

HECAT: Module AOD

ALCOHOL AND OTHER DRUG-FREE CURRICULUM

Description: This module contains the tools to analyze and score curricula that are intended to promote an alcohol and other drug-free lifestyle.

Healthy Behavior Outcomes

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

- Use over-the-counter and prescription drugs properly and safely.
- Avoid experimentation with alcohol and other drugs.
- Avoid the use of alcohol.
- Avoid the use of illegal drugs.
- Avoid driving while under the influence of alcohol and other drugs.
- Avoid riding in a car with a driver who is under the influence of alcohol or other drugs.
- Quit using alcohol and other drugs if already using.
- Seek help for stopping the use of alcohol and other drugs (for self and others).

This module uses the *National Health Education Standards* as the framework for determining the extent to which the curriculum is likely to enable students to master the essential concepts (Standard 1) and skills (Standards 2–8) that promote an alcohol and other drug-free lifestyle.

The concepts and skill examples included in this module were developed through a rigorous process guided by research evidence and expert opinion on the types of knowledge, skills, and learning experiences that help students in grades pre-K–12 adopt and maintain an alcohol and other drug-free lifestyle. Appendix 4 also includes suggested concepts and skills for children ages 3–4, who might be enrolled in a school-based early childhood program.

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

Some concepts and skill examples are relevant to more than one health topic. Examine or review other health topic modules to see if there are any related concepts or skill examples that might be added for the review of alcohol and other drug curricula.

If a curriculum focuses on additional topics, such as mental and emotional health or safety, use the chapters that address those topics as well.

Overall Instructions

- Determine the desired Healthy Behavior Outcomes (box on left) you expect a curriculum to address.
- Review the HECAT items in this module. Add, delete, or revise items to meet community needs or to conform to the curriculum requirements of the state or school district and meet the identified healthy behavior outcomes.
- Review the completed *General Curriculum Information* (Chapter 2) for the curriculum under consideration.
- Read the curriculum to become familiar with its content and how it is organized.
- Complete the analysis items for each standard in this module.
- Score the curriculum based on the analysis: There will be **one** rating score for functional knowledge or concepts (Standard 1) and **two** rating scores for each of the skills (Standards 2–8).
- Transfer scores from the analysis of each standard to the *Overall Summary Form* (Chapter 3).
- Complete a separate analysis for each curriculum being reviewed. Make additional copies of any analysis pages.
- Keep all written notes and comments to justify scores and to inform group discussions and curriculum decisions.

Standard 1

The Standard 1 curriculum analysis will result in a single score that reflects the extent to which the curriculum addresses the knowledge required to achieve the selected alcohol and other drug-free healthy behavior outcomes (AOD-1). The HECAT lists the essential concepts to be completed by grades 2, 5, 8, and 12. These are listed by grade group: pre-K–2; 3–5; 6–8; and 9–12, starting on page AOD-3.

Directions for Standard 1

- Review the concepts (AOD-3 through AOD-7).
- Decide if any of the concepts need to be deleted or modified or if any additional concepts should be added to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Some concepts may be included in the skill examples in Standards 2–8. Review all other standards before making changes to the concepts in Standard 1. Some relevant concepts might be found in other health topic modules. Look in other related topic modules for concepts that might be added or edited to apply to the review of alcohol and other drug curricula.
- Read the curriculum to become familiar with its content, the information provided for students, and the methods used to convey information and knowledge content.
- Place a check in the box next to each concept that is addressed by the curriculum and determine the *Concept Coverage Score*. (A concept is “addressed” if there is sufficient information provided in the curriculum for students to be able to demonstrate competency in this concept. Some concepts might require more evidence than others.)
- Transfer the *Concept Coverage Score* to the appropriate line on the *Overall Summary Form* (Chapter 3).
- Record notes to justify scores and to inform group discussions and curriculum decisions.
- Analyze Standard 1 for each curriculum being reviewed. If the curriculum addresses more than one grade group, complete a separate analysis of Standard 1 for each group.
- Complete a separate *Overall Summary Form* for each curriculum and grade group.

Directions for Standards 2–8 are provided on page AOD–8.

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

After implementation of this curriculum, by grade 2, students will be able to:

ALCOHOL AND OTHER DRUGS (Check all that are given attention in the curriculum)

- Explain why household products are harmful if ingested or inhaled.
- Explain the harmful effects of medicines when used incorrectly.
- Describe the potential risks associated with over-the-counter medicines.
- Identify family rules about medicine use.

Additional Concepts

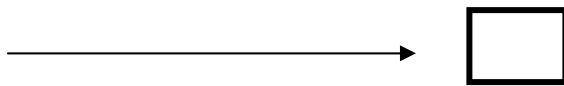
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CONCEPT COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

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

CONCEPT COVERAGE SCORE



TRANSFER THIS SCORE TO THE HEALTH INFORMATION/CONCEPTS LINE OF THE *OVERALL SUMMARY FORM* (CHAP. 3).

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

Notes:

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

After implementation of this curriculum, by grade 5, students will be able to:

ALCOHOL AND OTHER DRUGS (Check all that are given attention in the curriculum)

- Summarize why household products are harmful if ingested or inhaled.
- Explain the benefits of medicines when used correctly.
- Explain how to use medicines correctly.
- Summarize the potential risks associated with inappropriate use of over-the-counter medicines.
- Summarize the potential risks associated with inappropriate use and abuse of prescription medicines.
- Explain the difference between medicines and illicit drugs.
- Identify short- and long-term effects of alcohol use.
- Identify family and school rules about alcohol use.

Additional Concepts

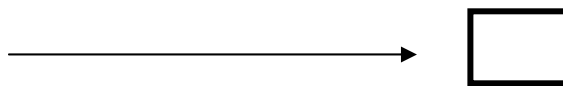
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CONCEPT COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

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

CONCEPT COVERAGE SCORE



TRANSFER THIS SCORE TO THE HEALTH INFORMATION/CONCEPTS LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

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

Notes:

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

After implementation of this curriculum, by grade 8, students will be able to:

ALCOHOL AND OTHER DRUGS (Check all that are given attention in the curriculum)

- Explain the dangers of alcohol and experimenting with other drugs, including inhalants.
- Differentiate between proper use and abuse of over-the-counter medicines.
- Differentiate between proper use and abuse of prescription medicines.
- Summarize the negative consequences of using alcohol and other drugs.
- Describe the relationship between using alcohol and other drugs and other health risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, and tobacco use.
- Determine reasons why people choose to use or not to use alcohol and other drugs.
- Describe situations that could lead to the use of alcohol and other drugs.
- Describe how mental and emotional health can affect alcohol or other drug-use behaviors.
- Explain why using alcohol or other substances is an unhealthy way to manage stress.
- Discuss the harmful effects of using weight loss pills.
- Describe the health risks of using performance-enhancing drugs.
- Explain the dangers of drug dependence and addiction.
- Explain the risks associated with using alcohol or other drugs and driving a motor vehicle.
- Explain school policies and community laws about alcohol and other drugs.
- Determine the benefits of being alcohol and drug free.
- Describe positive alternatives to using alcohol and other drugs.
- Describe the relationship of alcohol and other drug use to the major causes of death and disease in the United States.
- Explain the relationship between intravenous drug use and transmission of blood-borne diseases, such as HIV and hepatitis.

Additional Concepts

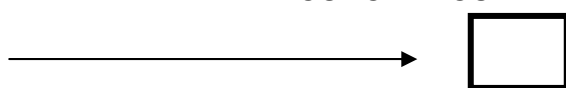
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CONCEPT COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

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

CONCEPT COVERAGE SCORE



TRANSFER THIS SCORE TO THE HEALTH INFORMATION/CONCEPTS LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise concepts 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 implementation of this curriculum, by grade 12, students will be able to:

ALCOHOL AND OTHER DRUGS (Check all that are given attention in the curriculum)

- Differentiate between proper use and abuse of over-the-counter medicines.
- Differentiate between proper use and abuse of prescription medicines.
- Summarize the harmful short- and long-term effects of alcohol and other drugs on the body.
- Summarize the harmful short- and long-term psychological and social effects of using alcohol and other drugs.
- Describe the harmful effects of binge drinking.
- Describe the effects of using alcohol and other drugs on job performance, job absenteeism, and job loss.
- Analyze the relationship between using alcohol and other drugs and other health risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, and tobacco use.
- Analyze the relationship of alcohol and other drug use to the major causes of death and disease in the United States.
- Analyze the harmful effects of using weight loss pills and anabolic steroids.
- Discuss the dangers and legal issues related to using performance-enhancing drugs.
- Explain the effects of alcohol and other drug use during pregnancy.
- Determine situations that could lead to the use of alcohol and other drug use.
- Summarize why alcohol or other substance use is an unhealthy way to manage weight or stress.
- Analyze why individuals choose to use or not to use alcohol and other drugs.
- Analyze short-term and long-term benefits of remaining alcohol and drug-free.

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

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise concepts 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 implementation of this curriculum, by grade 12, students will be able to:

ALCOHOL AND OTHER DRUGS (Check all that are given attention in the curriculum)

- Summarize family rules, school rules, and community laws about alcohol and other drug use.
- Summarize the relationship between intravenous drug use and transmission of blood-borne diseases, such as HIV and hepatitis.
- Evaluate the importance of not riding with a driver who has been using alcohol or other drugs.
- Analyze the dangers of driving while under the influence of alcohol and other drugs.

Additional Concepts

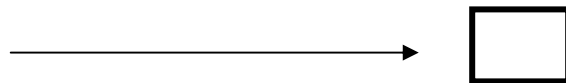
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CONCEPT COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

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

CONCEPT COVERAGE SCORE



TRANSFER THIS SCORE TO THE HEALTH INFORMATION/CONCEPTS LINE OF THE *OVERALL SUMMARY FORM* (CHAP. 3).

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

Notes:

Standards 2–8

The Standards 2–8 analysis will result in **two** ratings for each standard: one rating reflects the extent to which the curriculum provides the student with the ability to learn and apply the skill; the second reflects the extent to which the curriculum provides the teacher with guidance to instruct and assess the skill.

The *National Health Education Standards 2–8* describe the key processes and skills that students need to promote personal, family and community health. CDC reviewed these and other state-level standards, analyzed the research findings from effective programs, and used input from experts in health education to broaden the list of sub-skills that are important for each standard. A list of these sub-skills is provided on the next page (AOD-9).

Following each score page is a list of examples that explain how the skill and sub-skills may be accomplished by students by grades 2, 5, 8, and 12. These examples help identify skills that are relevant to alcohol and other drugs. They are not intended to be a comprehensive list of all the skills to be taught and should be reviewed carefully before the curriculum analysis and revised if necessary. Some skill examples in other health topic modules might be relevant, especially from Standard 2. Review other related health topic modules for skill examples that might be added or edited for the review of alcohol and other drug curricula.

Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise items to reflect community needs and meet the curriculum requirements of the school district.

Directions for Standards 2–8

- For each standard, review the list of skill examples for each grade group. Decide if any of the examples should be deleted or modified to meet the needs of the community or conform to the curriculum requirements of the state or school district. Additional skill examples could be included under other standards. Review all standards before making any changes.
- Read the curriculum to become familiar with the content, the focus on skill learning, and the methods used to convey skill learning.
- Complete the *Student Skill Learning and Application Score* and *Teacher Instruction and Assessment Score* by checking “yes” or “no” for each statement as it applies to the curriculum under review. Use the skill examples to help identify relevant skill outcomes.
- Add the total number of “yes” checks to arrive at an overall score for each scoring area. Transfer the two scores for each standard to the appropriate lines on the *Overall Summary Form* (Chapter 3).
- Record notes to justify scores and inform group discussions and decisions.
- Analyze Standards 2–8 for each curriculum being reviewed. If the curriculum addresses more than one grade group, complete a separate set of skill scores for each standard and each group.
- Complete a separate *Overall Summary Form* for each curriculum and grade group.

Sub-skills for Standards 2–8

St. 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Students will be able to

- Analyze the influence of the media on personal health practices.
- Analyze parent and family influence on personal health practices.
- Analyze peer influence on personal health practices.
- Analyze community influence on personal health practices.
- Analyze the influence of cultural and peer norms on personal health practices.
- Analyze the influence of personal values and beliefs on personal health practices.
- Analyze the influence of alcohol and other drug use on judgment, self-control, and behavior.

St. 3: Students will demonstrate the ability to access valid health information and products and services to enhance health.

Students will be able to

- Differentiate accurate from inaccurate health information.
- Select valid and reliable products and services.
- Access valid and reliable products and services that promote health.
- Access helpful people for accurate information.
- Identify trusted adults and professionals.
- Assess the accuracy and reliability of assistance for health-related problems.

St. 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health. Students will be able to

- Use effective interpersonal skills with family, friends, and others.
- Resist pressure from peers to engage in unhealthy behaviors.
- Communicate empathy and support for others.
- Effectively manage interpersonal conflicts.
- Ask for assistance to enhance personal health and health of others.

St. 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Students will be able to

- Determine when health-related situations require the application of a thoughtful decision-making process.
- Generate alternatives to health-related issues or problems.
- Determine barriers that can hinder healthy decision making.
- Predict the short and long-term consequences of each alternative on self and others.
- Choose healthy alternatives over unhealthy alternatives.
- Evaluate the outcomes of a health-related decision.

St. 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Students will be able to

- Assess personal health practices and status.
- Develop a goal to adopt, maintain, or improve a personal health practice.
- Plan strategies for practicing health-enhancing practices.
- Make a commitment to improve health.
- Overcome barriers to action.
- Monitor progress in achieving desired health practices and outcomes.
- Measure accomplishment in meeting health outcomes.

St. 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Students will be able to

- Express intentions to engage in health-enhancing behaviors.
- Perform healthy practices.
- Take responsibility for personal health.

St. 8: Students will demonstrate the ability to advocate for personal, family, and community health. Students will be able to

- Declare positive beliefs about health-enhancing practices.
- Educate others about health-enhancing practices.
- Influence positive health practices of others.
- Promote societal norms that are health-enhancing.
- Provide support for others.

Standard **2** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page AOD-11 for Standard 2 skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input type="checkbox"/>

Student Skill Learning and Application Score (total number of “yes” checks)

Transfer this score to Standard 2: Analyzing Influences (see Student Learning/Application line) on the *Overall Summary Form* –Chap. 3.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page AOD-11 for Standard 2 skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skill?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skill?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skill?	<input type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skill?	<input type="checkbox"/>	<input type="checkbox"/>

Teacher Instruction and Assessment Score (total number of “yes” checks)

Transfer this score to Standard 2: Analyzing Influences (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

Notes:

Standard **2** Skill Examples

After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on alcohol and other drug-related behaviors.

Skill Examples: Below are examples that illustrate how a curriculum might address this standard. These examples are not intended to be a comprehensive list of all the skills to be taught. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
	<ul style="list-style-type: none"> • Identify internal influences on alcohol and other drug use. • Identify external influences on alcohol and other drug use. • Identify various strategies used in the media that encourage and discourage the use of over-the-counter and prescription drugs. • Identify various strategies used in the media that encourage and discourage the use of alcohol. • Explain why friends ask friends to use alcohol. • Identify common mixed messages about alcohol in the media. • Explain that most elementary and middle school students do not use alcohol. 	<ul style="list-style-type: none"> • Analyze the factors that influence a person’s decision to use or not use alcohol and other drugs. • Describe how personal and family values influence decisions about using alcohol and other drugs. • Explain family and societal influences on alcohol and other drug-use. • Describe how peers can influence choices about using alcohol and other drugs. • Analyze positive and negative displays of alcohol and other drug use on television and in movies. • Analyze various strategies used in the media to encourage or discourage alcohol use. • Analyze strategies used by alcohol distributors to encourage alcohol use among youth. • Explain that most middle school students do not use alcohol. • Explain that most adolescents do not use illicit drugs. 	<ul style="list-style-type: none"> • Describe how personal and family values influence decisions about alcohol or other drug use. • Analyze internal influences on personal choices to use or not use alcohol and other drugs. • Analyze marketing techniques to influence use of over-the-counter drugs, prescription medications, herbal products, and alcohol. • Analyze the social norms conveyed in the media related to alcohol and other drugs. • Explain how peers can influence choices to use alcohol or other drugs. • Describe the influence of parents and trusted adults in making decisions to be drug free. • Identify individual, family, school, peer, and other protective factors that decrease the likelihood of using alcohol and other drugs. • Explain that most adolescents do not use illicit drugs. • Explain that most adults do not use illicit drugs.

Standard **3** Students will demonstrate the ability to access valid information and products and services to enhance health.

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page AOD-13 for Standard 3 skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input type="checkbox"/>

Student Skill Learning and Application Score (total number of “yes” checks)

Transfer this score to Standard 3: Accessing Valid Information (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page AOD-13 for Standard 3 skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skill?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skill?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skill?	<input type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skill?	<input type="checkbox"/>	<input type="checkbox"/>

Teacher Instruction and Assessment Score (total number of “yes” checks)

Transfer this score to Standard 3: Accessing Valid Information (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

Notes:

Standard **3** Skill Examples

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

Skill Examples: Below are examples that illustrate how a curriculum might address this standard. These examples are not intended to be a comprehensive list of all the skills to be taught. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
<ul style="list-style-type: none"> Identify trusted adults who can help read and follow directions on medicine labels. 	<ul style="list-style-type: none"> Identify sources of accurate information about medicines. Demonstrate the ability to read and follow labels of common household medicines. Identify sources of accurate information about alcohol. 	<ul style="list-style-type: none"> Evaluate a variety of sources of information about medicines. Demonstrate how to follow directions for correct use of over-the-counter and prescription medicines. Distinguish accurate information about alcohol from inaccurate information. Demonstrate the ability to access and evaluate sources of information about alcohol and other drug use. Demonstrate the ability to access school and community resources to help if someone is affected by the drug use of another person. Demonstrate the ability to locate school and community resources to assist with problems related to alcohol and other drug use. Analyze the information found on the warning labels of alcohol products. 	<ul style="list-style-type: none"> Evaluate the accuracy of a variety of sources of information about alcohol and other drugs. Analyze the accuracy of images conveyed in the media about alcohol and other drug use. Access reliable assistance in situations where there is a risk for using alcohol and other drugs. Demonstrate the ability to access school and community resources to help if someone is affected by the drug use of another person. Demonstrate the ability to access school and community resources for preventing and treating alcohol and other drug use.

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

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page AOD-15 for Standard 4 skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input type="checkbox"/>

Student Skill Learning and Application Score (total number of “yes” checks)

Transfer this score to Standard 4: Communication Skills (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page AOD-15 for Standard 4 skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skill?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skill?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skill?	<input type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skill?	<input type="checkbox"/>	<input type="checkbox"/>

Teacher Instruction and Assessment Score (total number of “yes” checks)

Transfer this score to Standard 4: Communication Skills (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

Notes:

Standard  Skill Examples

After implementing this curriculum, students will be able to use interpersonal communication skills to avoid or quit alcohol and other drug use.

Skill Examples: Below are examples that illustrate how a curriculum might address this standard. These examples are not intended to be a comprehensive list of all the skills to be taught. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
<ul style="list-style-type: none"> • Demonstrate what to say when calling 911 or other emergency numbers when someone has taken too much medicine. 	<ul style="list-style-type: none"> • Demonstrate what to say when calling 911 or other emergency numbers when someone has taken too much medicine. • Demonstrate effective verbal and nonverbal ways to refuse alcohol. • Explain personal reasons for choosing to be alcohol free. 	<ul style="list-style-type: none"> • Demonstrate effective refusal skills when pressured to use alcohol or other drugs. • Demonstrate how to ask for help from a trusted adult for someone with an alcohol or drug problem. • Demonstrate effective negotiating skills to avoid riding in a car with someone who has been using alcohol or other drugs. • Summarize personal reasons for choosing to remain alcohol and drug-free. • Demonstrate how to ask for help from a parent, other trusted adult, or friend when pressured to use alcohol or other drugs. 	<ul style="list-style-type: none"> • Demonstrate effective refusal skills when pressured to use alcohol or other drugs. • Demonstrate what to say when asking for assistance to help someone who needs help controlling alcohol or other drug use. • Demonstrate effective negotiating skills to avoid riding in a car with someone who has been using alcohol or other drugs. • Communicate personal responsibility for not riding with impaired drivers and not drinking and driving.

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

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page AOD-17 for Standard 5 skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input type="checkbox"/>

Student Skill Learning and Application Score (total number of “yes” checks)

Transfer this score to Standard 5: Decision Making (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page AOD-17 for Standard 5 skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skill?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skill?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skill?	<input type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skill?	<input type="checkbox"/>	<input type="checkbox"/>

Teacher Instruction and Assessment Score (total number of “yes” checks)

Transfer this score to Standard 5: Decision Making (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

Notes:

Standard **5** Skill Examples

After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to avoid or quit alcohol and other drug use.

Skill Examples: Below are examples that illustrate how a curriculum might address this standard. These examples are not intended to be a comprehensive list of all the skills to be taught. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
	<ul style="list-style-type: none"> • Explain positive outcomes of being alcohol free. • Identify positive alternatives to using alcohol. 	<ul style="list-style-type: none"> • Demonstrate decision-making skills to be alcohol and drug free. • Explain how decisions about alcohol and drug use will affect relationships with friends and family. • Predict how not using alcohol or other drugs contributes to positive health outcomes. • Summarize positive alternatives to using alcohol and other drugs. 	<ul style="list-style-type: none"> • Analyze how sexual decisions are affected by alcohol and other drug use. • Design a plan for choosing positive alternatives to using alcohol and other drugs. • Predict immediate and long-term consequences of using alcohol or other drugs for oneself, for one’s family, and for the community. • Explain when input from friends, family, and health professionals could be helpful in making healthy decisions related to alcohol or other drugs. • Evaluate positive alternatives to alcohol or drug use.

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

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page AOD-19 for Standard 6 skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input type="checkbox"/>

Student Skill Learning and Application Score (total number of “yes” checks)

Transfer this score to Standard 6: Goal Setting (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page AOD-19 for Standard 6 skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skill?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skill?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skill?	<input type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skill?	<input type="checkbox"/>	<input type="checkbox"/>

Teacher Instruction and Assessment Score (total number of “yes” checks)

Transfer this score to Standard 6: Goal Setting (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

Notes:

Standard **6** Skill Examples

After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to be alcohol and other drug-free, take steps to achieve these goals, and monitor their progress in achieving them.

Skill Examples: Below are examples that illustrate how a curriculum might address this standard. These examples are not intended to be a comprehensive list of all the skills to be taught. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
	<ul style="list-style-type: none"> • Set a goal to avoid using alcohol. • Develop a plan for avoiding offers to use alcohol. • Make a commitment to be alcohol and drug free. • Describe how personal goals can be affected by alcohol and other drug use. 	<ul style="list-style-type: none"> • Discuss how the use or non-use of alcohol or other drugs might affect plans for the future. • Make a commitment to be alcohol and drug free. • Make a commitment to avoid riding in a motor vehicle with a driver who has been drinking alcohol or using other drugs. • Develop a personal plan to improve health by staying alcohol and drug-free. 	<ul style="list-style-type: none"> • Develop an immediate and long-term plan to not use alcohol and other drugs. • Discuss how personal goals can be affected by alcohol and other drug use. • Demonstrate the ability to monitor personal behavior related to alcohol or other drug use. • Make a personal commitment to avoid situations that put a person at risk due to the presence of alcohol and other drugs. • Make a personal commitment to not ride in a motor vehicle with a driver who has been drinking alcohol or using other drugs. • Make a commitment to be drug free.

Standard **7** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page AOD-21 for Standard 7 skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input type="checkbox"/>

Student Skill Learning and Application Score (total number of “yes” checks)

Transfer this score to Standard 7: Practicing Healthy Behaviors (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page AOD-21 for Standard 7 skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skill?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skill?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skill?	<input type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skill?	<input type="checkbox"/>	<input type="checkbox"/>

Teacher Instruction and Assessment Score (total number of “yes” checks)

Transfer this score to Standard 7: Practicing Healthy Behaviors (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

Notes:

Standard **7** Skill Examples

After implementing this curriculum, students will be able to demonstrate strategies to establish and maintain an alcohol and other drug-free lifestyle.

Skill Examples: Below are examples that illustrate how a curriculum might address this standard. These examples are not intended to be a comprehensive list of all the skills to be taught. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
<ul style="list-style-type: none"> Acknowledge personal responsibility for asking an adult for help when taking medicines. 	<ul style="list-style-type: none"> Express intention to be alcohol free. 	<ul style="list-style-type: none"> Express intentions to be alcohol and drug free. Express intentions to avoid riding in a motor vehicle with a driver who has been drinking alcohol or using other drugs. 	<ul style="list-style-type: none"> Demonstrate personal responsibility for taking medications needed for chronic health conditions as directed. Demonstrate personal responsibility for not using alcohol and other drugs. Express intentions to be alcohol and drug free. Express intentions to avoid riding in a motor vehicle with a driver who has been drinking alcohol or using other drugs.

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

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page AOD-23 for Standard 8 skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input type="checkbox"/>

Student Skill Learning and Application Score (total number of “yes” checks)

Transfer this score to Standard 8: Advocating for Health (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page AOD-23 for Standard 8 skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skill?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skill?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skill?	<input type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skill?	<input type="checkbox"/>	<input type="checkbox"/>

Teacher Instruction and Assessment Score (total number of “yes” checks)

Transfer this score to Standard 8: Advocating for Health (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

Notes:

Standard **8** Skill Examples

After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to make positive choices related to alcohol and other drug use.

Skill Examples: Below are examples that illustrate how a curriculum might address this standard. These examples are not intended to be a comprehensive list of all the skills to be taught. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
	<ul style="list-style-type: none"> • Demonstrate how to communicate the benefits of being alcohol and drug free to others. • Demonstrate ways to encourage friends to be alcohol free. 	<ul style="list-style-type: none"> • Articulate to others the benefits of remaining alcohol and drug free. • Demonstrate how to effectively persuade and encourage others not to use alcohol and other drugs. • Demonstrate ways to support friends and family members who choose not to drink alcohol. • Demonstrate ways to support friends and family who are trying to stop using alcohol or other drugs. 	<ul style="list-style-type: none"> • Design persuasive arguments that advocate for schools to be drug free. • Demonstrate how to effectively persuade and encourage others not to use alcohol or other drugs. • Describe ways to support friends and family members who choose not to drink alcohol or use other drugs. • Advocate for others not to use alcohol or other drugs when driving or riding in a car. • Support individuals and families experiencing addiction to alcohol or other drugs and who are trying to quit.

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

Additional Notes: