

HECAT: Chapter 5

CURRICULUM FUNDAMENTALS

Description: This chapter contains the tools to help analyze and score important characteristics that are fundamental to the review of any curriculum; they are applied here to health education curricula. These include the curriculum design, learning objectives, teacher guidance and preparation, instructional strategies and materials, and student assessment. Because teaching health skills and promoting healthy personal and social norms are fundamental to health education, this chapter also contains questions to guide the assessment of these curriculum characteristics. The curriculum fundamentals analysis should be completed by persons who understand curriculum design, instruction, assessment, and health education content. Such persons might include health education coordinators, teachers, curriculum specialists, school principals, assessment specialists, and others persons who work with young people.

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

Directions: Assess a curriculum guided by the criteria asked in 7 fundamental areas—*Curriculum Design, Learning Objectives, Teacher Guidance and Preparation, Instructional Strategies and Materials, Teaching Health Skills, Student Assessment, and Promoting Healthy Norms*. For each fundamental area, check each criterion that applies to the health education curriculum under review.

When reviewing a comprehensive health education curriculum (CHE),¹ assess the criteria in the first 7 fundamental areas to determine if each is met for most or all of the topics and grade groups. Complete the additional fundamental analysis, *Continuity and Uniformity of CHE Curriculum*.

Add up the total number of checks to arrive at a summary score for each fundamental area. Record notes and comments to justify scores and to inform group discussions and decisions.

Transfer scores to the appropriate Curriculum Fundamental line on the Chapter 3, Overall Summary Form.

¹ A comprehensive curriculum is one that is broad in scope and content; addresses numerous health problems, issues, or topics; focuses on more than one grade level; and includes a wide range of learning activities to address multiple health outcomes.

Curriculum Design

Name of the Curriculum: _____

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

Pre-K-2

3-5

6-8

9-12

Complete the **Curriculum Design** score by checking the box for each criterion that applies to the curriculum under review and summing the checks. When reviewing a comprehensive curriculum (CHE), check only when the criteria is met for most or all of the topic areas and grade groups.

| Curriculum Design - Check the box if: | Criteria Met |
|----------------------------------------------|---------------------|
|----------------------------------------------|---------------------|

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 1. The design, graphics, and language are engaging, appropriate, and current. | <input type="checkbox"/> |
| 2. Most or all of the necessary support materials, such as student texts, teacher guidance, audiovisuals, and teaching aids, are provided to achieve the learning objectives. | <input type="checkbox"/> |
| 3. A progressive sequence has been established so that each lesson plan reinforces the one before it and sets the stage for the next one most or all of the time. | <input type="checkbox"/> |
| 4. Most or all learning experiences reinforce adopting and maintaining specific health-enhancing behaviors. | <input type="checkbox"/> |

Curriculum Design Score

(Total number of checks)



**TRANSFER THIS SCORE TO THE CURRICULUM
DESIGN LINE ON THE *OVERALL SUMMARY FORM*
(CHAPTER 3).**

Notes:

Learning Objectives

Name of the Curriculum: _____

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

Pre-K-2

3-5

6-8

9-12

Complete the **Learning Objectives** score by checking the box for each criterion that applies to the curriculum under review and summing the checks. When reviewing a comprehensive curriculum (CHE), check only when the criteria is met for most or all of the topic areas and grade groups.

Learning Objectives - Check the box if:

Criteria Met

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 1. Most or all of the learning objectives are clearly written and are measurable. | <input type="checkbox"/> |
| 2. Most or all of the learning objectives address important concepts and skills that support healthy behavioral outcomes. (See page 1 of each relevant Chapter 6 health topic module for a list of applicable Healthy Behavior Outcomes.) | <input type="checkbox"/> |
| 3. The learning objectives address cognitive, affective, and skills domains. | <input type="checkbox"/> |
| 4. Most or all of the learning objectives are consistent with health education standards or course of study. | <input type="checkbox"/> |

Learning Objectives Score

(Total number of checks)



**TRANSFER THIS SCORE TO THE LEARNING
OBJECTIVE LINE ON THE *OVERALL SUMMARY*
FORM (CHAPTER 3).**

Notes:

Teacher Guidance and Preparation

Name of the Curriculum: _____

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

Pre-K-2

3-5

6-8

9-12

Complete the **Teacher Guidance and Preparation** score by checking the box for each criterion that applies to the curriculum under review and summing the checks. When reviewing a comprehensive curriculum (CHE), check only when the criteria is met for most or all of the topic areas and grade groups.

| Teacher Guidance and Preparation - Check the box if: | Criteria Met |
|-------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 1. Background information is provided to ensure that the teacher has sufficient knowledge about the health topic. | <input type="checkbox"/> |
| 2. Clear, step-by-step procedures are provided to implement the curriculum. | <input type="checkbox"/> |
| 3. Essential learning materials, handouts, assessment strategies and other instructional tools are provided to reduce teacher preparation time. | <input type="checkbox"/> |
| 4. Guidance is provided to help the teacher adapt materials or differentiate instruction based on students' learning needs. | <input type="checkbox"/> |

Teacher Guidance and Preparation Score

(Total number of checks)



**TRANSFER THIS SCORE TO THE TEACHER
GUIDANCE AND PREPARATION LINE ON THE
OVERALL SUMMARY FORM (CHAPTER 3).**

Notes:

Instructional Strategies and Materials

Name of the Curriculum: _____

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

Pre-K-2

3-5

6-8

9-12

Complete the **Instructional Strategies and Materials** score by checking the box for each criterion that applies to the curriculum under review and summing the checks. When reviewing a comprehensive curriculum (CHE), check only when the criteria is met for most or all of the topic areas and grade groups.

| Instructional Strategies and Materials - Check the box if: | Criteria Met |
|-------------------------------------------------------------------|---------------------|
|-------------------------------------------------------------------|---------------------|

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 1. Most or all of the instructional strategies use interactive, experiential methods that actively engage students in learning and help them personalize the information, such as cooperative learning, group discussions, problem solving, role playing, and skill practice. | <input type="checkbox"/> |
| 2. Most or all of the instructional strategies, materials, and learning experiences are culturally relevant to the students to be served. | <input type="checkbox"/> |
| 3. Most or all of the instructional strategies, materials, and learning experiences are developmentally appropriate to meet the different learning needs of the students to be served. | <input type="checkbox"/> |
| 4. Instructional strategies or activities are provided to expand learning opportunities outside of the classroom, such as family activities, investigative assignments, internet review assignments, and field trips. | <input type="checkbox"/> |

Instructional Strategies and Materials Score

(Total number of checks)



TRANSFER THIS SCORE TO THE INSTRUCTIONAL STRATEGIES AND MATERIALS LINE ON THE OVERALL SUMMARY FORM (CHAPTER 3).

Notes:

Teaching Health Skills

Name of the Curriculum: _____

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

Pre-K-2

3-5

6-8

9-12

Complete the **Teaching Health Skills**² score by checking the box for each criterion that applies to the curriculum under review and summing the checks. When reviewing a comprehensive curriculum (CHE), check only when the criteria is met for most or all of the topic areas and grade groups.

| Teaching Health Skills - Check the box if: | Criteria Met |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 1. Guidance is provided for the teacher to model or demonstrate the health skills to students most or all of the time. | <input type="checkbox"/> |
| 2. Directions are provided to help the teacher guide students' in-class skills practice most or all of the time. | <input type="checkbox"/> |
| 3. Teaching strategies or coaching tips are provided to help the teacher guide students' independent practice of skills most or all of the time. | <input type="checkbox"/> |
| 4. Clear criteria (in the form of rubrics, checklists, or other instruments) are provided, most or all of the time, to help the teacher assess and provide feedback to students on their performance of health skills. | <input type="checkbox"/> |

Teaching Health Skills Score

(Total number of checks)



**TRANSFER THIS SCORE TO THE TEACHING
HEALTH SKILLS LINE ON THE
OVERALL SUMMARY FORM (CHAPTER 3).**

Notes:

² Teaching should focus on skills that enable students to build personal confidence, deal with social pressures, and avoid or reduce risk behaviors. These skills include communication, refusal, negotiation, assessing accuracy of information and services, analyzing influences, self control, self-management, effective decision-making, planning and goal-setting, and advocacy.

Student Assessment

Name of the Curriculum: _____

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

Pre-K-2

3-5

6-8

9-12

Complete the **Student Assessment** score by checking the box for each criterion that applies to the curriculum under review and summing the checks. When reviewing a comprehensive curriculum (CHE), check only when the criteria is met for most or all of the topic areas and grade groups.

Student Assessment - Check the box if:

Criteria Met

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 1. A variety of student assessments, such as multiple choice, short answer, and essay tests, and performance events, performance tasks and portfolios are provided to measure students' knowledge acquisition and skill performance. | <input type="checkbox"/> |
| 2. Most or all student assessments are age- and developmentally-appropriate. | <input type="checkbox"/> |
| 3. Scoring criteria, such as rubrics or scoring guides, are provided to help assess most or all of student work. | <input type="checkbox"/> |
| 4. Opportunities for students to assess their own skill progress and concept understanding, such as personal checklists, are provided most or all of the time. | <input type="checkbox"/> |

Student Assessment Score

(Total number of checks)



**TRANSFER THIS SCORE TO THE STUDENT
ASSESSMENT LINE ON THE
OVERALL SUMMARY FORM (CHAPTER 3).**

Notes:

Promoting Healthy Norms

Name of the Curriculum: _____

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

Pre-K-2

3-5

6-8

9-12

Complete the **Promoting Healthy Norms** score by checking the box for each criterion that applies to the curriculum under review and summing the checks. When reviewing a comprehensive curriculum (CHE), check only when the criteria is met for most or all of the topic areas and grade groups.

| Promoting Healthy Norms - Check the box if: | Criteria Met |
|----------------------------------------------------|---------------------|
|----------------------------------------------------|---------------------|

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 1. Opportunities for peer-to-peer activities that affirm health-promoting beliefs and behaviors, such as peer discussions, group problem solving, and peer modeling and teaching are provided. | <input type="checkbox"/> |
| 2. Activities designed to influence the behavior of other students and family members are included, such as school-wide media campaigns and activities that encourage parents to practice healthy behaviors. | <input type="checkbox"/> |
| 3. Activities designed to counter student perceptions that many of their peers engage in unhealthy or risky behaviors are provided. For example, activities are included that use youth behavior data to point out how few young people engage in an unhealthy behavior or how many engage in a healthy behavior. | <input type="checkbox"/> |
| 4. Strategies to actively engage parents and caregivers in promoting healthy values and behaviors are included, such as student-family homework assignments that allow parents and caregivers to express their values and beliefs that support healthy behaviors and discourage risky behaviors. | <input type="checkbox"/> |

Promoting Healthy Norms Score

(Total number of checks)



**TRANSFER THIS SCORE TO THE PROMOTING
HEALTHY NORMS LINE ON THE
OVERALL SUMMARY FORM (CHAPTER 3).**

Notes:

Continuity and Uniformity of CHE Curriculum

Name of the Curriculum: _____

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

Pre-K-2

3-5

6-8

9-12

Assess this fundamental only when reviewing a comprehensive health education curriculum (CHE).

A comprehensive curriculum is one that is broad in scope and content; addresses numerous health problems, issues, or topics; focuses on more than one grade level; and includes a wide range of learning activities to address multiple health outcomes.

Complete the **Continuity and Uniformity of CHE Curriculum** score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Continuity and Uniformity of CHE Curriculum - Check the box if: Criteria Met

1. The curriculum includes an intentional sequence and reinforcement of concepts from one grade group to the next.
2. The curriculum includes an intentional sequence and reinforcement of skills from one grade group to the next.
3. The curriculum includes multiple health topics across multiple grade groups.
4. The curriculum has consistent elements (e.g., units and lessons) and structure (e.g., format and layout).

Continuity and Uniformity of CHE Curriculum Score

(Total number of checks)



TRANSFER THIS SCORE TO THE CONTINUITY AND UNIFORMITY OF CHE CURRICULUM LINE ON THE OVERALL SUMMARY FORM (CHAPTER 3).

Notes:

