

HECAT: Chapter 3

OVERALL SUMMARY FORMS

Chapter 3 includes three forms. The *Individual Curriculum Summary Scores* form allows you to consolidate scores across Chapters and modules for a single curriculum. The *Multiple Curriculum Comparison Scores* form allows you to compare HECAT scores across multiple curriculum or grade groups by consolidating *Individual Curriculum Summary Scores*.

The third *Notes* form provides space to capture critical comments from throughout the HECAT.

You can use these forms for two purposes: To keep track of progress in completing the HECAT analysis; and as the basis of discussion and decisions with the curriculum review team.

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OVERALL SUMMARY FORM

Individual Curriculum Summary Scores

Reviewer's Name _____

Date: _____

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

Grade groups <input type="checkbox"/> pre-K–2 <input type="checkbox"/> 3–5 <input type="checkbox"/> 6–8 <input type="checkbox"/> 9–12	CURRICULUM TITLE:	Score
Chapter 4 Preliminary Curriculum Considerations	Accuracy Analysis (pg. 4-4)	
	Acceptability Analysis (pg. 4-8)	
	Feasibility Analysis (pg. 4-9)	
	Affordability Analysis (pg. 4-14)	
Chapter 5 Health Education Curriculum Fundamentals	Learning Objectives (pg. 5-2)	
	Teacher Materials (pg. 5-3)	
	Curriculum Design (pg. 5-4)	
	Instructional Strategies and Materials (pg. 5-5)	
	Promotion of Norms that Value Positive Health Behaviors (pg. 5-6)	
Chapter 6, Specific Health Topic Modules Check Relevant Module <input type="checkbox"/> AOD <input type="checkbox"/> HE <input type="checkbox"/> MEH <input type="checkbox"/> PA <input type="checkbox"/> SAFETY <input type="checkbox"/> T <input type="checkbox"/> V	Standard 1: Health Information/Concepts (Concept Coverage)	
	Standard 2: Analyzing Influences (Student Learning/Application)	
	Standard 2: Analyzing Influences (Teacher Instruction/Assessment)	
	Standard 3: Accessing Valid Information (Student Learning/Application)	
	Standard 3: Accessing Valid Information (Teacher Instruction/Assessment)	
	Standard 4: Communication Skills (Student Learning/Application)	
	Standard 4: Communication Skills (Teacher Instruction/Assessment)	
	Standard 5: Decision Making (Student Learning/Application)	
	Standard 5: Decision Making (Teacher Instruction/Assessment)	
	Standard 6: Goal Setting (Student Learning/Application)	
	Standard 6: Goal Setting (Teacher Instruction/Assessment)	
	Standard 7: Practicing Healthy Behaviors (Student Learning/Application)	
	Standard 7: Practicing Healthy Behaviors (Teacher Instruction/Assessment)	
	Standard 8: Advocating for Health (Student Learning/Application)	
Standard 8: Advocating for Health (Teacher Instruction/Assessment)		

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

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OVERALL SUMMARY FORM

Multiple Curriculum Comparison Scores

Reviewer's Name: _____

Date: _____

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

Part	Write in the titles of curricula and/or grade groups in each column. →	1	2	3
		Score	Score	Score
Chapter 4 Preliminary Curriculum Considerations	Accuracy Analysis			
	Acceptability Analysis			
	Feasibility Analysis			
	Affordability Analysis			
Chapter 5 Health Education Curriculum Fundamentals	Learning Objectives			
	Teacher Materials			
	Curriculum Design			
	Instructional Strategies and Materials			
	Promotion of Norms that Value Positive Health Behaviors			
Chapter 6, Specific Health Topic Modules Check Relevant Module <input type="checkbox"/> AOD <input type="checkbox"/> HE <input type="checkbox"/> MEH <input type="checkbox"/> PA <input type="checkbox"/> SAFETY <input type="checkbox"/> TOB <input type="checkbox"/> V	Standard 1: Health Information/Concepts (Concept Coverage)			
	Standard 2: Analyzing Influences (Learning/Application)			
	Standard 2: Analyzing Influences (Instruction/Assessment)			
	Standard 3: Accessing Valid Information (Skill Application)			
	Standard 3: Accessing Valid Information (Instruction/Assessment)			
	Standard 4: Communication Skills (Skill Application)			
	Standard 4: Communication Skills (Instruction/Assessment)			
	Standard 5: Decision Making (Skill Application)			
	Standard 5: Decision Making (Instruction/Assessment)			
	Standard 6: Goal Setting (Skill Application)			
	Standard 6: Goal Setting (Instruction/Assessment)			
	Standard 7: Practicing Healthy Behaviors (Skill Application)			
	Standard 7: Practicing Healthy Behaviors (Instruction/Assessment)			
	Standard 8: Advocating for Health (Skill Application)			
Standard 8: Advocating for Health (Instruction/Assessment)				

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OVERALL SUMMARY FORMS
Curriculum Summary Score Notes

NOTES:

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