S5.12.6** Predict potential short- and long-term consequences of alternatives to decisions related to safety and injury prevention.
- S5.12.7** Choose a healthy alternative when making a decision related to safety and injury prevention.
- S5.12.8** Evaluate the effectiveness of decisions related to safety and injury prevention.

SEXUAL HEALTH: Check the box next to each sexual health-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- SH5.12.1** Examine barriers to making a decision related to healthy relationships and sexual and reproductive health.
- SH5.12.2** Determine the value of applying thoughtful decision making regarding sexual health related situations or experiences.
- SH5.12.3** Justify when individual or collaborative decision making is appropriate regarding sexual situations or experiences.
- SH5.12.4** Analyze how family, culture, technology, media, peers, and personal beliefs affect a sexual health-related decision.
- SH5.12.5** Generate alternatives when making a decision related to healthy relationships and sexual and reproductive health.
- SH5.12.6** Predict potential short- and long-term consequences of alternatives of sexual and reproductive health-related decisions.
- SH5.12.7** Choose a healthy alternative when making a sexual and reproductive health-related decision.
- SH5.12.8** Evaluate the effectiveness of sexual and reproductive health-related decisions.

Standard 5, Grades 9–12 Skill Expectations continued on next page.

Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

Grades 9–12 Student Skill Expectations (continued)

TOBACCO: Check the box next to each tobacco-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- T5.12.1** Examine barriers to making a decision related to being tobacco-free.
- T5.12.2** Determine the value of applying thoughtful decision making related to tobacco use.
- T5.12.3** Justify when individual or collaborative decision making related to tobacco use is appropriate.
- T5.12.4** Analyze how family, culture, technology, media, peers, and personal beliefs affect a decision related to tobacco use.
- T5.12.5** Generate alternatives when making a decision related to tobacco use.
- T5.12.6** Predict the potential short- and long-term consequences of alternatives to a decision related to tobacco use.
- T5.12.7** Choose a healthy alternative when making a decision related to tobacco use.
- T5.12.8** Evaluate the effectiveness of decisions related to tobacco use.

VIOLENCE PREVENTION: Check the box next to each violence prevention-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- V5.12.1** Examine barriers to making a decision that could be potentially violent.
- V5.12.2** Determine the value of applying thoughtful decision making to a potentially violent situation.
- V5.12.3** Justify when individual or collaborative decision making regarding a potentially violent situation is appropriate.
- V5.12.4** Analyze how family, culture, technology, media, peers, and personal beliefs affect a decision that could be potentially violent.
- V5.12.5** Generate alternatives when making a decision that could be potentially violent.
- V5.12.6** Predict potential short- and long-term consequences of alternatives to decisions that could be potentially violent.
- V5.12.7** Choose a healthy alternative when making a decision that could be potentially violent.
- V5.12.8** Evaluate the effectiveness of decisions that could be potentially violent.

Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

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 **at least three** opportunities for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 2. The curriculum provides **three opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **four to five opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides **six or more opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*

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:

Standard **6** Students will demonstrate the ability to use goal-setting skills to enhance health.

Grades 9–12 Skill Expectations Coverage Score

The Standard 6 skill expectations for grades 9–12, across nine topic areas, are provided on pages CHE-213–CHE-215. Below are the scoring directions and forms for scoring the skill expectations for Standard 6. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-216.

- Step 1:** Review the Standard 6 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.
- On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)
- Step 2:** After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K–2; 3–5; 6–8; and 9–12).

Summary Coverage Chart

Grades: Check the grade span being assessed.

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

Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-213–CHE-215, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

all = 100%
most = 67–99%
some = 34–66%
few = 1–33%
none = 0%

Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

Proceed to Step 3 on next page.

Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

Grades 9–12 Skill Expectations Coverage Score (continued)

The Standard 6 skill expectations for grades 9–12, across nine topic areas, are provided on pages CHE-213–CHE-215. Below are the scoring directions and forms for scoring the skill expectations for Standard 6. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-216.

Step 3: Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of "all" or "most"?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = 81–100%
- 3 = 61–80%
- 2 = 41–60%
- 1 = 1–40%
- 0 = 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)*.

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades 9–12 Student Skill Expectations

Standard 6 skill expectations for grades 9–12 are listed below through page CHE-215. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of grade 12, students will be able to meet the following skill expectations:

- Assess personal health practices and behaviors.
- Set a realistic personal health goal.
- Assess the barriers to achieving a personal health goal.
- Develop a plan to attain a personal health goal.
- Implement strategies, including self monitoring, to achieve a personal health goal.
- Use strategies to overcome barriers to achieving a personal health goal.
- Formulate an effective long-term plan to achieve a health goal.

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.

ALCOHOL AND OTHER DRUGS: Check the box next to each alcohol- and other drug-related Standard 6 skill expectation addressed in the curriculum. By the end of 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 a long-term plan to achieve a personal goal related to alcohol- and other drug-use prevention.

FOOD AND NUTRITION: Check the box next to each food and nutrition-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- FN6.12.1** Assess personal eating practices and behaviors.
- FN6.12.2** Set a realistic personal goal related to improve eating patterns.
- FN6.12.3** Assess the barriers to achieving a personal goal to improve eating patterns.
- FN6.12.4** Develop a plan to attain a personal goal to improve eating patterns.
- FN6.12.5** Implement strategies, including self-monitoring, to achieve a personal goal to improve eating patterns.
- FN6.12.6** Use strategies to overcome barriers to be achieving a personal goal to improve eating patterns.
- FN6.12.7** Formulate a long-term plan to achieve a health goal to improve eating patterns.

Standard 6, Grades 9–12 Skill Expectations continued on next page.

Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

Grades 9–12 Student Skill Expectations (continued)

MENTAL AND EMOTIONAL HEALTH: Check the box next to each mental and emotional health-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- MEH6.12.1** Assess personal mental and emotional health practices and behaviors.
- MEH6.12.2** Set a realistic personal goal to improve or maintain positive emotional health.
- MEH6.12.3** Assess the barriers to achieving a goal to improve or maintain positive emotional health.
- MEH6.12.4** Develop a plan to achieve a goal to improve or maintain positive emotional health.
- MEH6.12.5** Implement strategies, including self-monitoring, to achieve a personal mental and emotional health goal.
- MEH6.12.6** Use strategies to overcome barriers to achieve a goal to improve or maintain positive mental and emotional health.
- MEH6.12.7** Formulate a long-term personal health plan to achieve a goal to improve or maintain positive mental and emotional health.

PERSONAL HEALTH AND WELLNESS: Check the box next to each personal health and wellness-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- PHW6.12.1** Assess personal health and wellness-related practices and behaviors.
- PHW6.12.2** Set a realistic goal to improve a personal health and wellness-related practice.
- PHW6.12.3** Assess the barriers to achieving a personal health and wellness-related goal.
- PHW6.12.4** Develop a plan to attain a personal health and wellness-related goal.
- PHW6.12.5** Implement strategies, including self-monitoring, to achieve a personal health and wellness-related goal.
- PHW6.12.6** Use strategies to overcome barriers to achieve a personal health and wellness-related goal.
- PHW6.12.7** Formulate a long-term plan to achieve a personal health and wellness-related goal.

PHYSICAL ACTIVITY: Check the box next to each physical activity-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- PA6.12.1** Assess personal physical activity practices and behaviors.
- PA6.12.2** Set a realistic personal goal to be physically active.
- PA6.12.3** Assess the barriers to achieving a personal goal to be physically active.
- PA6.12.4** Develop a plan to attain a personal goal of being physically active.
- PA6.12.5** Implement strategies, including self-monitoring (e.g., a personal activity log), to achieve a personal goal of being physically active.
- PA6.12.6** Use strategies to overcome barriers to achieve a personal goal to be physically active.
- PA6.12.7** Formulate a long-term personal health plan to achieve a personal goal to be physically active.

SAFETY: Check the box next to each safety-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- S6.12.1** Assess personal safety and injury prevention practices and behaviors.
- S6.12.2** Set a realistic personal goal to avoid or reduce injury.
- S6.12.3** Assess the barriers to achieving a personal goal to avoid or reduce injury.

Standard 6, Grades 9–12 Skill Expectations continued on next page.

Standard **6** Students will demonstrate the ability to use goal-setting skills to enhance health.

Grades 9–12 Student Skill Expectations (continued)

SAFETY (continued): Check the box next to each safety-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- S6.12.4** Develop a plan to attain a personal goal to avoid or reduce injuries.
- S6.12.5** Implement strategies, including self-monitoring, to achieve a personal goal to avoid or reduce injuries.
- S6.12.6** Use strategies to overcome barriers to achieve a personal goal to avoid or reduce injuries.
- S6.12.7** Formulate a long-term personal health plan to achieve a goal to avoid or reduce injuries.

SEXUAL HEALTH: Check the box next to each sexual health-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- SH6.12.1** Assess personal practices and behaviors related to sexual and reproductive health.
- SH6.12.2** Set a realistic personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STIs.
- SH6.12.3** Assess the barriers to achieving a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STIs.
- SH6.12.4** Develop a plan to attain a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STIs.
- SH6.12.5** Implement strategies, including self-monitoring, to achieve a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STIs.
- SH6.12.6** Use strategies to overcome barriers to achieving a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STIs.
- SH6.12.7** Formulate a long-term personal plan to achieve a goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STIs.

TOBACCO: Check the box next to each tobacco-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- T6.12.1** Assess personal tobacco-related practices and behaviors.
- T6.12.2** Set a realistic personal goal to remain tobacco-free or quit using tobacco.
- T6.12.3** Assess the barriers to achieving a personal goal to remain tobacco-free or quit using tobacco.
- T6.12.4** Develop a plan to attain a person goal to remain tobacco-free or quit using tobacco.
- T6.12.5** Implement strategies, including self monitoring, to achieve a goal to remain tobacco-free or quit tobacco.
- T6.12.6** Use strategies to overcome barriers to achieving a goal to remain tobacco-free or quit tobacco.
- T6.12.7** Formulate a long-term plan to remain tobacco-free or quit tobacco.

VIOLENCE PREVENTION: Check the box next to each violence prevention-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- V6.12.1** Assess personal violent and non-violent practices.
- V6.12.2** Set a realistic personal goal to prevent violence.
- V6.12.3** Assess the barriers to achieving a personal goal to prevent violence.
- V6.12.4** Apply strategies to overcome barriers to achieving a personal goal to prevent violence.
- V6.12.5** Use strategies and skills to achieve a personal goal to prevent violence.

Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

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 **at least three** opportunities for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 2. The curriculum provides **three opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **four to five opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides **six or more opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*

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:

Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Grades 9–12 Skill Expectations Coverage Score

The Standard 7 skill expectations for grades 9–12, across nine topic areas, are provided on pages CHE-219–CHE-221. Below are the scoring directions and forms for scoring the skill expectations for Standard 7. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-222.

- Step 1:** Review the Standard 7 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.
- On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)
- Step 2:** After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K–2; 3–5; 6–8; and 9–12).

Summary Coverage Chart

Grades: Check the grade span being assessed.

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

Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-219–CHE-221, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

all = 100%
most = 67–99%
some = 34–66%
few = 1–33%
none = 0%

Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

Proceed to Step 3 on next page.

Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Grades 9–12 Skill Expectations Coverage Score (continued)

The Standard 7 skill expectations for grades 9–12, across nine topic areas, are provided on pages CHE-219–CHE-221. Below are the scoring directions and forms for scoring the skill expectations for Standard 7. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-222.

Step 3: Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of "all" or "most"?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = 81-100%
- 3 = 61-80%
- 2 = 41-60%
- 1 = 1-40%
- 0 = 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)*.

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades 9–12 Student Skill Expectations

Standard 7 skill expectations for grades 3–5 are listed below through page CHE-221. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of grade 12, students will be able to meet the following skill expectations:

- Explain the importance of being responsible for personal health behaviors.
- Analyze personal practices and behaviors that reduce or prevent health risks.
- Demonstrate healthy practices and behaviors to improve the health of oneself and others.
- Commit to practicing healthy behaviors.

ALCOHOL AND OTHER DRUGS: Check the box next to each alcohol- and other drug-related Standard 7 skill expectation addressed in the curriculum. By the end of 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 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.

FOOD AND NUTRITION: Check the box next to each food and nutrition-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- FN7.12.1** Analyze the role of individual responsibility in enhancing eating patterns and behaviors.
- FN7.12.2** Evaluate personal healthy eating patterns and behaviors that reduce or prevent health risks.
- FN7.12.3** Demonstrate healthy eating patterns and behaviors to improve the health of oneself and others.
- FN7.12.4** Commit to practicing healthy eating patterns and behaviors.

MENTAL AND EMOTIONAL HEALTH: Check the box next to each mental and emotional health-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- MEH7.12.1** Analyze the role of individual responsibility in enhancing personal mental and emotional health.
- MEH7.12.2** Evaluate personal mental and emotional health practices that reduce or prevent health risks.
- MEH7.12.3** Demonstrate healthy mental and emotional health practices and behaviors to improve the health of oneself and others.
- MEH7.12.4** Commit to practicing healthy mental and emotional health behaviors.

Standard 7, Grades 9–12 Skill Expectations continued on next page.

Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Grades 9–12 Student Skill Expectations

PERSONAL HEALTH AND WELLNESS: Check the box next to each personal health and wellness-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- PHW7.12.1** Analyze the role of individual responsibility in enhancing personal health and wellness.
- PHW7.12.2** Evaluate personal health and wellness-related practices and behaviors that reduce or prevent health risks.
- PHW7.12.3** Demonstrate healthy practices and behaviors to improve the health and wellness of oneself and others.
- PHW7.12.4** Commit to practicing positive personal health and wellness-related behaviors.

PHYSICAL ACTIVITY: Check the box next to each physical activity-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- PA7.12.1** Analyze the role of individual responsibility for being physically active.
- PA7.12.2** Evaluate personal practices and behaviors that reduce or prevent sedentary behavior.
- PA7.12.3** Demonstrate healthy practices and behaviors to improve the physical activity of oneself and others.
- PA7.12.4** Commit to being physically active.

SAFETY: Check the box next to each safety-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- S7.12.1** Analyze the role of individual responsibility in promoting safety and avoiding or reducing injury.
- S7.12.2** Evaluate personal practices and behaviors that promote safety and reduce or prevent injuries.
- S7.12.3** Demonstrate safety and injury prevention practices and behaviors to improve the health of oneself and others.
- S7.12.4** Commit to practicing safety and injury prevention.

SEXUAL HEALTH: Check the box next to each sexual health-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- SH7.12.1** Analyze the role of individual responsibility for sexual and reproductive health.
- SH7.12.2** Evaluate personal practices and behaviors that reduce or prevent sexual risk behaviors.
- SH7.12.3** Demonstrate practices and behaviors to improve the sexual and reproductive health of oneself and others.
- SH7.12.4** Commit to practicing healthy sexual behaviors.

Standard 7, Grades 9–12 Skill Expectations continued on next page.

Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Grades 9–12 Student Skill Expectations

TOBACCO: Check the box next to each tobacco-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- T7.12.1** Analyze the role of individual responsibility for being tobacco-free.
- T7.12.2** Evaluate personal practices and behaviors that prevent tobacco use.
- T7.12.3** Demonstrate tobacco prevention practices and behaviors to improve the health of oneself and others.
- T7.12.4** Commit to being tobacco-free.

VIOLENCE PREVENTION: Check the box next to each violence prevention-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- V7.12.1** Analyze the role of individual responsibility for practicing violence prevention behaviors.
- V7.12.2** Evaluate personal practices and behaviors that reduce or prevent violence.
- V7.12.3** Demonstrate violence prevention practices and behaviors to improve the health of oneself and others.
- V7.12.4** Commit to practicing violence prevention behaviors.

Standard 7, Grades 9–12 Skill Expectations continued on next page.

Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

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 **at least three** opportunities for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 2. The curriculum provides **three opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **four to five opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides **six or more opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*

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:

Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

Grades 9–12 Skill Expectations Coverage Score

The Standard 8 skill expectations for grades 9–12, across nine topic areas, are provided on pages CHE-225–CHE-228. Below are the scoring directions and forms for scoring the skill expectations for Standard 8. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-229.

- Step 1:** Review the Standard 8 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.
- On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)
- Step 2:** After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K–2; 3–5; 6–8; and 9–12).

Summary Coverage Chart

Grades: Check the grade span being assessed.

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

Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-225–CHE-228, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

all = 100%
most = 67–99%
some = 34–66%
few = 1–33%
none = 0%

Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

Proceed to Step 3 on next page.

Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

Grades 9–12 Skill Expectations Coverage Score (continued)

The Standard 8 skill expectations for grades 9–12, across nine topic areas, are provided on pages CHE-225–CHE-228. Below are the scoring directions and forms for scoring the skill expectations for Standard 8. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-229.

Step 3: Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of "all" or "most"?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = 81–100%
- 3 = 61–80%
- 2 = 41–60%
- 1 = 1–40%
- 0 = 0

SKILL EXPECTATIONS COVERAGE SCORE

→

TRANSFER THIS SCORE TO STANDARD 8:
ADVOCACY (SKILL EXPECTATIONS COVERAGE)
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades 9–12 Student Skill Expectations

Standard 8 skill expectations for grades 9–12 are listed below through page CHE-228. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of grade 12, students will be able to meet the following skill expectations:

- Use peer and societal norms, based on accurate health information, to formulate health-enhancing messages.
- Persuade and support others to make positive health choices.
- Collaborate with others to advocate for improving personal, family and community health.
- Encourage school and community environments to promote the health of others.
- Adapt health messages and communication techniques for a specific target audience.
- Persuade school and community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable opportunities, products, and services to improve the health of oneself and others.

ALCOHOL AND OTHER DRUGS: Check the box next to each alcohol- and other drug-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- AOD8.12.1** Use peer and societal norms, based on accurate health information, to formulate a message that promotes being alcohol- and other drug-free.
- AOD8.12.2** Persuade and support others to be alcohol- and other drug-free.
- AOD8.12.3** Persuade and support others to avoid driving while under the influence of alcohol or other drugs.
- AOD8.12.4** Persuade and support 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 personal, family, and community alcohol- and other drug-use prevention.
- AOD8.12.6** Encourage school and community environments to promote being alcohol- and other drug-free.
- AOD8.12.7** Adapt alcohol- or other drug-free health messages and communication techniques for a specific target audience.
- AOD8.12.8** Persuade school and community leaders about the importance of ensuring safe, accessible, equitable, and affordable alcohol and other drug-use prevention and treatment services.

FOOD AND NUTRITION: Check the box next to each food and nutrition-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- FN8.12.1** Use peer and societal norms, based on accurate health information, to formulate a message that promotes healthy eating patterns and behaviors.
- FN8.12.2** Use knowledge of available, valid services and health risks of disordered eating to seek professional support for oneself or help peers.
- FN8.12.3** Persuade and support others to make positive choices related to food and nutrition.
- FN8.12.4** Collaborate with others to advocate for improving personal, family, and community food and nutrition.
- FN8.12.5** Encourage school and community environments to promote healthy eating patterns and behaviors.
- FN8.12.6** Adapt food and nutrition messages and communication techniques to reach a specific target audience.
- FN8.12.7** Persuade school and community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable nutrition opportunities, products, and services to improve the health of oneself and others.

Standard 8, Grades 9–12 Skill Expectations continued on next page.

Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

Grades 9–12 Student Skill Expectations (continued)

MENTAL AND EMOTIONAL HEALTH: Check the box next to each mental and emotional health-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- MEH8.12.1** Use positive peer and societal norms, based on accurate health information, to formulate mental and emotional health-enhancing messages.
- MEH8.12.2** Persuade and support others to make positive mental and emotional health choices.
- MEH8.12.3** Collaborate with others to advocate for improving personal, family and community mental and emotional health.
- MEH8.12.4** Encourage school and community environments to promote the mental and emotional health of others.
- MEH8.12.5** Adapt mental and emotional health messages and communication techniques for a specific target audience.
- MEH8.12.6** Persuade school and community leaders about the importance of ensuring there are safe, accessible, equitable and affordable opportunities, products and mental health services to improve the health of oneself and others.

PERSONAL HEALTH AND WELLNESS: Check the box next to each personal health and wellness-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- PHW8.12.1** Use peer and societal norms, based on accurate health information, to formulate positive personal health and wellness-related messages.
- PHW8.12.2** Persuade and support others to make positive choices related to personal health and wellness.
- PHW8.12.3** Collaborate with others to advocate for improving personal, family and community health and wellness.
- PHW8.12.4** Encourage school and community environments to promote the health and wellness of others.
- PHW8.12.5** Adapt personal health and wellness messages and communication techniques for a specific target audience.
- PHW8.12.6** Persuade school and community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable personal health and wellness opportunities, products, and services to improve the health of oneself and others.

PHYSICAL ACTIVITY: Check the box next to each physical activity-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- PA8.12.1** Use peer and societal norms, based on accurate health information, to formulate a message that promotes physical activity.
- PA8.12.2** Persuade and support others to make healthy and safe physical activity choices.
- PA8.12.3** Collaborate with others to advocate for improving personal, family, and community physical activity.
- PA8.12.4** Encourage school and community environments to promote the physical activity of others.
- PA8.12.5** Adapt physical activity health messages and communication techniques for a specific target audience.
- PA8.12.6** Persuade school and community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable physical activity opportunities, products, and services to improve the health of oneself and others.

Standard 8, Grades 9–12 Skill Expectations continued on next page.

Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

Grades 9–12 Student Skill Expectations (continued)

SAFETY: Check the box next to each safety-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- S8.12.1** Use peer and societal norms, based on accurate health information, to formulate messages about safety and injury prevention.
- S8.12.2** Persuade and support others to prevent injuries.
- S8.12.3** Collaborate with others to advocate for improving personal, family and community safety and injury prevention.
- S8.12.4** Encourage school and community environments to promote safety and injury prevention.
- S8.12.5** Adapt safety and injury prevention messages and communication techniques for a specific target audience.
- S8.12.6** Persuade school and community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable safety and injury prevention opportunities, products, and services to improve the health of oneself and others.

SEXUAL HEALTH: Check the box next to each sexual health-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- SH8.12.1** Use peer and societal norms, based on accurate health information, to formulate a health-enhancing message about promoting healthy sexuality and avoiding or reducing risky sexual behaviors.
- SH8.12.2** Persuade and support others to avoid or reduce risky sexual behaviors.
- SH8.12.3** Persuade and support others to make positive and healthy choices about sexual relationships, practices, and behaviors.
- SH8.12.4** Collaborate with others to advocate for improving personal, family, and community sexual and reproductive health.
- SH8.12.5** Encourage school and community environments and policies to protect and affirm promote the sexual health of others with regard to aspects of their sexuality and gender (such as sexual activity, sexual abstinence, sexual orientation, and gender expression or identity).
- SH8.12.6** Adapt sexual health messages and communication techniques for reach a specific target audience.
- SH8.12.7** Persuade school and community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable sexual and reproductive health opportunities, products, and services to improve the health of oneself and others.

Standard 8, Grades 9–12 Skill Expectations continued on next page.

Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

Grades 9–12 Student Skill Expectations (continued)

TOBACCO: Check the box next to each tobacco-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- T8.12.1** Use peer and societal norms, based on accurate health information, to formulate a message that promotes being tobacco-free.
- T8.12.2** Persuade and support others to be tobacco-free and avoid exposure to secondhand smoke.
- T8.12.3** Collaborate with others to advocate for personal, family, and community to be tobacco-free.
- T8.12.4** Encourage school and community environments to promote tobacco prevention.
- T8.12.5** Adapt tobacco-free health messages and communication techniques to reach a specific audience.
- T8.12.6** Persuade school and community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable tobacco cessation opportunities, products, and services to improve the health of oneself and others.

VIOLENCE PREVENTION: Check the box next to each violence prevention-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- V8.12.1** Use peer and societal norms, based on accurate health information, to formulate messages to avoid or reduce violence.
- V8.12.2** Persuade and support others to prevent violence.
- V8.12.3** Collaborate with others to advocate for preventing personal, family and community violence.
- V8.12.4** Encourage school and community environments to prevent violence.
- V8.12.5** Adapt violence prevention messages and communication techniques for a specific target audience.
- V8.12.6** Persuade school and community leaders about the importance of ensuring safe, accessible, equitable, and affordable violence prevention opportunities, products and services to improve the health of oneself and others.

Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

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 **at least three** opportunities for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
2. The curriculum provides **three opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
3. The curriculum provides **four to five opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
4. The curriculum provides **six or more opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*

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:

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

Additional Notes: