

HECAT: Module HE

HEALTHY EATING CURRICULUM

Description: This module contains the tools to analyze and score curricula that are intended to promote healthy eating, sound nutrition, and healthy dietary practices.

Healthy Behavior Outcomes (HBO)

A pre-K–12 healthy eating curriculum should enable students to

- HBO 1. *Eat the appropriate number of servings from each food group every day.*
- HBO 2. *Eat a variety of foods within each food group every day.*
- HBO 3. *Eat an abundance of fruits and vegetables every day.*
- HBO 4. *Choose to eat whole grain products and fat-free or low-fat milk or equivalent milk products regularly.*
- HBO 5. *Drink plenty of water every day.*
- HBO 6. *Limit foods and beverages high in added sugars, solid fat, and sodium.*
- HBO 7. *Eat breakfast every day.*
- HBO 8. *Eat healthy snacks.*
- HBO 9. *Eat healthy foods when dining out.*
- HBO 10. *Prepare food in healthful ways.*
- HBO 11. *Balance caloric intake with caloric expenditure.*
- HBO 12. *Follow an eating plan for healthy growth and development.*
- HBO 13. *Support others to eat healthy.*

This module uses the *National Health Education Standards (NHES)* as the framework for determining the extent to which the curriculum is likely to enable students to master the essential knowledge and skills that promote healthy eating.

The specific knowledge and skill expectations 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 healthy eating. Appendix 5 also includes suggested knowledge and skill expectations 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 add, delete, or revise them to meet local needs and requirements.

Some knowledge and skill expectations are relevant to more than one health topic. Look in other health topic modules for any related knowledge or skill expectations that might be added for the review of healthy eating curricula. If a curriculum focuses on additional topics, such as physical activity or personal health and wellness, use these modules as well.

Overall Instructions

- Determine the desired HBO (box on left) you expect a curriculum to address.
- Review the HECAT items in this module. Add, delete, or revise items to meet the selected healthy behavior outcomes, the curriculum requirements of the state or school district, and community needs.
- 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 of the curriculum for each standard in this module.
- Score the curriculum based on the analysis: There will be **one** rating score for coverage of essential knowledge expectations (Standard 1) and **two** rating scores for each of the essential skill expectations (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 analysis pages as needed.
- 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 Healthy Behavior Outcomes for healthy eating (HBOs, page HE-1). The HECAT lists the essential knowledge expectations 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 HE-3. The relationship of each knowledge expectation to a HBO is identified following each expectation in parentheses.

The knowledge expectations are numbered sequentially for the ease of identification and discussion. Before each knowledge expectation, the number represents topic abbreviation, NHES standard number, grade group (last grade in that group), and expectation item number. For example, HE1.5.1 would represent Healthy Eating, standard 1, grade group 3-5, knowledge expectation item 1.

Directions for Standard 1

- Review the knowledge expectations (pages HE-3 through HE-8).
- Decide if any of the knowledge expectations need to be deleted or modified or if any additional expectations should be added to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Review other standards before making changes to the knowledge expectations in Standard 1. Some knowledge expectations may be reflected in the skill expectations in Standards 2–8, and some others might be found in other health topic modules.
- Look in other related topic modules for knowledge expectations that might be edited and added to the list of expectations for this topic.
- 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 knowledge expectation that is addressed by the curriculum and determine the *Knowledge Expectations Coverage Score*. **Important** — a knowledge expectation is “addressed” if there is sufficient information provided in the curriculum for students to be able to demonstrate understanding of this concept. Some knowledge expectations might require more evidence than others.
- Transfer the *Knowledge Expectations 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.

Instructions for Standards 2–8 are provided on page HE–9.

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

After implementing this curriculum, students will comprehend concepts important for establishing and maintaining healthy eating.

Grades Pre-K–2 Knowledge Expectations: Check the box next to each healthy eating-related knowledge expectation addressed in the curriculum.

By grade 2, students will be able to:

- HE1.2.1 Explain the importance of trying new foods. (HBO 1 & 2)
- HE1.2.2 Explain the importance of choosing healthy foods and beverages. (HBO 1, 2, 3, 4, 5, 6, 7, 8, 9 & 12)
- HE1.2.3 Identify a variety of healthy snacks. (HBO 2, 3, 4, 5, 8 & 12)
- HE1.2.4 Identify the benefits of drinking plenty of water. (HBO 5 & 12)
- HE1.2.5 Describe the types of foods and beverages that should be limited. (HBO 6, 8, 9 & 12)
- HE1.2.6 Describe the benefits of eating breakfast every day. (HBO 7 & 12)
- HE1.2.7 Describe how to keep food safe from harmful germs. (HBO 10)
- HE1.2.8 Describe body signals that tell a person when they are hungry and when they are full. (HBO 12)
- HE1.2.9 Identify healthy eating patterns that provide energy and help the body grow and develop. (HBO 12)

Additional Knowledge Expectations

- _____
- _____

KNOWLEDGE EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

The curriculum addresses:

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

KNOWLEDGE EXPECTATIONS COVERAGE SCORE

→

TRANSFER THIS SCORE TO THE KNOWLEDGE EXPECTATIONS LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations 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 implementing this curriculum, students will comprehend concepts important for establishing and maintaining healthy eating.

Grades 3–5 Knowledge Expectations: Check the box next to each healthy eating-related knowledge expectation addressed in the curriculum.

By grade 5, students will be able to:

- HE1.5.1 Name the food groups and variety of nutritious food choices for each food group. (HB0 1 & 2)
- HE1.5.2 Identify the amount of food from each food group that a child needs daily. (HB0 1 & 2)
- HE1.5.3 Describe the benefits of eating plenty of fruits and vegetables. (HB0 1, 2, 3, 12 & 13)
- HE1.5.4 Explain the importance of eating a variety of foods from all the food groups. (HB0 1, 2 & 13)
- HE1.5.5 Identify nutritious and non-nutritious beverages. (HB0 5 & 6)
- HE1.5.6 Describe the benefits of drinking plenty of water. (HB0 5, 12 & 13)
- HE1.5.7 Identify foods that are high in fat and low in fat. (HB0 6 & 12)
- HE1.5.8 Identify alternate sources of fat (e.g., unsaturated fats and oils). (HB0 6)
- HE1.5.9 Identify foods that are high in added sugars. (HB0 6 & 12)
- HE1.5.10 Identify foods that are high in sodium. (HB0 6 & 12)
- HE1.5.11 Describe the benefits of limiting the consumption of solid fat, added sugar, and sodium. (HB0 6, 12 & 13)
- HE1.5.12 Explain why breakfast should be eaten every day. (HB0 7 & 12)
- HE1.5.13 Describe methods to keep food safe from harmful germs. (HB0 10)
- HE1.5.14 Explain the concept of eating in moderation. (HB0 11 & 12)
- HE1.5.15 Describe the benefits of healthy eating. (HB0 12 & 13)
- HE1.5.16 Explain body signals that tell a person when they are hungry and when they are full. (HB0 11 & 12)

Additional Knowledge Expectations

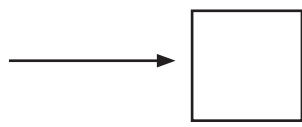
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KNOWLEDGE EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

The curriculum addresses:

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- 2 = some of the knowledge expectations.** (34-66%)
- 1 = a few of the knowledge expectations.** (1-33%)
- 0 = none of the knowledge expectations.** (0)

KNOWLEDGE EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO THE KNOWLEDGE EXPECTATION LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

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

After implementing this curriculum, students will comprehend concepts important for establishing and maintaining healthy eating.

Grades 6–8 Knowledge Expectations: Check the box next to each healthy eating-related knowledge expectation addressed in the curriculum.

By grade 8, students will be able to:

- HE1.8.1 Classify the amount of food from each food group that a person needs each day. (HBO 1 & 2)
- HE1.8.2 Summarize a variety of nutritious food choices for each food group. (HBO 1, 2, 3, 4 & 13)
- HE1.8.3 Describe the *U.S. Dietary Guidelines for Americans*. (HBO 1, 2, 3, 4, 5, 6, 11, 12 & 13)
- HE1.8.4 Explain why the recommended amount of food a person needs each day may be different for each food group. (HBO 1, 2 & 13)
- HE1.8.5 Summarize the benefits of eating plenty of fruits and vegetables. (HBO 1, 3 & 13)
- HE1.8.6 Describe the benefits of eating a variety of foods high in iron. (HBO 1 & 4)
- HE1.8.7 Explain the similarities and differences among protein, fats, and carbohydrates regarding nutritional value and food sources. (HBO 1 & 11)
- HE1.8.8 Describe the benefits of consuming an adequate amount of calcium and a variety of foods high in calcium. (HBO 2 & 13)
- HE1.8.9 Identify foods that are high in fiber. (HBO 3 & 4)
- HE1.8.10 Identify examples of whole grain foods. (HBO 4)
- HE1.8.11 Summarize the benefits of drinking plenty of water. (HBO 5 & 13)
- HE1.8.12 Differentiate between nutritious and non-nutritious beverages. (HBO 5, 6 & 13)
- HE1.8.13 Summarize the benefits of limiting the consumption of solid fat, added sugar, and sodium. (HBO 6, 8, 9 & 13)
- HE1.8.14 Identify food preparation methods that add less fat to food and use unsaturated fats and oils to replace solid saturated fats. (HBO 6 & 10)
- HE1.8.15 Describe the importance of eating breakfast every day. (HBO 7)
- HE1.8.16 Explain the relationship between access to healthy foods and personal food choices. (HBO 8, 9, 11 & 12)
- HE1.8.17 Explain how to select healthy foods when dining out. (HBO 8, 9, 11 & 12)
- HE1.8.18 Explain various methods available to evaluate body weight. (HBO 11)
- HE1.8.19 Describe major chronic diseases and their relationship to what people eat and their physical activity level. (HBO 11 & 12)

Healthy Eating, Grades 6-8 continued on next page.

Notes:

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

After implementing this curriculum, students will comprehend concepts important for establishing and maintaining healthy eating.

Grades 6–8 Knowledge Expectations (continued): Check the box next to each healthy eating-related knowledge expectation addressed in the curriculum.

By grade 8, students will be able to:

- HE1.8.20 Analyze the benefits of healthy eating. (HBO 11 & 12)
- HE1.8.21 Identify healthy and risky approaches to weight management. (HBO 11 & 12)
- HE1.8.22 Describe the benefits of eating in moderation. (HBO 11, 12 & 13)

Additional Knowledge Expectations

- _____
- _____

KNOWLEDGE EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

The curriculum addresses:

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

KNOWLEDGE EXPECTATIONS COVERAGE SCORE

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TRANSFER THIS SCORE TO THE KNOWLEDGE EXPECTATIONS LINE OF THE *OVERALL SUMMARY FORM* (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations 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 implementing this curriculum, students will comprehend concepts important for establishing and maintaining healthy eating.

Grades 9–12 Knowledge Expectations: Check the box next to each healthy eating-related knowledge expectation addressed in the curriculum.

By grade 12, students will be able to:

- HE1.12.1 Describe the recommendations of the *U.S. Dietary Guidelines for Americans*. (HBO 1, 2, 3, 4, 5, 6, 11, 12 & 13)
- HE1.12.2 Describe the relationship between diet and chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis. (HBO 1, 2, 3, 4, 5, 6, 12 & 13)
- HE1.12.3 Explain how the *U.S. Dietary Guidelines for Americans* are useful in planning a healthy diet. (HBO 1, 2, 3, 4, 5, 6, 11, 12 & 13)
- HE1.12.4 Explain how to incorporate foods that are high in fiber into a healthy daily diet. (HBO 1, 2, 3, 4, 12 & 13)
- HE1.12.5 Distinguish food sources that provide key nutrients. (HBO 1, 2, 3, 4 & 13)
- HE1.12.6 Explain how to incorporate an adequate amount of calcium into a healthy daily diet. (HBO 1, 2, 3, 4 & 13)
- HE1.12.7 Explain how to incorporate an adequate amount of iron into a healthy daily diet. (HBO 1, 2, 3, 12 & 13)
- HE1.12.8 Describe the importance of eating a variety of appropriate foods to meet daily nutrient and caloric needs. (HBO 1, 2 & 13)
- HE1.12.9 Describe how to make a vegetarian diet healthy. (HBO 3, 10, & 12)
- HE1.12.10 Summarize food preparation methods that add less fat, sugar, and sodium to food. (HBO 6, 10 & 13)
- HE1.12.11 Summarize the physical, mental, social, and academic benefits of eating breakfast every day. (HBO 7)
- HE1.12.12 Summarize how to make healthy food selections when dining out. (HBO 8, 9, 11 & 12)
- HE1.12.13 Describe the benefits of limiting the consumption of energy drinks. (HBO 6, 8, 11 & 12)
- HE1.12.14 Summarize the relationship between access to healthy foods and personal food choices. (HBO 8, 9, 11, 12 & 13)
- HE1.12.15 Summarize food safety strategies that can control germs that cause foodborne illnesses. (HBO 10 & 13)
- HE1.12.16 Summarize the importance of healthy eating and physical activity in maintaining a healthy weight. (HBO 11, 12 & 13)
- HE1.12.17 Describe the relationship between nutrition and overall health. (HBO 11, 12 & 13)
- HE1.12.18 Analyze healthy and risky approaches to weight management. (HBO 11, 12 & 13)

Healthy Eating, Grades 9-12 continued on next page

Notes:

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

After implementing this curriculum, students will comprehend concepts important for establishing and maintaining healthy eating

Grades 9–12 Knowledge Expectations (continued): Check the box next to each healthy eating-related knowledge expectation addressed in the curriculum.

By grade 12, students will be able to:

- HE1.12.19 Explain the effects of eating disorders on healthy growth and development. (HB0 11, 12 & 13)
- HE1.12.20 Analyze the benefits of healthy eating. (HB0 12)

Additional Knowledge Expectations

- _____
- _____

KNOWLEDGE EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

The curriculum addresses:

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

KNOWLEDGE EXPECTATIONS COVERAGE SCORE

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TRANSFER THIS SCORE TO THE **KNOWLEDGE EXPECTATIONS** LINE OF THE **OVERALL SUMMARY FORM (CHAP. 3)**.

Notes:

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

This is the end of Standard 1

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 addresses the skill expectations important to achieve selected Healthy Behavior Outcomes for healthy eating (HBO, page HE-1). The second reflects the extent to which the curriculum provides opportunities for students to understand and practice the skills necessary to meet these skill expectations.

The *National Health Education Standards 2–8* describe the key processes and performance indicators that help students promote personal, family and community health. CDC reviewed these and other state-level indicators, analyzed the research on effective programs, and used input from experts in health education to develop a list of relevant general skill expectations for each standard.

Each standard 2–8 lists the healthy eating-specific skill expectations for each grade group. The healthy eating-specific skill expectations are based on the general skill expectations listed in *Appendix 3: HECAT Skill Expectations for Skill Standards 2–8*.

Very few topic-specific curricula address every skill expectation in every grade. Before analyzing the curriculum, determine the most appropriate skill expectations for the grade group(s) under consideration and ensure that the other skill expectations are addressed in other grades or other topics.

Add, delete, or revise skill expectations to reflect community needs and meet the curriculum requirements of the school district. Refer to the general skill expectations in *Appendix 3* for guidance when considering additions, deletions, or revisions. Also, review skill expectations in other health topic modules for those that could be edited and added to this topic.

The skill expectations are numbered sequentially for the ease of identification and discussion. Before each skill expectation, the number represents topic abbreviation, *NHES* standard

number, grade group (last grade in that group), and skill expectation item number. For example, HE3.5.1 would represent Healthy Eating, standard 3, grade group 3-5, skill expectation item 1.

Directions for Standards 2–8

- Review the topic-specific skill expectations for each standard.
- Decide if any skill expectations need to be added or modified to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Look in other related topic modules for ones that might be edited and added to the list of skill expectations for this topic.
- Read the curriculum to become familiar with the content, the focus on skill learning, and the methods used to convey skill learning.
- Place a check in the box next to each skill expectation that is addressed by the curriculum and determine the *Skill Expectations coverage Score*.
Important — a skill expectation is “addressed” if there is sufficient information provided in the curriculum for students to be able to demonstrate competency in this expectation. Some skill expectations might require more evidence than others.
- Complete the *Student Skill Practice Score* by checking the criteria box for each statement that applies to the curriculum. Add the total number of checks for an overall score.
- Transfer the *Skill Expectations Coverage Score* and the *Student Skill Practice Score* to the appropriate lines on the *Overall Summary Form* (Chapter 3).
- Record notes to justify scores and to inform group discussions and curriculum decisions.
- Complete a separate *Overall Summary Form* for each curriculum and grade group.

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

After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on healthy eating.

Grades Pre-K–2 Student Skill Expectations: Check the box next to each healthy eating-related skill expectation addressed in the curriculum.

By grade 2, students will be able to:

- HE2.2.1 Identify relevant influences of family on food choices and other eating practices and behaviors.
- HE2.2.2 Identify relevant influences of school personnel on food choices and other eating practices and behaviors.
- HE2.2.3 Identify relevant influences of media and technology on food choices and other eating practices and behaviors.
- HE2.2.4 Describe positive influences on personal food choices and other eating practices and behaviors.
- HE2.2.5 Describe negative influences on personal food choices and other eating practices and behaviors.

Additional Skill Expectations

- _____
- _____

SKILL EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO STANDARD 2: ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

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

After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on healthy eating.

Grades Pre-K–2 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the skills needed to meet this standard . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the skills needed to meet this standard . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score (total number of checks)



**TRANSFER THIS SCORE TO STANDARD 2:
ANALYZING INFLUENCES (STUDENT SKILL
PRACTICE) LINE OF THE OVERALL SUMMARY
FORM (CHAP. 3).**

Notes:

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

After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on healthy eating.

Grades 3–5 Student Skill Expectations: Check the box next to each healthy eating-related skill expectation addressed in the curriculum.

By grade 5, students will be able to:

- HE2.5.1 Identify relevant influences of culture on food choices and other eating practices and behaviors.
- HE2.5.2 Identify relevant influences of peers on food choices and other eating practices and behaviors.
- HE2.5.3 Identify relevant influences of community on food choices and other eating practices and behaviors.
- HE2.5.4 Describe how relevant influences of family and culture affect personal food choices and other eating practices and behaviors.
- HE2.5.5 Describe how relevant influences of school and community affect food choices and other eating practices and behaviors.
- HE2.5.6 Describe how relevant influences of media (e.g., advertising) and technology affect food choices and other eating practices and behaviors.
- HE2.5.7 Describe how relevant influences of peers affect food choices and other eating practices and behaviors.

Additional Skill Expectations

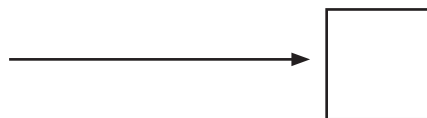
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SKILL EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO STANDARD 2: ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

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

After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on healthy eating.

Grades 3–5 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the skills needed to meet this standard . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the skills needed to meet this standard . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score (total number of checks)



**TRANSFER THIS SCORE TO STANDARD 2:
ANALYZING INFLUENCES (STUDENT SKILL
PRACTICE) LINE OF THE OVERALL SUMMARY
FORM (CHAP. 3).**

Notes:

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

After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on healthy eating.

Grades 6–8 Student Skill Expectations: Check the box next to each healthy eating-related skill expectation addressed in the curriculum.

By grade 8, students will be able to:

- HE2.8.1 Explain the influence of school rules and community laws on food choices and other eating practices and behaviors.
- HE2.8.2 Explain how perceptions of norms influence healthy and unhealthy food choices and other eating practices and behaviors.
- HE2.8.3 Explain how social expectations influence healthy and unhealthy food choices and other eating practices and behaviors.
- HE2.8.4 Explain how personal values and beliefs influence food choices and other eating practices and behaviors.
- HE2.8.5 Describe how some health risk behaviors influence the likelihood of engaging in unhealthy eating practices and behaviors.
- HE2.8.6 Analyze how relevant influences of family and culture affect personal food choices and other eating practices and behaviors.
- HE2.8.7 Analyze how relevant influences of school and community affect personal food choices and other eating practices and behaviors.
- HE2.8.8 Analyze how relevant influences of media (e.g., advertising) and technology affect personal food choices and other eating practices and behaviors.
- HE2.8.9 Analyze how relevant influences of peers affect personal food choices and other eating practices and behaviors.

Additional Skill Expectations

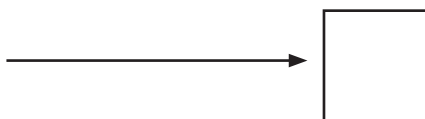
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SKILL EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

The curriculum addresses:

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- 0 = none of the skill expectations.** (0)

SKILL EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO STANDARD 2: ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

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

After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on healthy eating.

Grades 6–8 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the skills needed to meet this standard . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the skills needed to meet this standard . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score (total number of checks)



**TRANSFER THIS SCORE TO STANDARD 2:
ANALYZING INFLUENCES (STUDENT SKILL
PRACTICE) LINE OF THE OVERALL SUMMARY
FORM (CHAP. 3).**

Notes:

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

After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on healthy eating.

Grades 9–12 Student Skill Expectations: Check the box next to each healthy eating-related skill expectation addressed in the curriculum.

By grade 12, students will be able to:

- HE2.12.1 Explain the influence of public health policies and guidelines on personal food choices and other eating practices and behaviors.
- HE2.12.2 Analyze how culture supports and challenges beliefs, practices, and behaviors related to food and beverage choices.
- HE2.12.3 Analyze how peers and perceptions of norms influence healthy and unhealthy food choices and other eating behaviors.
- HE2.12.4 Analyze how personal attitudes, values, and beliefs influence food choices and other eating behaviors.
- HE2.12.5 Analyze how some health risk behaviors influence the likelihood of engaging in unhealthy eating practices and behaviors.
- HE2.12.6 Analyze how laws, rules, and regulations influence personal food choices and other eating practices and behaviors.
- HE2.12.7 Analyze how school and community affect personal food choices and other eating practices and behaviors.
- HE2.12.8 Analyze the effect of media and technology on personal, family, and community food choices and other eating behaviors.
- HE2.12.9 Differentiate the relevant influences, including family, culture, peers, school, community, media, technology, and public health policies on personal food choices and other eating behaviors.
- HE2.12.10 Analyze the factors that influence opportunities to obtain safe, accessible and affordable opportunities for healthy eating practices and behaviors for oneself and others.

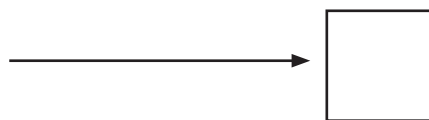
Additional Skill Expectations

SKILL EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO STANDARD 2: ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

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

After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on healthy eating.

Grades 9–12 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the skills needed to meet this standard . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the skills needed to meet this standard . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score (total number of checks)



**TRANSFER THIS SCORE TO STANDARD 2:
ANALYZING INFLUENCES (STUDENT SKILL
PRACTICE) LINE OF THE OVERALL SUMMARY
FORM (CHAP. 3).**

Notes:

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

After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain healthy eating.

Grades Pre-K–2 Student Skill Expectations: Check the box next to each healthy eating-related skill expectation addressed in the curriculum.

By grade 2, students will be able to:

- HE3.2.1 Identify trusted adults at home who can help promote healthy eating.
- HE3.2.2 Identify trusted adults and professionals in school (e.g., foodservice director) who can help promote healthy eating.
- HE3.2.3 Identify trusted adults and professionals in the community (e.g., registered dietitian, healthcare provider) who can help promote healthy eating.

Additional Skill Expectations

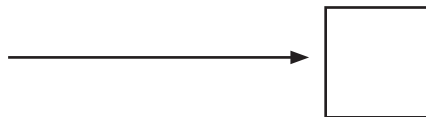
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SKILL EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the skill expectations.** (100%)
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SKILL EXPECTATIONS COVERAGE SCORE



**TRANSFER THIS SCORE TO STANDARD 3:
ACCESSING VALID INFORMATION
(SKILL EXPECTATIONS COVERAGE) LINE OF THE
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The use of “valid,” in the context of these skill expectations does not imply statistical rigor. Valid means accurate, legitimate, authoritative, and authentic health information, health products, and health services.

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

After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain healthy eating.

Grades Pre-K–2 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if, **Criteria met**

- | | |
|---|--------------------------|
| 1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives. | <input type="checkbox"/> |
| 2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the skills needed to meet this standard .
(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.) | <input type="checkbox"/> |
| 3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the skills needed to meet this standard .
(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.) | <input type="checkbox"/> |
| 4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists. | <input type="checkbox"/> |

Student Skill Practice Score (total number of checks)



**TRANSFER THIS SCORE TO STANDARD 3:
ACCESSING VALID INFORMATION (STUDENT
SKILL PRACTICE) LINE OF THE OVERALL
SUMMARY FORM (CHAP. 3).**

Notes:

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

After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain healthy eating.

Grades 3–5 Student Skill Expectations: Check the box next to each healthy eating-related skill expectation addressed in the curriculum.

By grade 5, students will be able to:

- HE3.5.1 Describe characteristics of accurate nutrition information.
- HE3.5.2 Describe characteristics of appropriate and reliable nutrition products.
- HE3.5.3 Describe characteristics of appropriate and trustworthy nutrition services.
- HE3.5.4 Demonstrate how to locate sources of accurate nutrition information.

Additional Skill Expectations

- _____
- _____

SKILL EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

The curriculum addresses:

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SKILL EXPECTATIONS COVERAGE SCORE

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

After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain healthy eating.

Grades 3–5 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
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Student Skill Practice Score (total number of checks)



**TRANSFER THIS SCORE TO STANDARD 3:
ACCESSING VALID INFORMATION (STUDENT
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Notes:

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After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain healthy eating.

Grades 6–8 Student Skill Expectations: Check the box next to each healthy eating-related skill expectation addressed in the curriculum.

By grade 8, students will be able to:

- HE3.8.1 Analyze the validity and reliability of nutrition information.
- HE3.8.2 Analyze the validity and reliability of nutrition products.
- HE3.8.3 Analyze the validity and reliability of nutrition services.
- HE3.8.4 Describe situations that call for professional nutrition services.
- HE3.8.5 Determine the availability of valid and reliable nutrition products.
- HE3.8.6 Access valid and reliable nutrition information from home, school, or community.
- HE3.8.7 Locate valid and reliable nutrition products.
- HE3.8.8 Locate valid and reliable nutrition services.

Additional Skill Expectations

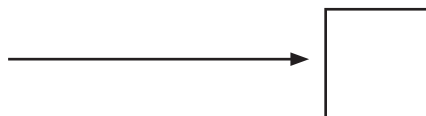
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SKILL EXPECTATIONS COVERAGE SCORE



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

After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain healthy eating.

Grades 6–8 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the skills needed to meet this standard . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
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4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score (total number of checks)



**TRANSFER THIS SCORE TO STANDARD 3:
ACCESSING VALID INFORMATION (STUDENT
SKILL PRACTICE) LINE OF THE OVERALL
SUMMARY FORM (CHAP. 3).**

Notes:

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

After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain healthy eating.

Grades 9–12 Student Skill Expectations: Check the box next to each healthy eating-related skill expectation addressed in the curriculum.

By grade 12, students will be able to:

- HE3.12.1 Evaluate the validity and reliability of nutrition information.
- HE3.12.2 Evaluate the validity and reliability of nutrition products.
- HE3.12.3 Evaluate the validity and reliability of nutrition services.
- HE3.12.4 Determine the accessibility of valid and reliable nutrition products.
- HE3.12.5 Determine when professional nutrition services may be required.
- HE3.12.6 Determine the accessibility of valid and reliable nutrition services.
- HE3.12.7 Use resources that provide valid and reliable nutrition information.
- HE3.12.8 Use valid and reliable nutrition products.
- HE3.12.9 Use valid and reliable nutrition services.

Additional Skill Expectations

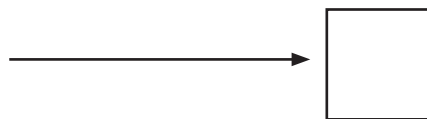
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SKILL EXPECTATIONS COVERAGE SCORE



**TRANSFER THIS SCORE TO STANDARD 3:
ACCESSING VALID INFORMATION
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Standard **3** Students will demonstrate the ability to access valid information and products and services to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain healthy eating.

Grades 9–12 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the skills needed to meet this standard . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the skills needed to meet this standard . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score (total number of checks)



**TRANSFER THIS SCORE TO STANDARD 3:
ACCESSING VALID INFORMATION (STUDENT
SKILL PRACTICE) LINE OF THE OVERALL
SUMMARY FORM (CHAP. 3).**

Notes:

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

After implementing this curriculum, students will be able to use interpersonal communication skills to avoid or reduce unhealthy eating and promote healthy eating.

Grades Pre-K–2 Student Skill Expectations: Check the box next to each healthy eating-related skill expectation addressed in the curriculum.

By grade 2, students will be able to:

- HE4.2.1 Demonstrate effective refusal skills to avoid unhealthy food choices and promote healthy eating.

Additional Skill Expectations

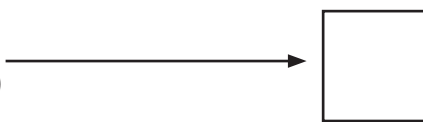
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SKILL EXPECTATIONS COVERAGE SCORE



**TRANSFER THIS SCORE TO STANDARD 4:
COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE)
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).**

Notes:

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

After implementing this curriculum, students will be able to use interpersonal communication skills to avoid or reduce unhealthy eating and promote healthy eating.

Grades Pre-K–2 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the skills needed to meet this standard . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the skills needed to meet this standard . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
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Student Skill Practice Score (total number of checks)



**TRANSFER THIS SCORE TO STANDARD 4:
COMMUNICATION SKILLS (STUDENT SKILL
PRACTICE) LINE OF THE OVERALL SUMMARY
FORM (CHAP. 3).**

Notes:

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

After implementing this curriculum, students will be able to use interpersonal communication skills to avoid or reduce unhealthy eating and promote healthy eating.

Grades 3–5 Student Skill Expectations: Check the box next to each healthy eating-related skill expectation addressed in the curriculum.

By grade 5, students will be able to:

- HE4.5.1 Demonstrate effective verbal and nonverbal communication to avoid unhealthy food choices and promote healthy eating.
- HE4.5.2 Explain how to be empathetic and compassionate towards a family member who is trying to improve personal food choices and healthy eating.
- HE4.5.3 Demonstrate how to effectively ask for help to improve personal food choices and promote healthy eating.

Additional Skill Expectations

- _____
- _____

SKILL EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

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SKILL EXPECTATIONS COVERAGE SCORE



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

After implementing this curriculum, students will be able to use interpersonal communication skills to avoid or reduce unhealthy eating and promote healthy eating.

Grades 3–5 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

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1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the skills needed to meet this standard . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
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Student Skill Practice Score (total number of checks)



**TRANSFER THIS SCORE TO STANDARD 4:
COMMUNICATION SKILLS (STUDENT SKILL
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FORM (CHAP. 3).**

Notes:

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

After implementing this curriculum, students will be able to use interpersonal communication skills to avoid or reduce unhealthy eating behaviors and to enhance healthy eating.

Grades 6–8 Student Skill Expectations: Check the box next to each healthy eating-related skill expectation addressed in the curriculum.

By grade 8, students will be able to:

- HE4.8.1 Demonstrate the use of effective verbal and nonverbal communication to avoid unhealthy food choices and promote healthy food choices.
- HE4.8.2 Demonstrate effective peer resistance skills to avoid or reduce exposure to unhealthy food choices.
- HE4.8.3 Demonstrate effective negotiation skills to avoid or reduce unhealthy eating.
- HE4.8.4 Demonstrate how to effectively ask for assistance to improve personal food choices, eating behaviors, and weight management.
- HE4.8.5 Demonstrate how to effectively communicate empathy and support for others who are trying to improve personal food choices and healthy eating.

Additional Skill Expectations

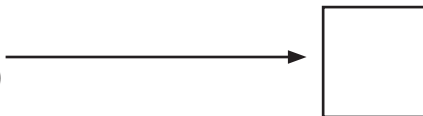
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SKILL EXPECTATIONS COVERAGE SCORE



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

After implementing this curriculum, students will be able to use interpersonal communication skills to avoid or reduce unhealthy eating behaviors and to enhance healthy eating.

Grades 6–8 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the skills needed to meet this standard . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the skills needed to meet this standard . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
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Student Skill Practice Score (total number of checks)



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FORM (CHAP. 3).**

Notes:

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

After implementing this curriculum, students will be able to use interpersonal communication skills to avoid or reduce unhealthy eating behaviors and to enhance healthy eating.

Grades 9–12 Student Skill Expectations: Check the box next to each healthy eating-related skill expectation addressed in the curriculum.

By grade 12, students will be able to:

- HE4.12.1 Demonstrate effective communication skills to improve personal food choices and healthy eating behaviors.
- HE4.12.2 Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid unhealthy food choices.
- HE4.12.3 Demonstrate how to effectively ask for assistance to improve personal food choices, eating behaviors, and weight management.
- HE4.12.4 Demonstrate how to effectively offer assistance to improve the food choices and healthy eating behaviors of others.

Additional Skill Expectations

- _____
- _____

SKILL EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE

**TRANSFER THIS SCORE TO STANDARD 4:
COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE)
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).**

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

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

After implementing this curriculum, students will be able to use interpersonal communication skills to avoid or reduce unhealthy eating behaviors and to enhance healthy eating.

Grades 9–12 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the skills needed to meet this standard . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the skills needed to meet this standard . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score (total number of checks)



**TRANSFER THIS SCORE TO STANDARD 4:
COMMUNICATION SKILLS (STUDENT SKILL
PRACTICE) LINE OF THE OVERALL SUMMARY
FORM (CHAP. 3).**

Notes:

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

After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to avoid or reduce unhealthy eating and promote healthy eating.

Grades Pre-K–2 Student Skill Expectations: Check the box next to each healthy eating-related skill expectation addressed in the curriculum.

By grade 2, students will be able to:

- HE5.2.1 Identify situations which need a healthy eating-related decision.
- HE5.2.2 Identify how family, peers, or media influence a healthy eating-related decision.
- HE5.2.3 Explain the potential positive and negative outcomes from a nutrition-related decision.
- HE5.2.4 Describe when help is needed and when it is not needed to make a healthy eating-related decision.

Additional Skill Expectations

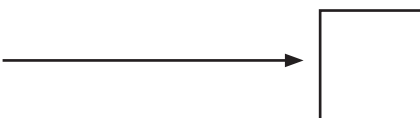
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SKILL EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



**TRANSFER THIS SCORE TO STANDARD 5:
DECISION MAKING (SKILL EXPECTATIONS COVERAGE)
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).**

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

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

After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to avoid or reduce unhealthy eating and enhance healthy eating.

Grades Pre-K–2 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the skills needed to meet this standard . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the skills needed to meet this standard . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score (total number of checks)



**TRANSFER THIS SCORE TO STANDARD 5:
DECISION MAKING (STUDENT SKILL PRACTICE)
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).**

Notes:

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

After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to avoid or reduce unhealthy eating and enhance healthy eating.

Grades 3–5 Student Skill Expectations: Check the box next to each healthy eating-related skill expectation addressed in the curriculum.

By grade 5, students will be able to:

- HE5.5.1 Identify situations which need a decision related to healthy eating (e.g., when a peer offers a soft drink).
- HE5.5.2 Decide when help is needed and when it is not needed to make a decision related to healthy eating behaviors.
- HE5.5.3 Explain how family, culture, peers, or media influence a decision related to healthy eating behaviors.
- HE5.5.4 Identify options and their potential outcomes when making a decision related to healthy and safe eating behaviors.
- HE5.5.5 Choose a healthy food or beverage option when making a decision related to healthy eating behaviors.
- HE5.5.6 Describe the final outcome of a decision related to healthy eating behaviors.

Additional Skill Expectations

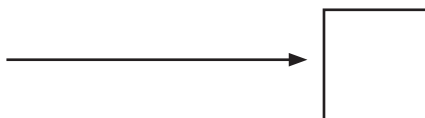
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SKILL EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



**TRANSFER THIS SCORE TO STANDARD 5:
DECISION MAKING (SKILL EXPECTATIONS COVERAGE)
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).**

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

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

After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to avoid or reduce unhealthy eating and enhance healthy eating.

Grades 3–5 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the skills needed to meet this standard . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the skills needed to meet this standard . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score (total number of checks)



**TRANSFER THIS SCORE TO STANDARD 5:
DECISION MAKING (STUDENT SKILL PRACTICE)
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).**

Notes:

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

After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to avoid or reduce unhealthy eating and enhance healthy eating.

Grades 6–8 Student Skill Expectations: Check the box next to each healthy eating-related skill expectation addressed in the curriculum.

By grade 8, students will be able to:

- HE5.8.1 Identify circumstances that help or hinder healthy decision making related to food and behavior choices.
- HE5.8.2 Determine when situations require a decision related to a healthy eating behavior.
- HE5.8.3 Distinguish when a decision related to food and beverage choices should be made individually or with the help of others.
- HE5.8.4 Explain how family, culture, media, peers and personal beliefs affect a decision related to healthy eating behaviors.
- HE5.8.5 Distinguish between healthy and unhealthy alternatives of a decision related to eating behaviors.
- HE5.8.6 Predict the potential outcomes of healthy and unhealthy alternatives of a decision related to healthy eating behaviors.
- HE5.8.7 Choose a healthy food or beverage alternative when making a decision related to healthy eating behaviors.
- HE5.8.8 Analyze the effectiveness of a final outcome of a decision related to healthy eating behaviors.

Additional Skill Expectations

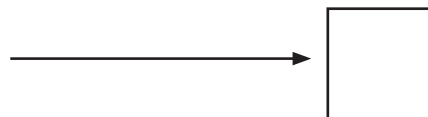
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SKILL EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



**TRANSFER THIS SCORE TO STANDARD 5:
DECISION MAKING (SKILL EXPECTATIONS COVERAGE)
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).**

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

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

After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to avoid or reduce unhealthy eating and enhance healthy eating.

Grades 6–8 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the skills needed to meet this standard . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the skills needed to meet this standard . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score (total number of checks)



**TRANSFER THIS SCORE TO STANDARD 5:
DECISION MAKING (STUDENT SKILL PRACTICE)
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).**

Notes:

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

After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to avoid or reduce unhealthy eating and enhance healthy eating.

Grades 9–12 Student Skill Expectations: Check the box next to each healthy eating-related skill expectation addressed in the curriculum.

By grade 12, students will be able to:

- HE5.12.1 Examine barriers to making a decision related to healthy eating behaviors.
- HE5.12.2 Justify when individual or collaborative decision making related to health eating behaviors is appropriate.
- HE5.12.3 Analyze how family, culture, media, peers, and personal beliefs affect a decision related to healthy eating behaviors.
- HE5.12.4 Generate alternatives when making a decision related to healthy eating behaviors.
- HE5.12.5 Predict the potential short-term and long-term consequences of alternatives to decisions related to healthy eating behaviors.
- HE5.12.6 Choose a healthy alternative when making a decision related to healthy eating behaviors.
- HE5.12.7 Evaluate the effectiveness of decisions related to healthy eating behaviors.

Additional Skill Expectations

- _____
- _____

SKILL EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE

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**TRANSFER THIS SCORE TO STANDARD 5:
DECISION MAKING (SKILL EXPECTATIONS COVERAGE)
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).**

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

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

After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to avoid or reduce unhealthy eating and enhance healthy eating.

Grades 9–12 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,

Criteria met

1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.
2. The curriculum provides at least one opportunity or activity for students to practice the **skills needed to meet this standard**.
(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)
3. The curriculum provides two or more opportunities or activities for students to practice the **skills needed to meet this standard**.
(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.

Student Skill Practice Score (total number of checks)



**TRANSFER THIS SCORE TO STANDARD 5:
DECISION MAKING (STUDENT SKILL PRACTICE)
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).**

Notes:

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

After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to healthy eating, take steps to achieve these goals, and monitor their progress in achieving them.

Grades Pre-K–2 Student Skill Expectations: Check the box next to each healthy eating-related skill expectation addressed in the curriculum.

By grade 2, students will be able to:

- HE6.2.1 Identify a realistic personal short-term goal to improve healthy eating.
- HE6.2.2 Take steps to achieve a personal goal to improve healthy eating.
- HE6.2.3 Identify people who can help achieve a personal goal to improve healthy eating.

Additional Skill Expectations

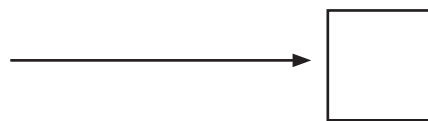
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SKILL EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



**TRANSFER THIS SCORE TO STANDARD 6:
GOAL SETTING (SKILL EXPECTATIONS COVERAGE)
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).**

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

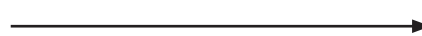
Standard 6 Students will demonstrate the ability to use goal-setting skills to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to healthy eating, take steps to achieve these goals, and monitor their progress in achieving them.

Grades Pre-K–2 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the skills needed to meet this standard . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the skills needed to meet this standard . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score (total number of checks)



**TRANSFER THIS SCORE TO STANDARD 6:
GOAL SETTING (STUDENT SKILL PRACTICE) LINE
OF THE OVERALL SUMMARY FORM (CHAP. 3).**

Notes:

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

After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to healthy eating, take steps to achieve these goals, and monitor their progress in achieving them.

Grades 3–5 Student Skill Expectations: Check the box next to each healthy eating-related skill expectation addressed in the curriculum.

By grade 5, students will be able to:

- HE6.5.1 Set a realistic personal goal related to improve healthy eating behaviors.
- HE6.5.2 Track progress toward achieving a personal goal to improve healthy eating behaviors.
- HE6.5.3 Identify resources that can help achieve a personal goal to improve healthy eating behaviors.

Additional Skill Expectations

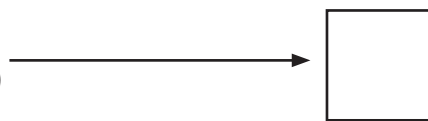
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SKILL EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



**TRANSFER THIS SCORE TO STANDARD 6:
GOAL SETTING (SKILL EXPECTATIONS COVERAGE)
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).**

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

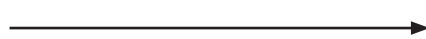
Standard **6** Students will demonstrate the ability to use goal-setting skills to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to healthy eating, take steps to achieve these goals, and monitor their progress in achieving them.

Grades 3–5 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the skills needed to meet this standard . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the skills needed to meet this standard . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score (total number of checks)



**TRANSFER THIS SCORE TO STANDARD 6:
GOAL SETTING (STUDENT SKILL PRACTICE) LINE
OF THE OVERALL SUMMARY FORM (CHAP. 3).**

Notes:

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

After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to healthy eating, take steps to achieve these goals, and monitor their progress in achieving them.

Grades 6–8 Student Skill Expectations: Check the box next to each healthy eating-related skill expectation addressed in the curriculum.

By grade 8, students will be able to:

- HE6.8.1 Assess personal eating practices.
- HE6.8.2 Set a realistic personal goal to improve healthy eating behaviors.
- HE6.8.3 Assess the barriers to achieving a personal goal to improve healthy eating behaviors.
- HE6.8.4 Apply strategies to overcome barriers to achieving a personal goal to improve healthy eating behaviors.
- HE6.8.5 Use strategies and skills to achieve a personal goal to improve healthy eating behaviors.

Additional Skill Expectations

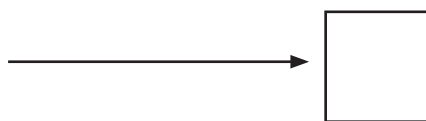
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SKILL EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



**TRANSFER THIS SCORE TO STANDARD 6:
GOAL SETTING (SKILL EXPECTATIONS COVERAGE)
LINE OF THE *OVERALL SUMMARY FORM* (CHAP. 3).**

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

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

After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to healthy eating, take steps to achieve these goals, and monitor their progress in achieving them.

Grades 6–8 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the skills needed to meet this standard . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the skills needed to meet this standard . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score (total number of checks)



**TRANSFER THIS SCORE TO STANDARD 6:
GOAL SETTING (STUDENT SKILL PRACTICE) LINE
OF THE OVERALL SUMMARY FORM (CHAP. 3).**

Notes:

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

After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to healthy eating, take steps to achieve these goals, and monitor their progress in achieving them.

Grades 9–12 Student Skill Expectations: Check the box next to each healthy eating-related skill expectation addressed in the curriculum.

By grade 12, students will be able to:

- HE6.12.1 Assess personal eating practices and behaviors.
- HE6.12.2 Set a realistic personal goal related to improve healthy eating behaviors.
- HE6.12.3 Assess the barriers to achieving a personal goal to improve healthy eating behaviors.
- HE6.12.4 Develop a plan to attain a personal goal to improve healthy eating behaviors.
- HE6.12.5 Implement strategies, including self monitoring, to achieve a personal goal to improve healthy eating behaviors.
- HE6.12.6 Use strategies to overcome barriers to achieving a personal goal to improve healthy eating behaviors.
- HE6.12.7 Formulate an effective long-term plan to achieve a health goal to improve healthy eating behaviors.

Additional Skill Expectations

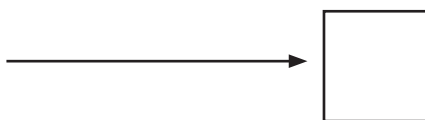
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SKILL EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



**TRANSFER THIS SCORE TO STANDARD 6:
GOAL SETTING (SKILL EXPECTATIONS COVERAGE)
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).**

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

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

After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to healthy eating, take steps to achieve these goals, and monitor their progress in achieving them.

Grades 9–12 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the skills needed to meet this standard . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the skills needed to meet this standard . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score (total number of checks)



**TRANSFER THIS SCORE TO STANDARD 6:
GOAL SETTING (STUDENT SKILL PRACTICE) LINE
OF THE OVERALL SUMMARY FORM (CHAP. 3).**

Notes:

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

After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain healthy eating behaviors.

Grades Pre-K–2 Student Skill Expectations: Check the box next to each healthy eating-related skill expectation addressed in the curriculum.

By grade 2, students will be able to:

- HE7.2.1 Identify practices that reduce or prevent unhealthy eating behaviors.
- HE7.2.2 Demonstrate healthy eating practices.
- HE7.2.3 Make a commitment to practice healthy eating behaviors.

Additional Skill Expectations

- _____
- _____

SKILL EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



**TRANSFER THIS SCORE TO STANDARD 7:
PRACTICING HEALTHY BEHAVIORS
(SKILL EXPECTATIONS COVERAGE) LINE OF THE
OVERALL SUMMARY FORM (CHAP. 3).**

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

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

After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain healthy eating behaviors.

Grades Pre-K–2 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the skills needed to meet this standard . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the skills needed to meet this standard . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score (total number of checks)



**TRANSFER THIS SCORE TO STANDARD 7:
PRACTICING HEALTHY BEHAVIORS (STUDENT
SKILL PRACTICE) LINE OF THE *OVERALL
SUMMARY FORM (CHAP. 3)*.**

Notes:

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

After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain healthy eating behaviors.

Grades 3–5 Student Skill Expectations: Check the box next to each healthy eating-related skill expectation addressed in the curriculum.

By grade 5, students will be able to:

- HE7.5.1 Describe practices and behaviors that reduce or prevent unhealthy eating behaviors.
- HE7.5.2 Demonstrate healthy eating practices and behaviors.
- HE7.5.3 Make a commitment to practice healthy eating behaviors.

Additional Skill Expectations

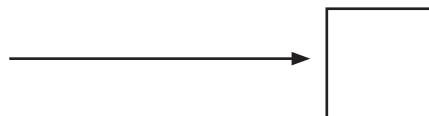
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- _____

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SKILL EXPECTATIONS COVERAGE SCORE



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

After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain healthy eating behaviors.

Grades 3–5 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the skills needed to meet this standard . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the skills needed to meet this standard . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score (total number of checks)



**TRANSFER THIS SCORE TO STANDARD 7:
PRACTICING HEALTHY BEHAVIORS (STUDENT
SKILL PRACTICE) LINE OF THE OVERALL
SUMMARY FORM (CHAP. 3).**

Notes:

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

After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain healthy eating behaviors.

Grades 6–8 Student Skill Expectations: Check the box next to each healthy eating-related skill expectation addressed in the curriculum.

By grade 8, students will be able to:

- HE7.8.1 Explain the importance of being responsible for personal healthy eating behaviors.
- HE7.8.2 Analyze personal practices eating practices and behaviors that reduce or prevent health risks.
- HE7.8.3 Demonstrate healthy eating practices and behaviors to improve the health of oneself and others.
- HE7.8.4 Make a commitment to practice healthy eating behaviors.

Additional Skill Expectations

- _____
- _____

SKILL EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

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SKILL EXPECTATIONS COVERAGE SCORE



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PRACTICING HEALTHY BEHAVIORS
(SKILL EXPECTATIONS COVERAGE) LINE OF THE
OVERALL SUMMARY FORM (CHAP. 3).**

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

After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain healthy eating behaviors.

Grades 6–8 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if, Criteria met

- | | |
|---|--------------------------|
| 1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives. | <input type="checkbox"/> |
| 2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the skills needed to meet this standard .
(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.) | <input type="checkbox"/> |
| 3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the skills needed to meet this standard .
(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.) | <input type="checkbox"/> |
| 4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists. | <input type="checkbox"/> |

Student Skill Practice Score (total number of checks)



**TRANSFER THIS SCORE TO STANDARD 7:
PRACTICING HEALTHY BEHAVIORS (STUDENT
SKILL PRACTICE) LINE OF THE *OVERALL
SUMMARY FORM (CHAP. 3)*.**

Notes:

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

After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain healthy eating behaviors.

Grades 9–12 Student Skill Expectations: Check the box next to each healthy eating-related skill expectation addressed in the curriculum.

By grade 12, students will be able to:

- HE7.12.1 Analyze the role of individual responsibility in enhancing healthy eating behaviors.
- HE7.12.2 Evaluate personal healthy eating practices and behaviors that reduce or prevent health risks.
- HE7.12.3 Demonstrate healthy eating practices and behaviors to improve the health of oneself and others.
- HE7.12.4 Make a commitment to practice healthy eating behaviors.

Additional Skill Expectations

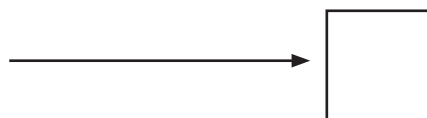
- _____
- _____

SKILL EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

The curriculum addresses:

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SKILL EXPECTATIONS COVERAGE SCORE



**TRANSFER THIS SCORE TO STANDARD 7:
PRACTICING HEALTHY BEHAVIORS
(SKILL EXPECTATIONS COVERAGE) LINE OF THE
OVERALL SUMMARY FORM (CHAP. 3).**

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

After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain healthy eating behaviors.

Grades 9–12 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the skills needed to meet this standard . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the skills needed to meet this standard . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>
Student Skill Practice Score (total number of checks) →	<input style="width: 50px; height: 50px;" type="text"/>

**TRANSFER THIS SCORE TO STANDARD 7:
PRACTICING HEALTHY BEHAVIORS (STUDENT
SKILL PRACTICE) LINE OF THE OVERALL
SUMMARY FORM (CHAP. 3).**

Notes:

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

After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to improve healthy eating behaviors.

Grades Pre-K–2 Student Skill Expectations: Check the box next to each healthy eating-related skill expectation addressed in the curriculum.

By grade 2, students will be able to:

- HE8.2.1 Make requests to others (e.g., family members) about preferences for healthy eating.
- HE8.2.2 Demonstrate how to encourage peers to make healthy food and beverage choices.

Additional Skill Expectations

- _____
- _____

SKILL EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the skill expectations.** (100%)
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SKILL EXPECTATIONS COVERAGE SCORE

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**TRANSFER THIS SCORE TO STANDARD 8:
ADVOCACY (SKILL EXPECTATIONS COVERAGE)
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).**

Notes:

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

After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to improve healthy eating behaviors.

Grades Pre-K–2 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the skills needed to meet this standard . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the skills needed to meet this standard . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score (total number of checks)



**TRANSFER THIS SCORE TO STANDARD 8:
ADVOCACY (STUDENT SKILL PRACTICE) LINE OF
THE OVERALL SUMMARY FORM (CHAP. 3).**

Notes:

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

After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to improve healthy eating behaviors.

Grades 3–5 Student Skill Expectations: Check the box next to each healthy eating-related skill expectation addressed in the curriculum.

By grade 5, students will be able to:

- HE8.5.1 Give factual information to improve the food and beverage selections of others.
- HE8.5.2 State personal beliefs to improve the food and beverage selections of others.
- HE8.5.3 Demonstrate how to persuade others to make healthy food and beverage choices.

Additional Skill Expectations

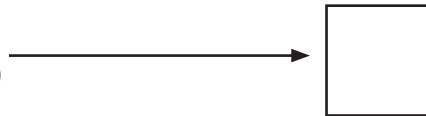
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SKILL EXPECTATIONS COVERAGE SCORE: Complete the score based on the criteria listed below.

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SKILL EXPECTATIONS COVERAGE SCORE



**TRANSFER THIS SCORE TO STANDARD 8:
ADVOCACY (SKILL EXPECTATIONS COVERAGE)
LINE OF THE *OVERALL SUMMARY FORM* (CHAP. 3).**

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

After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to improve healthy eating behaviors.

Grades 3–5 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
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3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the skills needed to meet this standard . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
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Student Skill Practice Score (total number of checks)



**TRANSFER THIS SCORE TO STANDARD 8:
ADVOCACY (STUDENT SKILL PRACTICE) LINE OF
THE OVERALL SUMMARY FORM (CHAP. 3).**

Notes:

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

After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to improve healthy eating behaviors.

Grades 6–8 Student Skill Expectations: Check the box next to each healthy eating-related skill expectation addressed in the curriculum.

By grade 8, students will be able to:

- HE8.8.1 State a healthy eating position, supported with accurate information, to improve the health of others.
- HE8.8.2 Persuade and support others to make positive food and beverage choices.
- HE8.8.3 Collaborate with others to advocate for healthy eating at home, in school, or in the community.
- HE8.8.4 Demonstrate how to adapt healthy eating messages for different audiences.

Additional Skill Expectations

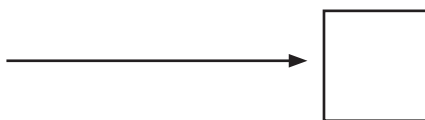
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SKILL EXPECTATIONS COVERAGE SCORE



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

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Grades 6–8 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
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Student Skill Practice Score (total number of checks)



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Notes:

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After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to improve healthy eating behaviors.

Grades 9–12 Student Skill Expectations: Check the box next to each healthy eating-related skill expectation addressed in the curriculum.

By grade 12, students will be able to:

- HE8.12.1 Use peer and societal norms, based on accurate health information, to formulate a message that promotes healthy eating.
- HE8.12.2 Persuade and support others to make positive choices related to healthy eating.
- HE8.12.3 Collaborate with others to advocate for improving personal, family, and community healthy eating.
- HE8.12.4 Encourage school and community environments to promote healthy eating.
- HE8.12.5 Adapt healthy eating messages and communication techniques to reach a specific target audience.
- HE8.12.6 Persuade community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable nutrition opportunities, products, and services to improve the health of oneself and others.

Additional Skill Expectations

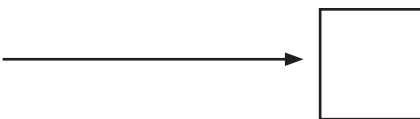
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SKILL EXPECTATIONS COVERAGE SCORE



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Grades 9–12 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
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4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score (total number of checks)



**TRANSFER THIS SCORE TO STANDARD 8:
ADVOCACY (STUDENT SKILL PRACTICE) LINE OF
THE *OVERALL SUMMARY FORM* (CHAP. 3).**

Notes:

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

Additional Notes: