

## HECAT: Chapter 3

### OVERALL SUMMARY FORMS

Chapter 3 includes three forms. The *Individual Curriculum Summary Scores* form (pg. 3-2) allows HECAT users to consolidate scores across Chapters and modules for a single curriculum. The *Multiple Curricula Comparison Scores* form (pg. 3-3) allows HECAT users to compare scores across multiple curricula or grade groups by consolidating *Individual Curriculum Summary Scores*.

The third *Notes* form (pg. 3-4) provides space to capture critical comments from throughout the HECAT.

These forms can be used for two purposes: To keep track of progress in completing the HECAT analysis; and as the basis of discussion and decisions by the curriculum review team.

## HECAT: Chapter 3

### 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 each scoring section in Chapters, 4 and 5, and relevant health topic modules in Chapter 6 are completed, 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 Curricula Comparison Scores* (page 3-3) to consolidate scores for more than one curriculum, grade group, or health topic module.

Grade groups	<b>CURRICULUM TITLE:</b>		
<input type="checkbox"/> pre-K–2 <input type="checkbox"/> 3–5 <input type="checkbox"/> 6–8 <input type="checkbox"/> 9–12	<b>Score</b>		
<b>Chapter 4</b>  <b>Preliminary Curriculum Considerations</b>	Accuracy Analysis (pg. 4-4)		
	Acceptability Analysis (pg. 4-8)		
	Feasibility Analysis (pg. 4-9)		
	Affordability Analysis (pg. 4-14)		
<b>Chapter 5</b>  <b>Health Education Curriculum Fundamentals</b>	Curriculum Design (pg. 5-2)		
	Learning Objectives (pg. 5-3)		
	Teacher Guidance and Preparation (pg. 5-4)		
	Instructional Strategies and Materials (pg. 5-5)		
	Teaching Health Skills (pg. 5-6)		
	Student Assessment (pg. 5-7)		
	Promoting Healthy Norms (pg. 5-8)		
	Continuity and Uniformity of CHE Curriculum [CHE Only] (pg. 5-9)		
<b>Chapter 6,</b>  <b>Specific Health Topic Modules</b>  <b>Check Relevant Chapter 6 Module(s)</b>	<input type="checkbox"/> AOD	<b>Standard 1:</b> Health Information/Concepts (Knowledge Expectations)	
	<input type="checkbox"/> HE	<b>Standard 2:</b> Analyzing Influences (Skill Expectations)	
	<input type="checkbox"/> MEH	<b>Standard 2:</b> Analyzing Influences (Student Skill Practice)	
	<input type="checkbox"/> PHW	<b>Standard 3:</b> Accessing Valid Information (Skill Expectations)	
	<input type="checkbox"/> PA	<b>Standard 3:</b> Accessing Valid Information (Student Skill Practice)	
	<input type="checkbox"/> S	<b>Standard 4:</b> Communication Skills (Skill Expectations)	
	<input type="checkbox"/> SH	<b>Standard 4:</b> Communication Skills (Student Skill Practice)	
	<input type="checkbox"/> T	<b>Standard 5:</b> Decision Making (Skill Expectations)	
	<input type="checkbox"/> V	<b>Standard 5:</b> Decision Making (Student Skill Practice)	
	<input type="checkbox"/> CHE	<b>Standard 6:</b> Goal Setting (Skill Expectations)	
		<b>Standard 6:</b> Goal Setting (Student Skill Practice)	
		<b>Standard 7:</b> Practicing Healthy Behaviors (Skill Expectations)	
		<b>Standard 7:</b> Practicing Healthy Behaviors (Student Skill Practice)	
		<b>Standard 8:</b> Advocating for Health (Skill Expectations)	
		<b>Standard 8:</b> Advocating for Health (Student Skill Practice)	

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

## HECAT: Chapter 3 Overall Summary Form *Multiple Curricula Comparison Scores*

Reviewer's Name \_\_\_\_\_ Date: \_\_\_\_\_

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

Grade groups		1	2	3
<input type="checkbox"/> pre-K-2 <input type="checkbox"/> 3-5 <input type="checkbox"/> 6-8 <input type="checkbox"/> 9-12	<b>Write in the titles of curricula in each column.</b> ----->	       	       	       
		Score	Score	Score
<b>Chapter 4 Preliminary Curriculum Considerations</b>	Accuracy Analysis			
	Acceptability Analysis			
	Feasibility Analysis			
	Affordability Analysis			
<b>Chapter 5 Health Education Curriculum Fundamentals</b>	Curriculum Design			
	Learning Objectives			
	Teacher Guidance and Preparation			
	Instructional Strategies and Materials			
	Teaching Health Skills			
	Student Assessment			
	Promoting Healthy Norms			
	Continuity and Uniformity of CHE Curriculum <span style="color: red;">[CHE Only]</span>			
<b>Chapter 6, Specific Health Topic Modules  Check Relevant Chapter 6 Module(s)</b>	<b>Standard 1:</b> Health Information/Concepts (Knowledge Expectations)			
	<b>Standard 2:</b> Analyzing Influences (Skill Expectations)			
	<b>Standard 2:</b> Analyzing Influences (Student Skill Practice)			
	<b>Standard 3:</b> Accessing Valid Information (Skill Expectations)			
	<b>Standard 3:</b> Accessing Valid Information (Student Skill Practice)			
	<b>Standard 4:</b> Communication Skills (Skill Expectations)			
	<b>Standard 4:</b> Communication Skills (Student Skill Practice)			
	<b>Standard 5:</b> Decision Making (Skill Expectations)			
	<b>Standard 5:</b> Decision Making (Student Skill Practice)			
	<b>Standard 6:</b> Goal Setting (Skill Expectations)			
	<b>Standard 6:</b> Goal Setting (Student Skill Practice)			
	<b>Standard 7:</b> Practicing Healthy Behaviors (Skill Expectations)			
	<b>Standard 7:</b> Practicing Healthy Behaviors (Student Skill Practice)			
	<b>Standard 8:</b> Advocating for Health (Skill Expectations)			
	<b>Standard 8:</b> Advocating for Health (Student Skill Practice)			

