

HECAT: Chapter 5

Curriculum Fundamentals

Description: This chapter contains the tools to help analyze and score important characteristics that are fundamental to the review of any curriculum, but are tailored to apply to health education curricula. These include the curriculum’s learning objectives, teacher materials, design, and instructional strategies and materials. Because the promotion of personal and social norms that value healthy behavior is fundamental to health education, this chapter also contains questions to guide the assessment of this curriculum characteristic. The curriculum fundamentals analysis should be completed by persons who know about basic curriculum design and content and how to develop a health education curriculum such as health education coordinators, teachers, curriculum specialists, school principals, and persons who work with young people.

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

Directions: Assess a curriculum guided by the questions asked for each fundamental area – *Learning Objectives, Teacher Materials, Curriculum Design, Instructional Strategies and Materials, and Promotion of Norms that Value Positive Health Behaviors.*

- For each fundamental area, check “yes” or “no” for each statement as it applies to the health education curriculum under review.
- Add up the total number of “yes” checks to arrive at a summary score for each area.
- Record notes and comments to justify scores and to inform group discussions and decisions.

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Name of the Curriculum: _____

Grade groups addressed by the curriculum (Check any that apply)

- Pre-K–2 3–5 6–8 9–12

Learning Objectives	Yes	No
1. Most or all of the learning objectives are clearly written and measurable.	<input type="checkbox"/>	<input type="checkbox"/>
2. Most or all of the learning objectives address important health outcomes (see page 1 of relevant health topic modules, Chapter 6)	<input type="checkbox"/>	<input type="checkbox"/>
3. The learning objectives address cognitive, affective, and skills domains.	<input type="checkbox"/>	<input type="checkbox"/>
4. The learning objectives are consistent with health education standards or course of study.	<input type="checkbox"/>	<input type="checkbox"/>
Learning Objectives Score (total number of “yes” checks) →	<input style="width: 40px; height: 30px;" type="text"/>	

Transfer this score to the Learning Objectives line on the *Overall Summary Form* (Chapter 3).

Notes:

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Name of the Curriculum: _____
Grade groups addressed by the curriculum (Check any that apply)
<input type="checkbox"/> Pre-K–2 <input type="checkbox"/> 3–5 <input type="checkbox"/> 6–8 <input type="checkbox"/> 9–12

Teacher Materials	Yes	No
1. Background information is provided to ensure that the teacher has sufficient knowledge about the health topic.	<input type="checkbox"/>	<input type="checkbox"/>
2. Clear, step-by-step procedures are provided to implement the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>
3. Essential learning materials, handouts, and other instructional tools are provided to reduce teacher preparation time.	<input type="checkbox"/>	<input type="checkbox"/>
4. Guidance, strategies, or activities are provided to expand learning opportunities outside of the classroom, such as family activities, investigative assignments, internet review assignments, and field trips.	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Materials Score (total number of “yes” checks) →	<input style="width: 40px; height: 30px;" type="text"/>	

Transfer this score to the Teacher Materials line on the *Overall Summary Form* (Chapter 3).

Notes:

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Name of the Curriculum: _____

Grade groups addressed by the curriculum (Check any that apply)

- Pre-K–2
 3–5
 6–8
 9–12

Curriculum Design	Yes	No
1. The design, graphics, and language are engaging, appropriate, and up to date.	<input type="checkbox"/>	<input type="checkbox"/>
2. All or most of the necessary support materials, such as student texts, teacher guidance, audiovisuals, and teaching aids, are provided to achieve the learning objectives.	<input type="checkbox"/>	<input type="checkbox"/>
3. A progressive sequence has been established so that each lesson plan reinforces the one before it and sets the stage for the next one.	<input type="checkbox"/>	<input type="checkbox"/>
4. Continuity exists between learning experiences that clearly reinforce adopting and maintaining specific health-enhancing behaviors.	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum Design Score (total number of “yes” checks)	→ 	

Transfer this score to the Curriculum Design line on the *Overall Summary Form* (Chapter 3).

Notes:

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Name of the Curriculum: _____
Grade groups addressed by the curriculum (Check any that apply)
<input type="checkbox"/> Pre-K–2 <input type="checkbox"/> 3–5 <input type="checkbox"/> 6–8 <input type="checkbox"/> 9–12

Instructional Strategies and Materials	Yes	No
1. Most or all of the instructional strategies use interactive, experiential methods that actively engage students in learning to help them personalize the information, such as cooperative learning, group discussions, problem solving, and role playing.	<input type="checkbox"/>	<input type="checkbox"/>
2. Most or all of the instructional strategies, materials, and learning experiences are culturally relevant to the students to be served.	<input type="checkbox"/>	<input type="checkbox"/>
3. Most or all of the instructional strategies, materials, and learning experiences are developmentally appropriate for the students to be served.	<input type="checkbox"/>	<input type="checkbox"/>
4. Instructional strategies, materials, and learning experiences meet the many different learning needs of the students, including those with learning difficulties.	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Strategies and Materials Score (total number of “yes” checks) →	<input style="width: 40px; height: 30px;" type="text"/>	

Transfer this score to the Instructional Strategies and Materials line on the *Overall Summary Form* (Chapter 3).

Notes:

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Name of the Curriculum: _____
Grade groups addressed by the curriculum (Check any that apply)
<input type="checkbox"/> Pre-K–2 <input type="checkbox"/> 3–5 <input type="checkbox"/> 6–8 <input type="checkbox"/> 9–12

Promotion of Norms that Value Positive Health Behaviors	Yes	No
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|--|--------------------------|--------------------------|
| 1. The curriculum provides opportunities for peer-to-peer activities that affirm health-promoting beliefs and behaviors, such as peer discussions, group problem solving, and peer modeling and teaching. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The curriculum includes activities designed to influence the behavior of other students and family members, such as school-wide media campaigns and activities that encourage parents to practice healthy behaviors. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The curriculum includes activities designed to counter student perceptions that many of their peers engage in unhealthy or risky behaviors, such as activities that use youth behavior data to point out how few young people engage in an unhealthy behavior or how many engage in a healthy behavior. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The curriculum includes strategies to actively engage parents and caregivers in promoting healthy values and behaviors, such as student-family homework assignments that allow parents to express their values and beliefs that support healthy behaviors and discourage risky behaviors. | <input type="checkbox"/> | <input type="checkbox"/> |

Promotion of Healthy Norms Score _____ →
(total number of “yes” checks)

Transfer this score to the Promotion of Norms that Value Positive Health Behaviors line on the *Overall Summary Form* (Chapter 3).

Notes: