



# HECAT: Module V

## VIOLENCE PREVENTION CURRICULUM

**Description:** This module contains the tools to analyze and score curricula that are intended to prevent violence. Violence is defined as any threat or actual use of force or power against oneself (self-inflicted injury or suicide), against another person, or against a group that results in or has a high likelihood of resulting in injury, psychological harm, abnormal growth or development, deprivation, or death. An accessible version of this module is included in CDC's HECAT Online. <https://wwwn.cdc.gov/hecatonline/#/login>

### Healthy Behavior Outcomes (HBO)

A pre-K-12 violence prevention curriculum should enable students to...

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

This module uses the *National Health Education Standards (NHES)* as the framework for determining the extent to which the curriculum is likely to enable students to master the essential knowledge and skills to prevent or reduce violence.

The specific knowledge and skill expectations included in this module were developed through a rigorous process guided by research evidence and expert opinion on the types of knowledge, skills, and learning experiences that help students in grades pre-K-12 adopt and maintain behaviors that prevent or reduce violence. Appendix 6 also includes suggested knowledge and skill expectations for children ages 3-5, who might be enrolled in a school-based early childhood program.

Because school curricula must meet local community needs and conform to the curriculum requirements of the state or school district, users are encouraged to review the analysis items before analyzing curricula and add, delete, or revise them to meet local needs and requirements. Some knowledge and skill expectations are relevant to more than one health topic. Look in other health topic modules to see if there are any related knowledge or skill expectations that might be added for the review of violence prevention curricula. If a curriculum focuses on additional topics, such as sexual health or mental and emotional health, use the chapters that address these topics as well.

### Overall Instructions

1. Determine the desired HBO(s) (box on left) you expect a curriculum to address.
2. Review the HECAT items in this module. Add, delete, or revise items to meet the selected HBO(s), the curriculum requirements of the state or school district, and community needs.
3. Review the completed *General Curriculum Information* (Chapter 2) for the curriculum 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 standard in this module.
6. Score the curriculum based on the analysis: There will be **one** rating score for coverage of essential knowledge expectations (Standard 1) and **two** rating scores for each of the essential skill expectations (Standards 2-8).

7. Transfer scores from the analysis of each standard to the *Overall Summary Form* (Chapter 3).
8. Complete a separate analysis for each curriculum being reviewed. Make additional copies of analysis pages as needed.
9. Keep all written notes and comments to justify scores and to inform group discussions and curriculum decisions.

## Standard 1

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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 related to violence prevention (HBO, page V-1). The HECAT lists the essential knowledge expectations to be completed by grades 2, 5, 8, and 12. These are listed by grade span: pre-K–2; 3–5; 6–8; and 9–12, starting on page V-3. The relationship of each knowledge expectation to a HBO is identified following each expectation in parentheses.

The knowledge expectations are numbered sequentially for the ease of identification and discussion. Before each knowledge expectation, the number represents topic abbreviation, *NHES* standard number, grade span (last grade in that span), and knowledge expectation item number. For example, V1.5.1 would represent Violence, standard 1, grade span 3–5, knowledge expectation item 1.

### Directions for Standard 1

1. Review the knowledge expectations (pages V-3 through V-9).
2. Decide if any of the knowledge expectations need to be deleted or modified or if any additional expectations should be added to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Review 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. Place a check in the box next to each knowledge expectation that is addressed by the curriculum and determine the *Knowledge Expectations Coverage Score*. **Important**—a knowledge expectation is “addressed” if there is sufficient information provided in the curriculum for students to be able to demonstrate understanding of this concept. Some knowledge expectations might require more evidence than others.
5. Transfer the *Knowledge Expectations Coverage Score* to the appropriate line on the *Overall Summary Form* (Chapter 3).
6. Record notes to justify scores and to inform group discussions and curriculum decisions.
7. Analyze Standard 1 for each curriculum being reviewed. If the curriculum addresses more than one grade span, complete a separate analysis of Standard 1 for each span.
8. Complete a separate *Overall Summary Form* for each curriculum and grade span. Instructions for Standards 2–8 are provided on page V-11.

**Instructions for Standards 2–8 are provided on page V-11.**

# Standard 1

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

**After implementing this curriculum, students will comprehend concepts important to avoid or reduce violence.**

**Grades Pre-K-2 Knowledge Expectations:** Check the box next to each violence prevention-related knowledge expectation addressed in the curriculum.

**By 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)

### Additional Knowledge Expectations

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

**The curriculum addresses:**

- 4 = all of the knowledge expectations. (100%)
- 3 = most of the knowledge expectations. (67-99%)
- 2 = some of the knowledge expectations. (34-66%)
- 1 = a few of the knowledge expectations. (1-33%)
- 0 = none of the knowledge expectations. (0)

**KNOWLEDGE EXPECTATIONS COVERAGE SCORE**



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

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 1

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

**After implementing this curriculum, students will comprehend concepts important to avoid or reduce violence.**

**Grades 3–5 Knowledge Expectations:** Check the box next to each violence prevention-related knowledge expectation addressed in the curriculum.

**By 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)
- 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)

**Preventing Violence, Grades 3–5 continued on next page.**

# Standard 1

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

After implementing this curriculum, students will comprehend concepts important to avoid or reduce violence.

**Grades 3–5 Knowledge Expectations:** Check the box next to each violence prevention-related knowledge expectation addressed in the curriculum.

By grade 5, students will be able to:

- 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)

**Additional Knowledge Expectations**

<input type="checkbox"/>	
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**KNOWLEDGE EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the knowledge expectations. (100%)
- 3 = most of the knowledge expectations. (67–99%)
- 2 = some of the knowledge expectations. (34–66%)
- 1 = a few of the knowledge expectations. (1–33%)
- 0 = none of the knowledge expectations. (0)

**KNOWLEDGE EXPECTATIONS COVERAGE SCORE**



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

Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 1

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

**After implementing this curriculum, students will comprehend concepts important to avoid or reduce violence.**

**Grades 6–8 Knowledge Expectations:** Check the box next to each violence prevention-related knowledge expectation addressed in the curriculum.

**By 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)
- 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)

**Preventing Violence, Grades 6–8 continued on next page.**

# Standard 1

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

**After implementing this curriculum, students will comprehend concepts important to avoid or reduce violence.**

**Grades 6–8 Knowledge Expectations:** Check the box next to each violence prevention-related knowledge expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- 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)

### Additional Knowledge Expectations

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

**The curriculum addresses:**

- 4 = all of the knowledge expectations. (100%)**
- 3 = most of the knowledge expectations. (67–99%)**
- 2 = some of the knowledge expectations. (34–66%)**
- 1 = a few of the knowledge expectations. (1–33%)**
- 0 = none of the knowledge expectations. (0)**

**KNOWLEDGE EXPECTATIONS COVERAGE SCORE**



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

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 1

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

**After implementing this curriculum, students will comprehend concepts important to avoid or reduce violence.**

**Grades 9–12 Knowledge Expectations:** Check the box next to each violence prevention-related knowledge expectation addressed in the curriculum.

**By 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)
- 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)
- 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)

**Preventing Violence, Grades 9–12 continued on next page.**

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

**After implementing this curriculum, students will comprehend concepts important to avoid or reduce violence.**

**Grades 9–12 Knowledge Expectations:** Check the box next to each violence prevention-related knowledge expectation addressed in the curriculum.

**By grade 12 students will be able to:**

- 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)

## Additional Knowledge Expectations

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

**The curriculum addresses:**

- 4 = all of the knowledge expectations. (100%)**
- 3 = most of the knowledge expectations. (67–99%)**
- 2 = some of the knowledge expectations. (34–66%)**
- 1 = a few of the knowledge expectations. (1–33%)**
- 0 = none of the knowledge expectations. (0)**

**KNOWLEDGE EXPECTATIONS COVERAGE SCORE**



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

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

**This is the end of Standard 1**

**Notes::**

## Standards 2–8

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The Standards 2–8 analysis will result in two ratings for each standard. One rating reflects the extent to which the curriculum addresses the skill expectations important to achieve selected Healthy Behavior Outcomes related to violence prevention (HBO, page V-1). The second reflects the extent to which the curriculum provides opportunities for students to understand and practice the skills necessary to meet these skill expectations.

The *National Health Education Standards (NHES)* 2–8 describe the key processes and performance indicators that help students promote personal, family, and community health. CDC reviewed these and other state-level indicators, analyzed the research on effective programs, and used input from experts in health education to develop a list of relevant general skill expectations for each standard.

Each Standard 2–8 lists the violence prevention-specific skill expectations for each grade span. The violence-specific skill expectations are based on the general skill expectations listed in Appendix 4: HECAT Skill Expectations for Skill Standards 2–8.

Very few topic-specific curricula address every skill expectation in every grade. Before analyzing the curriculum, determine the most appropriate skill expectations for the grade span(s) under consideration and ensure that the other skill expectations are addressed in other grades or other topics.

Add, delete, or revise skill expectations to reflect community needs and meet the curriculum requirements of the school district. Refer to the general skill expectations listed in Appendix 4 for guidance when considering additions, deletions or revisions. Also, review skill expectations in other health topic modules for those that could be edited and added to the skill expectations for this topic.

The skill expectations are numbered sequentially for the ease of identification and discussion. Before each skill expectation, the number represents topic abbreviation, *NHES* standard number, grade span (last grade in that span), and skill expectation item number. For example, V3.5.1 would represent Violence, standard 3, grade span 3–5, skill expectation item 1.

### Directions for Standards 2–8

1. Review the topic-specific skill expectations for each standard.
2. Decide if any skill expectations need to be added or modified to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Look in other related topic modules for ones that might be edited and added to the list of skill expectations for this topic.
3. Read the curriculum to become familiar with the content, the focus on skill practice, and the methods used to convey skill practice.
4. Place a check in the box next to each skill expectation that is addressed by the curriculum and determine the *Skill Expectations Coverage Score*. **Important**—a skill expectation is “addressed” if there is sufficient information provided in the curriculum for students to be able to demonstrate competency in this skill expectation. Some skill expectations might require more evidence than others.
5. Complete the *Student Skill Practice Score* by checking the criteria box for each statement that applies to the curriculum. Add the total number of checks for an overall score.
6. Transfer the *Skill Expectations Coverage Score* and the Student Skill Practice Score to the appropriate lines on the *Overall Summary Form* (Chapter 3).
7. Record notes to justify scores and to inform group discussions and curriculum decisions.
8. Complete a separate *Overall Summary Form* for each curriculum and grade span.

# Standard 2

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

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on personal violence and non-violence behaviors.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By 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.

### Additional Skill Expectations

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

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



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

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 2

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

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on personal violence and non-violence behaviors.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



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

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 2

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

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on personal violence and non-violence behaviors.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By 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.

### Additional Skill Expectations

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

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

### SKILL EXPECTATIONS COVERAGE SCORE

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

# Standard 2

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

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on personal violence and non-violence behaviors.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

### Student Skill Practice Score

(Total number of checks)



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

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 2

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

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on personal violence and non-violence behaviors.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By 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.

### Additional Skill Expectations

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

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67-99%)**
- 2 = some of the skill expectations. (34-66%)**
- 1 = a few of the skill expectations. (1-33%)**
- 0 = none of the skill expectations. (0)**

**SKILL EXPECTATIONS COVERAGE SCORE**



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

# Standard 2

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

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on personal violence and non-violence behaviors.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

### Student Skill Practice Score

(Total number of checks)



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

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 2

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

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on personal violence and non-violence behaviors.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- V2.12.1** Explain how public health policies influence violence prevention 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 prevention practices and behaviors.
- V2.12.7** Analyze how school and community settings influence violence prevention 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.

## Additional Skill Expectations

  

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

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

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

# Standard 2

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

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on personal violence and non-violence behaviors.**

**Grades 9-12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)

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

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 3

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

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to reduce or avoid violence.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By 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).

### Additional Skill Expectations

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

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



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

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

# Standard 3

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

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to reduce or avoid violence.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

## Student Skill Practice Score

(Total number of checks)



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

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 3

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

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to reduce or avoid violence.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- V3.5.1** Describe characteristics of valid violence prevention information.
- V2.5.2** Describe characteristics of valid health services that help reduce or avoid violence.
- V2.5.3** Demonstrate how to locate sources of valid violence prevention information.

### Additional Skill Expectations

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

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



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

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

# Standard 3

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

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to reduce or avoid violence.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

## Student Skill Practice Score

(Total number of checks)



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

**Notes:**

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# Standard 3

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

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to reduce or avoid violence.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By 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.

### Additional Skill Expectations

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

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

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

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

# Standard 3

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

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to reduce or avoid violence.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

## Student Skill Practice Score

(Total number of checks)



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

**Notes:**

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# Standard 3

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

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to reduce or avoid violence.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By 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.

## Additional Skill Expectations

  

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

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



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

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

# Standard 3

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

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to reduce or avoid violence.**

**Grades 9-12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



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

**Notes:**

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# Standard 4

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

**After implementing this curriculum, students will be able to use interpersonal communication skills to reduce or avoid violence.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By 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.

### Additional Skill Expectations

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

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

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

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

# Standard 4

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

**After implementing this curriculum, students will be able to use interpersonal communication skills to reduce or avoid violence.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score** →

(Total number of checks)

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

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 4

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

**After implementing this curriculum, students will be able to use interpersonal communication skills to reduce or avoid violence.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By 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.

### Additional Skill Expectations

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

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
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- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

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

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

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

**After implementing this curriculum, students will be able to use interpersonal communication skills to reduce or avoid violence.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

## Student Skill Practice Score

(Total number of checks)



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

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 4

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

**After implementing this curriculum, students will be able to use interpersonal communication skills to reduce or avoid violence.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By 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.

### Additional Skill Expectations

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

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

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

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

# Standard 4

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

**After implementing this curriculum, students will be able to use interpersonal communication skills to reduce or avoid violence.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

### Student Skill Practice Score

(Total number of checks)

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

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 4

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

**After implementing this curriculum, students will be able to use interpersonal communication skills to reduce or avoid violence.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By 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.

## Additional Skill Expectations

  

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

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

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

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

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

**After implementing this curriculum, students will be able to use interpersonal communication skills to reduce or avoid violence.**

**Grades 9–12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

## Student Skill Practice Score

(Total number of checks)



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

### Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 5

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

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to reduce or avoid violence.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By 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.

### Additional Skill Expectations

  

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

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

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

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

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

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to reduce or avoid violence.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



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

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 5

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

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to reduce or avoid violence.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By 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.

## Additional Skill Expectations

  

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

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

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

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

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

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to reduce or avoid violence.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



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

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 5

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

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to reduce or avoid violence.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By 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.

## Additional Skill Expectations

<input type="checkbox"/>	
<input type="checkbox"/>	

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

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



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

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

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

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to reduce or avoid violence.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



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

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 5

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

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to reduce or avoid violence.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By 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.

## Additional Skill Expectations

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

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



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

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

# Standard 5

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

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to reduce or avoid violence.**

**Grades 9-12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,

Criteria met

- 1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.
- 2. The curriculum provides **at least one** opportunity or activity for students to practice the skills needed to meet this standard. *(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **two or more** opportunities or activities for students to practice the skills needed to meet this standard. *(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.

**Student Skill Practice Score**  
(Total number of checks)



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

Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 6

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

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to reduce or avoid violence, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By 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.

### Additional Skill Expectations

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

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



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

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

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

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to reduce or avoid violence, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)

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

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 6

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

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to reduce or avoid violence, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By 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.

### Additional Skill Expectations

  

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

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



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

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

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

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to reduce or avoid violence, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)

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

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 6

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

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to reduce or avoid violence, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- V6.8.1** Assess personal violent and nonviolent 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.

## Additional Skill Expectations

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

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67–99%)**
- 2 = some of the skill expectations. (34–66%)**
- 1 = a few of the skill expectations. (1–33%)**
- 0 = none of the skill expectations. (0)**

**SKILL EXPECTATIONS COVERAGE SCORE**



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

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

# Standard 6

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

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to reduce or avoid violence, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



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

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 6

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

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to reduce or avoid violence, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- V6.12.1** Assess personal violent and nonviolent health practices and behaviors.
- 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** Develop a plan to attain a personal goal to prevent violence.
- V6.12.5** Implement strategies, including self-monitoring, to achieve a personal goal to prevent violence.
- V6.12.6** Use strategies to overcome barriers to achieving a personal goal to prevent violence.
- V6.12.7** Formulate an effective long-term personal health plan to achieve a goal to prevent violence.

## Additional Skill Expectations

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

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



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

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

# Standard 6

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

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to reduce or avoid violence, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 9-12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,

Criteria met

- 1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.
- 2. The curriculum provides **at least one** opportunity or activity for students to practice the skills needed to meet this standard. *(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **two or more** opportunities or activities for students to practice the skills needed to meet this standard. *(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.

**Student Skill Practice Score**

(Total number of checks)



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

Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 7

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

**After implementing this curriculum, students will be able to demonstrate behaviors that reduce or avoid violence.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By 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.

### Additional Skill Expectations

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

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 7: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*

# Standard 7

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

**After implementing this curriculum, students will be able to demonstrate behaviors that reduce or avoid violence.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 7

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

**After implementing this curriculum, students will be able to demonstrate behaviors that reduce or avoid violence.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By 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.

### Additional Skill Expectations

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

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3)

# Standard 7

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

**After implementing this curriculum, students will be able to demonstrate behaviors that reduce or avoid violence.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)

TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 7

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

**After implementing this curriculum, students will be able to demonstrate behaviors that reduce or avoid violence.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By 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.

### Additional Skill Expectations

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

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

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TRANSFER THIS SCORE TO *STANDARD 7: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*

# Standard 7

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

**After implementing this curriculum, students will be able to demonstrate behaviors that reduce or avoid violence.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

## Student Skill Practice Score

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 7

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

**After implementing this curriculum, students will be able to demonstrate behaviors that reduce or avoid violence.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By 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.

## Additional Skill Expectations

  

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

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

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TRANSFER THIS SCORE TO *STANDARD 7: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*

# Standard 7

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

**After implementing this curriculum, students will be able to demonstrate behaviors that reduce or avoid violence.**

**Grades 9-12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 8

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

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to avoid or reduce violence.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By grade 2, students will be able to:**

- V8.2.1** Make requests to others to prevent violence.
- V8.2.2** Demonstrate how to encourage peers to prevent violence.

### Additional Skill Expectations

  

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

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

### SKILL EXPECTATIONS COVERAGE SCORE

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

# Standard 8

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

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to avoid or reduce violence.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)



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

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 8

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

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to avoid or reduce violence.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By 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.

### Additional Skill Expectations

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

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

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

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

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to avoid or reduce violence.**

**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.

<b>Check the box if,</b>	<b>Criteria met</b>
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



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

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 8

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

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to avoid or reduce violence.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By 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.

### Additional Skill Expectations

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

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



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

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

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to avoid or reduce violence.**

**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.

<b>Check the box if,</b>	<b>Criteria met</b>
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



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

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 8

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

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to avoid or reduce violence.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By 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 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.

## Additional Skill Expectations

  

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

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

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

# Standard 8

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

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to avoid or reduce violence.**

**Grades 9-12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,

Criteria met

- 1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.
- 2. The curriculum provides **at least one** opportunity or activity for students to practice the skills needed to meet this standard. *(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **two or more** opportunities or activities for students to practice the skills needed to meet this standard. *(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.

### Student Skill Practice Score

(Total number of checks)



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

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

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

**Additional Notes:**