

# HECAT: Module AOD

## ALCOHOL- AND OTHER DRUG-USE PREVENTION CURRICULUM

**Description:** This module contains the tools to analyze and score curricula that are intended to promote an alcohol- and other drug-free lifestyle.

### Healthy Behavior Outcomes (HBO)

*A pre-K–12 alcohol- and other drug-free curriculum should enable students to*

- HBO 1. *Avoid misuse and abuse of over-the-counter and prescription drugs.*
- HBO 2. *Avoid experimentation with alcohol and other drugs.*
- HBO 3. *Avoid the use of alcohol.*
- HBO 4. *Avoid the use of illegal drugs.*
- HBO 5. *Avoid driving while under the influence of alcohol and other drugs.*
- HBO 6. *Avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.*
- HBO 7. *Quit using alcohol and other drugs if already using.*
- HBO 8. *Support others to be alcohol- and other drug-free.*

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 an alcohol- and other drug-free lifestyle.

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 an alcohol- and drug-free lifestyle. 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 to see if there are any related knowledge or skill expectations that might be added for the review of alcohol- and other drug-use prevention curricula. If a curriculum focuses on additional topics, such as mental and emotional health or safety, 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.

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## Standard 1

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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 alcohol- and other drug-free Healthy Behavior Outcomes (HBOs, page AOD-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 AOD-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 the topic abbreviation, NHES standard number, grade group (last grade in that group), and expectation item number. For example, AOD1.5.1 would represent Alcohol and Other Drugs, standard 1, grade group 3-5, knowledge expectation item 1.

### Directions for Standard 1

- Review the knowledge expectations (pages AOD-3 through AOD-7).
- 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. Some relevant knowledge expectations 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 knowledge 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 AOD–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 an alcohol- and drug-free lifestyle.

**Grades Pre-K–2 Knowledge Expectations: Check the box next to each alcohol- and other drug-related knowledge expectation addressed in the curriculum.**

By grade 2, students will be able to:

- AOD1.2.1 Identify how household products are harmful if intentionally inhaled or absorbed. (HB0 1)
- AOD1.2.2 Explain the harmful effects of medicines when used incorrectly. (HB0 1)
- AOD1.2.3 Describe the potential risks associated with use of over-the-counter medicines. (HB0 1)
- AOD1.2.4 Identify family rules about medicine use. (HB0 1)
- AOD1.2.5 Identify school rules about use of medicines. (HB0 1)
- AOD1.2.6 Describe how to use medicines correctly. (HB0 1)

### 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 an alcohol- and drug-free lifestyle.

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**Grades 3–5 Knowledge Expectations: Check the box next to each alcohol- and other drug-related knowledge expectation addressed in the curriculum.**

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By grade 5, students will be able to:

- AOD1.5.1 Explain why household products are harmful if intentionally absorbed or inhaled. (HB0 1)
- AOD1.5.2 Explain the benefits of medicines when used correctly. (HB0 1)
- AOD1.5.3 Explain how to use medicines correctly. (HB0 1)
- AOD1.5.4 Describe potential risks associated with inappropriate use of over-the-counter medicines. (HB0 1)
- AOD1.5.5 Explain the potential risks associated with inappropriate use and abuse of prescription medicines. (HB0 1)
- AOD1.5.6 Identify short- and long-term effects of alcohol use. (HB0 2 & 3)
- AOD1.5.7 Identify family and school rules about alcohol use. (HB0 2 & 3)
- AOD1.5.8 Explain the difference between medicines and illicit drugs. (HB0 2 & 4)

### 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:

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**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 an alcohol- and drug-free lifestyle.

**Grades 6–8 Knowledge Expectations: Check the box next to each alcohol- and other drug-related knowledge expectation addressed in the curriculum.**

By grade 8, students will be able to:

- AOD1.8.1 Distinguish between proper use and abuse of over-the-counter medicines. (HB0 1)
- AOD1.8.2 Differentiate between proper use and abuse of prescription medicines. (HB0 1)
- AOD1.8.3 Describe the health risks of using weight loss drugs. (HB0 1)
- AOD1.8.4 Describe the health risks of using performance-enhancing drugs. (HB0 1)
- AOD1.8.5 Summarize the negative consequences of using alcohol and other drugs. (HB0 2, 3 & 4)
- AOD1.8.6 Determine reasons why people choose to use or not to use alcohol and other drugs. (HB0 2, 3 & 4)
- AOD1.8.7 Describe situations that could lead to the use of alcohol and other drugs. (HB0 2, 3 & 4)
- AOD1.8.8 Explain why using alcohol or other drugs is an unhealthy way to manage stress. (HB0 2, 3 & 4)
- AOD1.8.9 Explain school policies and community laws about alcohol and other drugs. (HB0 2, 3 & 4)
- AOD1.8.10 Describe the relationship between using alcohol and other drugs and other health risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, and tobacco use. (HB0 2, 3, 4, 5 & 6)
- AOD1.8.11 Determine the benefits of being alcohol- and other drug-free. (HB0 2, 3, 4 & 8)
- AOD1.8.12 Describe positive alternatives to using alcohol and other drugs. (HB0 2, 3, 4 & 8)
- AOD1.8.13 Explain the relationship between intravenous drug use and transmission of blood-borne diseases, such as HIV and hepatitis. (HB0 2 & 4)
- AOD1.8.14 Explain the risks associated with using alcohol or other drugs and driving a motor vehicle. (HB0 5 & 6)

### 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 an alcohol- and drug-free lifestyle.

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**Grades 9–12 Knowledge Expectations: Check the box next to each alcohol- and other drug-related knowledge expectation addressed in the curriculum.**

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By grade 12, students will be able to:

- AOD1.12.1 Differentiate between proper use and abuse of over-the-counter medicines. (HB0 1)
- AOD1.12.2 Differentiate between proper use and abuse of prescription medicines. (HB0 1)
- AOD1.12.3 Examine the harmful effects of using weight loss drugs. (HB0 1, 2 & 3)
- AOD1.12.4 Describe the harmful effects and legal issues related to using performance-enhancing drugs. (HB0 1, 2 & 3)
- AOD1.12.5 Describe the harmful effects of binge drinking. (HB0 2 & 3)
- AOD1.12.6 Summarize the harmful short- and long-term physical, psychological, and social effects of using alcohol and other drugs. (HB0 2, 3 & 4)
- AOD1.12.7 Describe the effects of using alcohol and other drugs on school performance, job performance, job absenteeism, and job loss. (HB0 2, 3 & 4)
- AOD1.12.8 Explain the effects of alcohol and other drug use during pregnancy. (HB0 2, 3 & 4)
- AOD1.12.9 Evaluate situations that could lead to the use of alcohol and other drugs. (HB0 2, 3 & 4)
- AOD1.12.10 Summarize why alcohol- or other drug-use is an unhealthy way to manage weight or stress. (HB0 2, 3 & 4)
- AOD1.12.11 Analyze why individuals choose to use or not to use alcohol and other drugs. (HB0 2, 3 & 4)
- AOD1.12.12 Analyze short-term and long-term benefits of remaining alcohol- and drug-free. (HB0 2, 3 & 4)
- AOD1.12.13 Analyze the relationship of alcohol and other drug use to the major causes of death and disease in the United States. (HB0 2, 3, 4, 5 & 6)
- AOD1.12.14 Summarize family rules, school rules, and community laws about alcohol- and other drug-use. (HB0 2, 3, 4, 5, 6 & 8)
- AOD1.12.15 Determine socially appropriate ways to avoid or prevent use of alcohol and other drugs. (HB0 2, 3, 4, 5, 6 & 8)
- AOD1.12.16 Analyze the relationship between using alcohol and other drugs and other health risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, and tobacco use. (HB0 2, 3, 5 & 6)
- AOD1.12.17 Summarize the relationship between intravenous drug use and transmission of blood-borne diseases, such as HIV and hepatitis. (HB0 2 & 4)
- AOD1.12.18 Summarize long-term health benefits of abstaining from or discontinuing alcohol use. (HB0 3 & 7)
- AOD1.12.19 Analyze the dangers of driving while under the influence of alcohol and other drugs. (HB0 5 & 8)

**Alcohol and Other Drugs, Grades 9-12 continued on next page.**

**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 an alcohol- and drug-free lifestyle.

**Grades 9–12 Knowledge Expectations (continued):** Check the box next to each alcohol- and other drug-related knowledge expectation addressed in the curriculum.

By grade 12, students will be able to:

- AOD1.12.20 Summarize the importance of not riding with a driver who has been using alcohol or other drugs. (HB0 6 & 8)
- AOD1.12.21 Analyze how the addiction to alcohol or other drug use can be treated. (HB0 7 & 8)
- AOD1.12.22 Analyze how alcohol- and other drug-use cessation programs can be successful. (HB0 7 & 8)

### Additional Knowledge Expectations

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- \_\_\_\_\_

**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:

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**This is the end of Standard 1**

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**Notes:**



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## Standards 2–8

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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 alcohol- and other drug-free Healthy Behavior Outcomes (HBO, page AOD-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 (NHES)* 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 alcohol- and other drug-specific skill expectations for each grade group. The alcohol- and other drug-specific skill expectations are based on the general skill expectations listed in *Appendix 3: HECAT Skill Expectations for Skill Standards 2–8*. There are some grade groups for which alcohol- and other drug-related skill expectations are not applicable. These include the statement “NA - Skill expectations are not identified for this grade group.”

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 *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 the skill expectations for 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, AOD3.5.1 would represent Alcohol and Other Drugs, 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 practice, and the methods used to convey skill practice.
- 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 skill 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 alcohol- and other drug-use related behaviors.

**Grades Pre-K–2 Student Skill Expectations:** Check the box next to each alcohol- and other drug-related skill expectation addressed in the curriculum.

By grade 2, students will be able to:

- AOD2.2.1 Identify relevant influences of family on taking medicines safely.
- AOD2.2.2 Identify relevant influences of school personnel on taking medicines safely.

### 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 alcohol- and other drug-use related 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 <b>skills needed to meet this standard</b> .<br>(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 <b>skills needed to meet this standard</b> .<br>(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 alcohol- and other drug-use related behaviors.

**Grades 3–5 Student Skill Expectations:** Check the box next to each alcohol- and other drug-related skill expectation addressed in the curriculum.

By grade 5, students will be able to:

- AOD2.5.1 Identify relevant influences of culture on practices and behaviors related to alcohol use.
- AOD2.5.2 Identify relevant influences of peers on practices and behaviors related to alcohol use.
- AOD2.5.3 Identify relevant influences of community on practices and behaviors related to alcohol use.
- AOD2.5.4 Describe how relevant influences of family and culture affect practices and behaviors related to alcohol use.
- AOD2.5.5 Describe how relevant influences of school and community affect practices and behaviors related to alcohol use.
- AOD2.5.6 Describe how relevant influences of media (e.g., alcohol advertising) and technology affect practices and behaviors related to alcohol use.
- AOD2.5.7 Describe how relevant influences of peers affect practices and behaviors related to alcohol use.

### 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 alcohol- and other drug-use related 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 <b>skills needed to meet this standard</b> .<br>(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 <b>skills needed to meet this standard</b> .<br>(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 alcohol- and other drug-use related behaviors.

**Grades 6–8 Student Skill Expectations: Check the box next to each alcohol- and other drug-related skill expectation addressed in the curriculum.**

By grade 8, students will be able to:

- AOD2.8.1 Explain the influence of school rules and community laws on alcohol- and other drug-related practices and behaviors.
- AOD2.8.2 Explain how perceptions of norms influence healthy and unhealthy alcohol- and other drug-use practices and behaviors.
- AOD2.8.3 Explain how social expectations influence healthy and unhealthy alcohol- and other drug-use practices and behaviors.
- AOD2.8.4 Explain how personal values and beliefs influence alcohol- and other drug-use practices and behaviors.
- AOD2.8.5 Describe how alcohol and other drug use can influence the likelihood of engaging in other unhealthy behaviors.
- AOD2.8.6 Analyze how relevant influences of family and culture affect alcohol- and other drug-use practices and behaviors.
- AOD2.8.7 Analyze how relevant influences of school and community affect alcohol- and other drug-use practices and behaviors.
- AOD2.8.8 Analyze how relevant influences of media (e.g., alcohol advertising) and technology affect alcohol- and other drug-use practices and behaviors.
- AOD2.8.9 Analyze how relevant influences of peers affect alcohol- and other drug-use 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**

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**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 alcohol- and other drug-use related 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 <b>skills needed to meet this standard</b> . (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 <b>skills needed to meet this standard</b> . (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 alcohol- and other drug-use related behaviors.

**Grades 9–12 Student Skill Expectations: Check the box next to each alcohol- and other drug-related skill expectation addressed in the curriculum.**

By grade 12, students will be able to:

- AOD2.12.1 Explain the influence of public health policies on alcohol- and other drug-use practices and behaviors.
- AOD2.12.2 Analyze how culture supports and challenges alcohol- and other drug-use beliefs, practices, and behaviors.
- AOD2.12.3 Analyze how peers and perceptions of norms influence healthy and unhealthy alcohol- and other drug-related behaviors.
- AOD2.12.4 Analyze how personal attitudes, values, and beliefs influence health and unhealthy alcohol- and other drug-use behaviors.
- AOD2.12.5 Analyze how alcohol- and other drug-use can influence the likelihood of engaging in other unhealthy behaviors.
- AOD2.12.6 Analyze how laws, rules, and regulations influence behaviors related to alcohol- and other drug-use.
- AOD2.12.7 Analyze how school and community affect practices behaviors related to alcohol- and other drug-use.
- AOD2.12.8 Analyze the effect of media and technology on personal, family, and community behaviors related to alcohol- and other drug-use.
- AOD2.12.9 Differentiate the relevant influences, including family, culture, peers, school, community, media, technology, and public health policies on practices and behaviors related to alcohol and other drug use.
- AOD2.12.10 Analyze the factors that influence opportunities to obtain safe, accessible, equitable and affordable products and services that support prevention or cessation of alcohol and other drugs for oneself and others.

### Additional Skill Expectations

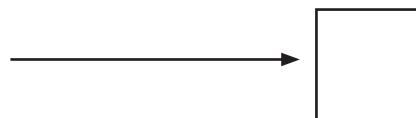
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**SKILL EXPECTATIONS COVERAGE SCORE:** Complete the score based on the criteria listed below.

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 alcohol- and other drug-use related 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 <b>skills needed to meet this standard</b> .<br>(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 <b>skills needed to meet this standard</b> .<br>(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, 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 an alcohol- and other drug-free lifestyle.

**Grades Pre-K–2 Student Skill Expectations: Check the box next to each alcohol- and other drug-related skill expectation addressed in the curriculum.**

By grade 2, students will be able to:

- AOD3.2.1 Identify trusted adults at home who can help with taking prescriptions and over-the-counter medicines.
- AOD3.2.2 Identify trusted adults and professionals in school (e.g., school nurse) who can help with taking prescriptions and over-the-counter medicines.
- AOD3.2.3 Explain how to locate school health helpers (e.g., school nurse) who can help with information about prescriptions and over-the-counter medicines.

### Additional Skill Expectations

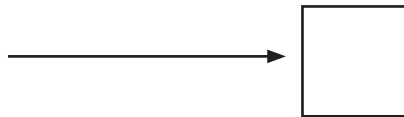
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**SKILL EXPECTATIONS COVERAGE SCORE:** Complete the score based on the criteria listed below.

The curriculum addresses:

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- 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 3: ACCESSING VALID INFORMATION (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.

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, 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 an alcohol- and other drug-free lifestyle.

**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 <b>skills needed to meet this standard</b> . (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 <b>skills needed to meet this standard</b> . (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, 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 an alcohol- and other drug-free lifestyle.

**Grades 3–5 Student Skill Expectations:** Check the box next to each alcohol- and other drug-related skill expectation addressed in the curriculum.

By grade 5, students will be able to:

- AOD3.5.1 Describe characteristics of accurate information for over-the counter and prescription medicines.
- AOD3.5.2 Describe characteristics of accurate alcohol-use prevention information.
- AOD3.5.3 Describe characteristics of appropriate and reliable over-the-counter and prescription medicines.
- AOD3.5.4 Describe characteristics of appropriate and trustworthy alcohol-use prevention services.
- AOD3.5.5 Demonstrate how to locate sources of accurate information for over-the-counter and prescription medicines.
- AOD3.5.6 Describe how to locate sources of accurate information for alcohol-use prevention.

### Additional Skill Expectations

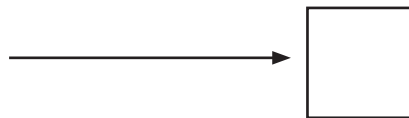
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**SKILL EXPECTATIONS COVERAGE SCORE:** Complete the score based on the criteria listed below.

The curriculum addresses:

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- 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 3: ACCESSING VALID INFORMATION (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).**

Notes:

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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, 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 an alcohol- and other drug-free lifestyle.

**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 <b>skills needed to meet this standard</b> .<br>(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 <b>skills needed to meet this standard</b> .<br>(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, 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 an alcohol- and other drug-free lifestyle.

**Grades 6–8 Student Skill Expectations:** Check the box next to each alcohol- and other drug-related skill expectation addressed in the curriculum.

By grade 8, students will be able to:

- AOD3.8.1 Analyze the validity and reliability of information for over-the-counter and prescription medicines.
- AOD3.8.2 Analyze the validity and reliability of information for alcohol- and other drug-use prevention.
- AOD3.8.3 Analyze the validity and reliability of alcohol- and other drug-use prevention and treatment services.
- AOD3.8.4 Describe situations that call for professional alcohol- and other drug-use treatment services.
- AOD3.8.5 Determine the availability of valid and reliable alcohol- and other drug-use cessation products.
- AOD3.8.6 Access valid and reliable alcohol- and other drug-use prevention information from home, school, or community.
- AOD3.8.7 Locate valid and reliable alcohol- and other drug-use treatment services.

### Additional Skill Expectations

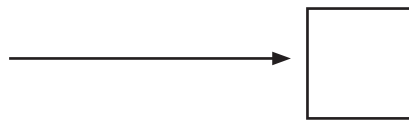
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**SKILL EXPECTATIONS COVERAGE SCORE:** Complete the score based on the criteria listed below.

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**SKILL EXPECTATIONS COVERAGE SCORE**



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

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## Standard 3 Students will demonstrate the ability to access valid information, 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 an alcohol- and other drug-free lifestyle.

**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 <b>skills needed to meet this standard</b> . (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 <b>skills needed to meet this standard</b> . (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, 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 an alcohol- and other drug-free lifestyle.

**Grades 9–12 Student Skill Expectations: Check the box next to each alcohol- and other-drug related skill expectation addressed in the curriculum.**

By grade 12, students will be able to:

- AOD3.12.1 Evaluate the validity and reliability of information for over-the-counter and prescription medicines.
- AOD3.12.2 Evaluate the validity and reliability of information for alcohol- and other drug-use prevention.
- AOD3.12.3 Evaluate the validity and reliability of alcohol- and other drug-use prevention and cessation products.
- AOD3.12.4 Evaluate the validity and reliability of alcohol- and other drug-use treatment services.
- AOD3.12.5 Determine the accessibility of valid and reliable alcohol- and other drug-use prevention and cessation products.
- AOD3.12.6 Determine the accessibility of valid and reliable alcohol- and other drug-use treatment services.
- AOD3.12.7 Determine when professional alcohol- and other drug-use cessation services may be required.
- AOD3.12.8 Use resources that provide valid and reliable alcohol- and other drug-use prevention information.

### Additional Skill Expectations

- \_\_\_\_\_
- \_\_\_\_\_

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

The curriculum addresses:

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- 3 = most of the skill expectations.** (67-99%)
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- 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 3: ACCESSING VALID INFORMATION (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).**

**Notes:**

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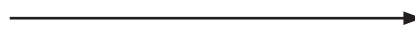
## Standard **3** Students will demonstrate the ability to access valid information, products, and services to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain an alcohol- and other drug-free lifestyle.

**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 <b>skills needed to meet this standard</b> . (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 <b>skills needed to meet this standard</b> . (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 quit alcohol and other drug use.

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**Grades Pre-K–2 Student Skill Expectations:** Check the box next to each alcohol- and other drug-related skill expectation addressed in the curriculum.

---

By grade 2, students will be able to:

- AOD4.2.1 Demonstrate effective refusal skills, including firmly saying “no” and getting away, when offered medicine or other drugs by someone other than a trusted adult.
- AOD4.2.2 Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed when offered medicine other drugs by someone other than a trusted adult.

Additional Skill Expectations

- \_\_\_\_\_
- \_\_\_\_\_

**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 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 quit alcohol and other drug use.

**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 <b>skills needed to meet this standard</b> . (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 <b>skills needed to meet this standard</b> . (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"/>
<b>Student Skill Practice Score (total number of checks)</b>	

**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 quit alcohol and other drug use.

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**Grades 3–5 Student Skill Expectations:** Check the box next to each alcohol- and other drug-related skill expectation addressed in the curriculum.

---

By grade 5, students will be able to:

- AOD4.5.1 Demonstrate effective verbal and nonverbal communication skills to avoid taking another's prescription medication.
- AOD4.5.2 Demonstrate effective verbal and nonverbal communication skills to avoid alcohol and other drug use.
- AOD4.5.3 Demonstrate effective verbal and nonverbal communication to avoid riding in a motor vehicle with a driver who has been drinking alcohol.
- AOD4.5.4 Explain how to be empathetic and compassionate towards a family member who is trying to quit alcohol or other drug use.
- AOD4.5.5 Demonstrate how to effectively ask for help to avoid exposure to others who use alcohol or drugs.

### Additional Skill Expectations

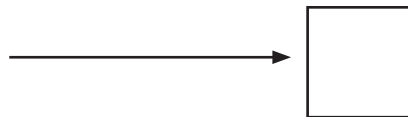
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**SKILL EXPECTATIONS COVERAGE SCORE**



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

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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 quit alcohol and other drug use.

**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 <b>skills needed to meet this standard</b> . (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 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 quit alcohol and other drug use.

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**Grades 6–8 Student Skill Expectations:** Check the box next to each alcohol- and other drug-related skill expectation addressed in the curriculum.

---

By grade 8, students will be able to:

- AOD4.8.1 Demonstrate the use of effective verbal and nonverbal communication to avoid taking another's prescription medication.
- AOD4.8.2 Demonstrate the use of effective verbal and nonverbal communication to avoid alcohol and other drug use.
- AOD4.8.3 Demonstrate the use of effective verbal and nonverbal communication to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
- AOD4.8.4 Demonstrate effective peer resistance skills to avoid or reduce alcohol and other drug use.
- AOD4.8.5 Demonstrate effective negotiation skills to avoid or reduce exposure to alcohol and other drug use.
- AOD4.8.6 Demonstrate how to effectively ask for assistance to quit using alcohol or other drugs.
- AOD4.8.7 Demonstrate how to effectively communicate empathy and support to a family member or friend who is trying to quit alcohol or other drug use.

### Additional Skill Expectations

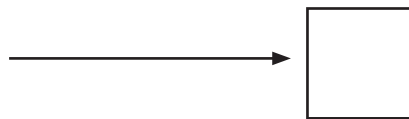
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SKILL EXPECTATIONS COVERAGE SCORE



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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 quit alcohol and other drug use.

**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 <b>skills needed to meet this standard</b> . (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 <b>skills needed to meet this standard</b> . (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 **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 quit alcohol and other drug use.

---

**Grades 9–12 Student Skill Expectations:** Check the box next to each alcohol- and other drug-related skill expectation addressed in the curriculum.

---

By grade 12, students will be able to:

- AOD4.12.1 Demonstrate effective communication skills to avoid taking others' prescription medication.
- AOD4.12.2 Demonstrate effective communication skills to be alcohol- and other drug-free.
- AOD4.12.3 Demonstrate effective communication skills to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
- AOD4.12.4 Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid alcohol and other drug use.
- AOD4.12.5 Demonstrate how to effectively ask for assistance to quit using alcohol or other drugs.
- AOD4.12.6 Demonstrate how to offer assistance to help others quit alcohol or other drug use.

### 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 quit alcohol and other drug use.

**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 <b>skills needed to meet this standard</b> . (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 <b>skills needed to meet this standard</b> . (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 quit alcohol and other drug use.

---

**Grades Pre-K–2 Student Skill Expectations:** Check the box next to each alcohol- and other drug-related skill expectation addressed in the curriculum.

---

By grade 2, students will be able to:

- AOD5.2.1 Identify how family, peers, or media influence a decision to not use over-the-counter and prescription medicines in unsafe ways.

### Additional Skill Expectations

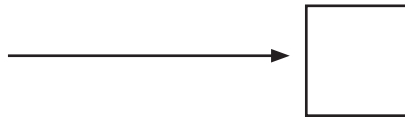
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- \_\_\_\_\_

**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 quit alcohol and other drug use.

**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 <b>skills needed to meet this standard</b> .<br>(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 <b>skills needed to meet this standard</b> .<br>(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 quit alcohol and other drug use.

---

**Grades 3–5 Student Skill Expectations: Check the box next to each alcohol- and other drug-related skill expectation addressed in the curriculum.**

---

By grade 5, students will be able to:

- AOD5.5.1 Identify situations which need a decision related to alcohol- and other drug-use prevention.
- AOD5.5.2 Decide when help is needed and when it is not needed to make a decision to not use alcohol or other drugs.
- AOD5.5.3 Explain how family, culture, peers, or media influence a decision related to alcohol and other drug use.
- AOD5.5.4 Identify options and their potential outcomes when making a decision related to alcohol and other drug use.
- AOD5.5.5 Choose a healthy option when making a decision about alcohol and other drug prevention.
- AOD5.5.6 Describe the final outcome of a decision related to alcohol and other drug use.

### 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 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 quit alcohol and other drug use.

**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 <b>skills needed to meet this standard</b> . (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 <b>skills needed to meet this standard</b> . (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"/>
<b>Student Skill Practice Score (total number of checks)</b> →	<input style="width: 50px; height: 50px;" type="text"/>

**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 quit alcohol and other drug use.

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**Grades 6–8 Student Skill Expectations: Check the box next to each alcohol- and other drug-related skill expectation addressed in the curriculum.**

---

By grade 8, students will be able to:

- AOD5.8.1 Identify circumstances that help or hinder making a decision to be alcohol- and other drug-free.
- AOD5.8.2 Determine when situations related to alcohol and other drug use require a decision (e.g., when a peer offers an alcoholic drink, deciding about getting into a motor vehicle with a driver who has been using alcohol and other drugs).
- AOD5.8.3 Distinguish when decisions related to alcohol and other drug use should be made individually or with the help of others.
- AOD5.8.4 Explain how family, culture, media, peers, and personal beliefs affect a decision related to alcohol and other drug use.
- AOD5.8.5 Distinguish between healthy and unhealthy alternatives of a decision related to alcohol and other drug use.
- AOD5.8.6 Predict the potential outcomes of healthy and unhealthy alternatives to a decision related to alcohol and other drug use.
- AOD5.8.7 Choose a healthy alternative when making a decision related to alcohol and other drug use.
- AOD5.8.8 Analyze the effectiveness of a final outcome of a decision related to alcohol and other drug use.

### Additional Skill Expectations

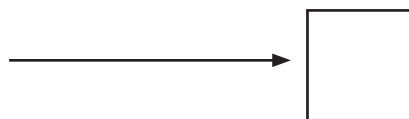
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**SKILL EXPECTATIONS COVERAGE SCORE:** Complete the score based on the criteria listed below.

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 quit alcohol and other drug use.

**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 <b>skills needed to meet this standard</b> . (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 <b>skills needed to meet this standard</b> . (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 quit alcohol and other drug use.

**Grades 9–12 Student Skill Expectations: Check the box next to each alcohol- and other drug-related skill expectation addressed in the curriculum.**

By grade 12, students will be able to:

- AOD5.12.1 Examine barriers to making a decision to be alcohol- and other drug-free.
- AOD5.12.2 Determine the value of applying thoughtful decision making related to alcohol and other drug use.
- AOD5.12.3 Justify when individual or collaborative decision related to alcohol and other drug use is appropriate.
- AOD5.12.4 Analyze how family, culture, media, peers, and personal beliefs affect a decision related to alcohol and other drug use.
- AOD5.12.5 Generate alternatives when making a decision related to alcohol and other drug use.
- AOD5.12.6 Predict the potential short-term and long-term consequences of alternatives when making a decision related to alcohol and other drug use.
- AOD5.12.7 Choose a healthy alternative when making a decision related to alcohol and other drug use.
- AOD5.12.8 Choose a healthy alternative when making a decision related to riding in a motor vehicle with a driver who has been drinking alcohol or using drugs.
- AOD5.12.9 Evaluate the effectiveness of decisions related to alcohol and other drug use.

### Additional Skill Expectations

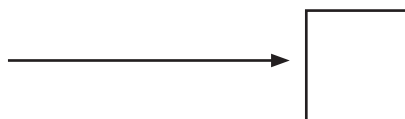
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**SKILL EXPECTATIONS COVERAGE SCORE:** Complete the score based on the criteria listed below.

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 quit alcohol and other drug use.

**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 <b>skills needed to meet this standard</b> . (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 <b>skills needed to meet this standard</b> . (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 **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 to be alcohol- and other drug-free, take steps to achieve these goals, and monitor their progress in achieving them.

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**Grades Pre-K–2 Student Skill Expectations: No alcohol- and other drug-related skill expectations are identified for this standard at this grade group. Check the box next to any added alcohol- and other drug-related skill expectation addressed in the curriculum.**

---

By grade 2, students will be able to:

NA Skill expectations are not identified for this grade group.

### 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)

**NA = not applicable: no skill expectations were listed or analyzed.**

**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 to be alcohol- and other drug-free, 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 <b>skills needed to meet this standard</b> . (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 <b>skills needed to meet this standard</b> . (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"/>
<b>Student Skill Practice Score (total number of checks)</b>	

**SCORE "NA" IF NO SKILL EXPECTATIONS WERE ANALYZED FOR THIS STANDARD. 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 to be alcohol- and other drug-free, 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 alcohol- and other drug-related skill expectation addressed in the curriculum.

---

By grade 5, students will be able to:

- AOD6.5.1 Set a realistic goal to be alcohol-free.
- AOD6.5.2 Track progress to achieving a personal goal to be alcohol-free.
- AOD6.5.3 Identify resources that can help achieve a personal goal to be alcohol-free.

### 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 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 to be alcohol- and other drug-free, 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 <b>skills needed to meet this standard</b> . (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 <b>skills needed to meet this standard</b> . (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 to be alcohol- and other drug-free, 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 alcohol- and other drug-related skill expectation addressed in the curriculum.**

---

By grade 8, students will be able to:

- AOD6.8.1 Assess personal practices related to alcohol and other drug use.
- AOD6.8.2 Set a realistic personal goal to be alcohol- and other drug-free.
- AOD6.8.3 Assess the barriers to achieving a personal goal to be alcohol- and other drug-free.
- AOD6.8.4 Apply strategies to overcome barriers to achieving a personal goal to be alcohol- and other drug-free.
- AOD6.8.5 Use strategies and skills to achieve a personal goal to be alcohol- and other drug-free.
- AOD6.8.6 Set a realistic personal goal to be alcohol- and drug-free or to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
- AOD6.8.7 Assess the barriers to achieving a personal goal to be alcohol- and drug-free or to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
- AOD6.8.8 Apply strategies to overcome barriers to achieving a personal goal to be alcohol- and drug-free or to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
- AOD6.8.9 Use strategies and skills to achieve a personal goal to be alcohol- and drug-free or to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.

### Additional Skill Expectations

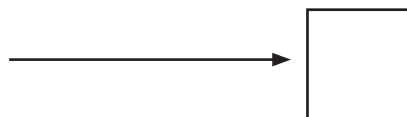
- \_\_\_\_\_
- \_\_\_\_\_

**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 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 to be alcohol- and other drug-free, 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 <b>skills needed to meet this standard</b> . (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 <b>skills needed to meet this standard</b> . (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"/>
<b>Student Skill Practice Score (total number of checks)</b>	

**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 to be alcohol- and other drug-free, 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 alcohol- and other drug-related skill expectation addressed in the curriculum.**

---

By grade 12, students will be able to:

- AOD6.12.1 Assess personal practices and behaviors related to alcohol and other drug use.
- AOD6.12.2 Set a realistic goal to remain alcohol- and other drug-free, to quit using alcohol or other drugs, or to not ride in or on a motor vehicle with a driver who is under the influence of alcohol or other drugs.
- AOD6.12.3 Assess the barriers to achieving a personal goal related to alcohol- and other drug-use prevention.
- AOD6.12.4 Develop a plan to attain a personal goal related to alcohol- and other drug-use prevention.
- AOD6.12.5 Implement strategies, including self monitoring, to achieve a personal goal related to alcohol- and other drug-use prevention.
- AOD6.12.6 Use strategies to overcome barriers to achieving a personal goal related to alcohol- and other drug-use prevention.
- AOD6.12.7 Formulate an effective long-term plan to achieve a personal goal related to alcohol- and other drug-use prevention.

### Additional Skill Expectations

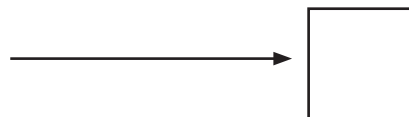
- \_\_\_\_\_
- \_\_\_\_\_

**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 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 to be alcohol- and other drug-free, 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 <b>skills needed to meet this standard</b> . (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 <b>skills needed to meet this standard</b> . (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 establish and maintain an alcohol- and other drug-free lifestyle.

**Grades Pre-K–2 Student Skill Expectations: No alcohol- and other drug-related skill expectations are identified for this standard at this grade group. Check the box next to any added alcohol- and other drug-related skill expectation addressed in the curriculum.**

By grade 2, students will be able to:

NA Skill expectations are not identified for this grade group.

**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%)

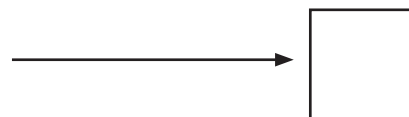
**2 = some of the skill expectations.** (34-66%)

**1 = a few of the skill expectations.** (1-33%)

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

**NA = not applicable: no skill expectations were listed or analyzed.**

**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 establish and maintain an alcohol- and other drug-free lifestyle.

**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 <b>skills needed to meet this standard</b> . (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 <b>skills needed to meet this standard</b> . (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"/>
<b>Student Skill Practice Score (total number of checks)</b>	<div style="text-align: center;">  </div>

**SCORE "NA" IF NO SKILL EXPECTATIONS WERE ANALYZED FOR THIS STANDARD. 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 establish and maintain an alcohol- and other drug-free lifestyle.

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**Grades 3–5 Student Skill Expectations: Check the box next to each alcohol- and other drug-related skill expectation addressed in the curriculum.**

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By grade 5, students will be able to:

- AOD7.5.1 Describe practices and behaviors that prevent alcohol use, avoid taking others' prescription medications, or avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
- AOD7.5.2 Demonstrate healthy alcohol- and other drug-use prevention practices and behaviors.
- AOD7.5.3 Make a commitment to practice healthy alcohol- and other drug-use prevention 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 establish and maintain an alcohol- and other drug-free lifestyle.

**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 <b>skills needed to meet this standard</b> . (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 <b>skills needed to meet this standard</b> . (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 establish and maintain an alcohol- and other drug-free lifestyle.

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**Grades 6–8 Student Skill Expectations: Check the box next to each alcohol- and other drug-related skill expectation addressed in the curriculum.**

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By grade 8, students will be able to:

- AOD7.8.1 Explain the importance of being responsible for being alcohol- and other drug-free.
- AOD7.8.2 Analyze personal practices and behaviors that reduce or prevent alcohol and other drug use.
- AOD7.8.3 Demonstrate alcohol- and other drug-use prevention practices and behaviors to improve the health of oneself and others.
- AOD7.8.4 Make a commitment to practice healthy alcohol- and other drug-use prevention behaviors.
- AOD7.8.5 Make a commitment to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.

### 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 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 establish and maintain an alcohol- and other drug-free lifestyle.

**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 <b>skills needed to meet this standard</b> .<br>(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 <b>skills needed to meet this standard</b> .<br>(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 establish and maintain an alcohol- and other drug-free lifestyle.

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**Grades 9–12 Student Skill Expectations:** Check the box next to each alcohol- and other drug-related skill expectation addressed in the curriculum.

---

By grade 12, students will be able to:

- AOD7.12.1 Analyze the role of individual responsibility for being alcohol- and other drug-free.
- AOD7.12.2 Evaluate personal practices and behaviors that reduce or prevent alcohol and other drug use.
- AOD7.12.3 Demonstrate alcohol-use prevention behaviors and practices to improve the health of oneself and others.
- AOD7.12.4 Make a commitment to be alcohol- and other drug-free.
- AOD7.12.5 Make a commitment to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
- AOD7.12.6 Make a commitment to not drive a motor vehicle while under the influence of alcohol or other drugs.

### Additional Skill Expectations

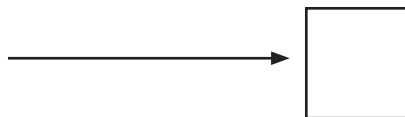
- \_\_\_\_\_
- \_\_\_\_\_

**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 establish and maintain an alcohol- and other drug-free lifestyle.

**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 <b>skills needed to meet this standard</b> . (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 <b>skills needed to meet this standard</b> . (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 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 make positive choices related to alcohol and other drug use.

**Grades Pre-K–2 Student Skill Expectations: Check the box next to each alcohol- and other drug-related skill expectation addressed in the curriculum.**

By grade 2, students will be able to:

- AOD8.2.1 Make requests to others to avoid driving while under the influence of alcohol or other drugs.

**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 8: ADVOCACY (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 **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 make positive choices related to alcohol and other drug use.

**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 <b>skills needed to meet this standard</b> . (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 <b>skills needed to meet this standard</b> . (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 make positive choices related to alcohol and other drug use.

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**Grades 3–5 Student Skill Expectations: Check the box next to each alcohol- and other drug-related skill expectation addressed in the curriculum.**

---

By grade 5, students will be able to:

- AOD8.5.1 Give factual information about the benefits of being alcohol- and other drug-free.
- AOD8.5.2 State personal beliefs about the dangers related to alcohol and other drug use.
- AOD8.5.3 Demonstrate how to persuade others to be alcohol- and other drug-free.
- AOD8.5.4 Demonstrate how to persuade others to avoid driving while under the influence of alcohol or other drugs.
- AOD8.5.5 Demonstrate how to persuade others to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.

### 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 8: ADVOCACY (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 **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 make positive choices related to alcohol and other drug use.

**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 <b>skills needed to meet this standard</b> . (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 <b>skills needed to meet this standard</b> . (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 make positive choices related to alcohol and other drug use.

**Grades 6–8 Student Skill Expectations:** Check the box next to each alcohol- and other drug-related skill expectation addressed in the curriculum.

By grade 8, students will be able to:

- AOD8.8.1 State a health-enhancing position about being alcohol- and other drug-free, supported with accurate information, to improve the health of others.
- AOD8.8.2 Persuade others to be alcohol- and other drug-free.
- AOD8.8.3 Persuade others to avoid driving while under the influence of alcohol or other drugs.
- AOD8.8.4 Persuade others to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
- AOD8.8.5 Collaborate with others to advocate for individuals, families, and schools to be alcohol- and other drug-free.
- AOD8.8.6 Demonstrate how to adapt alcohol- or other drug-free messages for different audiences.

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

**SKILL EXPECTATIONS COVERAGE SCORE**



**TRANSFER THIS SCORE TO STANDARD 8: ADVOCACY (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 **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 make positive choices related to alcohol and other drug use.

**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 <b>skills needed to meet this standard</b> . (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 <b>skills needed to meet this standard</b> . (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 make positive choices related to alcohol and other drug use.

**Grades 9–12 Student Skill Expectations: Check the box next to each alcohol- and other drug-related skill expectation addressed in the curriculum.**

By grade 12, students will be able to:

- AOD8.12.1 Use peer and societal norms, based on accurate health information, to formulate a message that promotes being alcohol- and other drug-free.
- AOD8.12.2 Persuade and support others to be alcohol- and other drug-free.
- AOD8.12.3 Persuade and support others to avoid driving while under the influence of alcohol or other drugs.
- AOD8.12.4 Persuade and support others to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
- AOD8.12.5 Collaborate with others to advocate for personal, family and community alcohol- and other drug-use prevention.
- AOD8.12.6 Encourage school and community environments to promote being alcohol- and other drug-free.
- AOD8.12.7 Adapt alcohol- or other drug-free health messages and communication techniques for a specific target audience.
- AOD8.12.8 Persuade community leaders about the importance of ensuring safe, accessible, and affordable alcohol- and other drug-use prevention and treatment services.

### Additional Skill Expectations

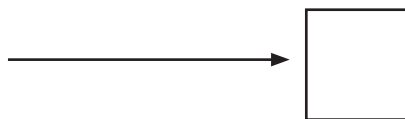
- \_\_\_\_\_
- \_\_\_\_\_

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

**SKILL EXPECTATIONS COVERAGE SCORE**



**TRANSFER THIS SCORE TO STANDARD 8: ADVOCACY (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 **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 make positive choices related to alcohol and other drug use.

**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 <b>skills needed to meet this standard</b> . (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 <b>skills needed to meet this standard</b> . (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"/>
<b>Student Skill Practice Score (total number of checks)</b>	

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

Notes:

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

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**Additional Notes:**