HECAT: Chapter 2
GENERAL CURRICULUM INFORMATION

This chapter captures general descriptive information that is needed to understand and review any health education curriculum and make a final curriculum selection. One person can complete this curriculum information and provide the results for others. Although most information can be found in the curriculum materials, it might be necessary to contact the publisher, the developer, or a website for information. Skip any items not relevant to the review of a locally-developed curriculum.

Curriculum Description Analysis Items

1. Name of curriculum: _____

2. Year published or developed: _____ Year revised (if applicable): _____

3. Publisher/Developer/Distributor

    Name: _____

    Contact Person: _____ Phone: _____

    Address: _____

    Website: _____ Email: _____

4. Summarize the overall goals or focus of the curriculum (e.g., tobacco-use prevention; violence prevention).

    ❏ _____

    ❏ _____

5. Who is the intended audience?

    ❏ General population of students

    ❏ Specific subpopulations: If checked, identify the subpopulations: _____
    _____

6. What topics does the curriculum address? (Check all that apply)	7. What grade levels does the curriculum address? (Check all that apply)	
❏ Promoting an alcohol and other drug-free lifestyle (preventing alcohol and other drug use) ❏ Promoting healthy eating and nutrition ❏ Promoting mental and emotional health ❏ Promoting personal health and wellness ❏ Promoting physical activity ❏ Promoting safety and injury prevention ❏ Promoting sexual health ❏ Promoting a tobacco-free lifestyle (preventing tobacco use) ❏ Preventing violence and intentional injury ❏ Other _____ ❏ Other _____	❏ Pre-Kindergarten ❏ Kindergarten ❏ Grade 1 ❏ Grade 2 ❏ Grade 3 ❏ Grade 4 ❏ Grade 5	❏ Grade 6 ❏ Grade 7 ❏ Grade 8 ❏ Grade 9 ❏ Grade 10 ❏ Grade 11 ❏ Grade 12

8. How many lessons/sessions are in the curriculum? _____ -

9. If appropriate, describe how the lessons are divided by grade level—for example, 10 lessons in Grade 5, 5 lessons in Grade 6—and by health topic, such as 5 lessons on tobacco, 5 lessons on alcohol and other drugs.

    By grade level: _____

    _____

    By health topic: _____

    _____

10. Is the curriculum included on a federal registry of programs considered to be exemplary, promising, or effective? (Available at www.cdc.gov/healthyyouth/adolescenthealth/registries.htm.)

    ❏ Yes ❏ No

    If yes, which list(s)? _____

11. Is the curriculum on the state health education curriculum adoption list? (Consult websites or health education personnel in the school district and state to determine if such a list exists in the state and if the curriculum is on that list.)

    ❏ Yes   ❏ No   ❏ NA

12. According to the developer, does the curriculum match national or state health education standards or frameworks?

    ❏ Yes   ❏ No

    If yes, which standards or frameworks? _____

13. Does the developer indicate that the curriculum is based on a specific health behavior theory or theories?

    ❏ Yes -
    If yes, which theory or theories? _____ -

    ❏ No
    If no, does the developer identify another model or framework as a basis for the curriculum?

    ❏ Yes   ❏ No
    If yes, on what model or framework is the content based? _____ -

14. If the curriculum is being considered for purchase with federal funds, identify the funding federal agency and if the curriculum is compliant with relevant federal requirements. If not being considered for purchase with federal funds, proceed to #15. (Note: It might not be possible to complete "yes" or "no" responses without a more thorough curriculum review.)

    Name of Federal Program_____ -

    Does the curricula meet appropriate federal requirements related to curriculum purchased with these federal funds?
    ❏ Yes   ❏ No

    Identify the relevant requirements related to curriculum purchase. -

    _____

    _____

15. Is professional development or training <u>required</u> by the developer to purchase or use curriculum materials?

   ❏ Yes   ❏ No

   If yes, what is the required length of training? _____ hours. (Note the required training costs in Chapter 4 - Affordability Analysis, item #3).

16. Does professional development or training appear necessary to implement the curriculum effectively?

   ❏ Yes   ❏ No

   If yes, who is available to provide this professional development/training?

   _____

17. Does the curriculum provide strategies for integrating content from other academic subjects into health education lessons?

   ❏ Yes   ❏ No

   If yes, which subjects are integrated into this health education curriculum?

   _____

18. What guidance does the curriculum provide to notify parents and families about the curriculum or content of instruction?

   ❏ None

   ❏ General guidance for teachers

   ❏ Specific examples: sample letters, sample text for teacher or school newsletter

   ❏ Other (describe) _____

19. What guidance is provided to help teachers handle sensitive or controversial content issues?

   ❏ None

   ❏ Brief and general guidance for school personnel and teachers

   ❏ Specific and detailed guidance such as background information, sample text for teacher, additional resources, supplemental materials for students or parents

   ❏ Other (describe) _____

20.   What materials, tools, technology, and resources are included as part of the curriculum?

What materials are included in the curriculum?	What types of technology are used in the curriculum?	What other supports and services are provided by the publisher/developer as part of the curriculum purchase?
❏ Lesson plans ❏ Student textbooks ❏ Teaching aids, such as teaching posters or transparency masters ❏ Storyboards or bulletin board sets ❏ Sets or individual copies of student worksheets ❏ Reference and research materials ❏ Simulation activities ❏ Student assessment tools ❏ Homework assignments ❏ Learning materials for use by parents or caregivers and families ❏ Ideas for community service experiences ❏ Ideas for field trips ❏ Other (list) _____ _____ _____	❏ Visuals, such as slides and transparencies ❏ Videotape(s)/DVD(s) ❏ CD-ROM(s) ❏ Internet/web ❏ Fitness/health assessment devices, such as heart rate monitors, pedometers, and spirometers ❏ Cameras ❏ Other (list) _____ _____ _____ _____	❏ Curriculum updates for teachers on a website or through newsletters ❏ Professional development available through website ❏ Activities and resources for parents and families available through website ❏ Web page templates to help school districts or schools create their own health education web page ❏ Free/no charge professional development ❏ Free/no charge replacements of consumable items (e.g., student workbooks or instructional materials.) ❏ Other (list) _____ _____ _____ _____ _____