

HECAT: Module CHE

COMPREHENSIVE HEALTH EDUCATION CURRICULUM

Description: This module contains the tools to analyze and score comprehensive health education curricula. A comprehensive curriculum is one that is broad in scope and content; addresses numerous health problems, issues, or topics; and includes a set of instructional strategies and learning activities for students in pre-K through grade 12 to acquire the knowledge, attitudes and skills to address multiple health outcomes.

This module can be used to analyze a single comprehensive curriculum that addresses health concepts and skills across topics and grade levels, incorporates uniform instructional methodology and assessment strategies, and intentionally designs lessons to build on prior learned concepts and skills and build a foundation for learning new concepts and skills.

The strengths of a comprehensive health education curriculum are its ability to

- emphasize important health concepts and skills expected in a specific topic at a specific grade level, and
- facilitate mastery of skills by providing multiple opportunities for students to practice skills in a variety of topics and across multiple grades.

The CHE module allows users to analyze the completeness of a comprehensive curriculum in addressing concepts and skills in each topic and grade groups. In addition, the CHE module allows users to analyze the overall completeness of a curriculum in addressing concepts and skills across topics and grade groups, allowing analysis of a curriculum's compatibility with an entire scope-and-sequence.

To determine if a curriculum is comprehensive, review the curriculum's topical content. A comprehensive curriculum covers multiple topics and grade groups/levels. Go through this chapter prior to a curriculum analysis to determine the specific Healthy Behavior Outcomes (HBO) addressed by the curriculum (HBO pages CHE-2 and CHE-3). A comprehensive curriculum should address many of these HBOs.

If a curriculum focuses only on HBOs related to a single HECAT topic, use the Health Education Curriculum Analysis module that addresses that specific topic instead of this module. If a curriculum focuses on only a few topics and an analysis across topics is not important, then use each of the relevant HECAT topic-specific modules to analyze the curriculum instead of this module.

This module uses the *National Health Education Standards* as the framework for determining the extent to which a curriculum is likely to enable students to master the essential knowledge (Standard 1) and skills (Standards 2–8) to adopt and maintain healthy behaviors. 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 that help students in grades pre-K–12 adopt and maintain a healthy 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 education program.

This module includes all of the knowledge and skill expectations from each of the individual HECAT health topic modules, organized by grade groups:

- Grades Pre-K–2: CHE-5 –CHE-54
- Grades 3–5: CHE-55 –CHE-108
- Grades 6–8: CHE-109–CHE-168
- Grades 9–12: CHE-169–CHE-234

Each grade group section includes

- Knowledge Expectations Scoring for Standard 1.
- Skill Expectations Scoring for Standards 2–8. -
- Student Skill Practice Scoring for Standards 2–8. -

Promoting an Alcohol and Other Drug-Free Lifestyle (AOD)

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

Promoting Healthy Eating (HE)

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

Promoting Mental and Emotional Health (MEH)

- MEH-1. *Express feelings in a healthy way.*
- MEH-2. *Engage in activities that are mentally and emotionally healthy.*
- MEH-3. *Prevent and manage interpersonal conflict in healthy ways.*
- MEH-4. *Prevent and manage emotional stress and anxiety in healthy ways.*
- MEH-5. *Use self-control and impulse-control strategies to promote health.*
- MEH-6. *Get help for troublesome thoughts, feelings, or actions for oneself and others.*
- MEH-7. *Show tolerance and acceptance of differences in others.*
- MEH-8. *Establish and maintain healthy relationships.*

Promoting Personal Health and Wellness (PHW)

- PHW-1. *Brush and floss teeth daily.*
- PHW-2. *Practice appropriate hygiene habits.*
- PHW-3. *Get an appropriate amount of sleep and rest.*
- PHW-4. *Prevent vision and hearing loss.*
- PHW-5. *Prevent damage from the sun.*
- PHW-6. *Practice behaviors that prevent infectious diseases.*
- PHW-7. *Practice behaviors that prevent chronic diseases.*
- PHW-8. *Prevent serious health problems that result from common chronic diseases and conditions among youth, such as allergies, asthma, diabetes, and epilepsy.*
- PHW-9. *Practice behaviors that prevent foodborne illnesses.*
- PHW-10. *Seek out help for common infectious diseases and chronic diseases and conditions.*
- PHW-11. *Seek out healthcare professionals for appropriate screenings and examinations.*
- PHW-12. *Prevent health problems that result from fads or trends.*

Promoting Physical Activity (PA)

- PA-1. Engage in moderate to vigorous physical activity for at least 60 minutes every day.
- PA-2. Regularly engage in physical activities that enhance cardio-respiratory endurance, flexibility, muscle endurance, and muscle strength.
- PA-3. Engage in warm-up and cool-down activities before and after structured exercise.
- PA-4. Drink plenty of water before, during, and after physical activity.
- PA-5. Follow a physical activity plan for healthy growth and development.
- PA-6. Avoid injury during physical activity.
- PA-7. Support others to be physically active.

Promoting Safety (S)

- S-1. Follow appropriate safety rules when riding in or on a motor vehicle.
- S-2. Avoid driving a motor vehicle—or riding in a motor vehicle driven by someone—while under the influence of alcohol or other drugs.
- S-3. Use safety equipment appropriately and correctly.
- S-4. Apply safety rules and procedures to avoid risky behaviors and injury.
- S-5. Avoid safety hazards in the home and community.
- S-6. Recognize and avoid dangerous surroundings.
- S-7. Get help for oneself or others when injured or suddenly ill.
- S-8. Support others to avoid risky behaviors and be safe.

Promoting Sexual Health (SH)

- SH-1. Establish and maintain healthy relationships.
- SH-2. Be sexually abstinent.
- SH-3. Engage in behaviors that prevent or reduce sexually transmitted disease (STD), including HIV infection.
- SH-4. Engage in behaviors that prevent or reduce unintended pregnancy.
- SH-5. Avoid pressuring others to engage in sexual behaviors.
- SH-6. Support others to avoid or reduce sexual risk behaviors.
- SH-7. Treat others with courtesy and respect without regard to their sexuality.
- SH-8. Use appropriate health services to promote sexual health.

Promote a Tobacco-Free Lifestyle (T)

- T-1. Avoid using (or experimenting with) any form of tobacco.
- T-2. Avoid second-hand smoke.
- T-3. Support a tobacco-free environment.
- T-4. Support others to be tobacco-free.
- T-5. Quit using tobacco, if already using.

Prevent Violence (V)

- V-1. Manage interpersonal conflict in nonviolent ways.
- V-2. Manage emotional distress in nonviolent ways.
- V-3. Avoid bullying, being a bystander to bullying, or being a victim of bullying.
- V-4. Avoid engaging in violence, including sexual harassment, coercion, exploitation, physical fighting, and rape.
- V-5. Avoid situations where violence is likely to occur.
- V-6. Avoid associating with others who are involved in or who encourage violence or criminal activity.
- V-7. Get help to prevent or stop violence including harassment, abuse, bullying, hazing, fighting, and hate crimes.
- V-8. Get help to prevent or stop inappropriate touching.
- V-9. Get help to stop being subjected to violence or physical abuse.
- V-10. Get help for oneself or others who are in danger of hurting themselves.

School curricula must meet local community needs and conform to the curriculum requirements of the state or school district. For that reason, users are encouraged to review the analysis items before analyzing curricula and add, delete, or revise them to meet local needs and requirements.

Because this module includes all of the knowledge and skill expectations from each of the individual health topic modules, users should dedicate sufficient time to review and select the knowledge expectations (Standard 1) that are aligned with the selected HBOs and skill expectations (Standards 2-8) important for analyzing a comprehensive health education curriculum. Users should eliminate knowledge and skill expectations not aligned with the selected HBOs. Regardless of grade group, the analysis of a comprehensive curriculum will require that reviewers look at multiple issues, including

- the extent to which the curriculum addresses selected knowledge expectations (Standard 1) in each topic area and grade group.
- the completeness of the curriculum in addressing knowledge expectations (Standard 1) across a grade group or groups.
- the extent to which the curriculum addresses skill expectations (Standards 2–8) in each topic area and grade group.
- the overall coverage and practice of skill expectations across topics and grade group or groups (Standards 2–8).

Note: Reviewers will need significantly more time to complete the review of a comprehensive curriculum than is needed for the analysis of a single topic curriculum.

Overall Instructions

To complete an analysis of a comprehensive health education curriculum:

1. Determine the desired Healthy Behavior Outcomes (HBO, pgs. CHE-2 and CHE-3) that a comprehensive health curriculum is expected to address.
2. Review the HECAT grade-group knowledge expectations that are aligned with these HBOs. Add, delete, or revise items to meet the selected HBOs, the curriculum requirements of the state or school district, and community needs.
3. Review the completed *General Curriculum Information* (Chapter 2) for the curriculum under consideration.
4. Read the curriculum to become familiar with its content and how it is organized.
5. Complete the analysis of the curriculum for each grade-group in this module.
6. Score the curriculum based on the analysis: There will be **one** rating score for knowledge expectations (Standard 1) and **two** rating scores (skill expectations and student skill practice) for each of the skills (Standards 2–8).
7. Transfer scores from the analysis of each standard to the *CHE Overall Summary Form* (Chapter 3). Note: This summary form is the same for a single-topic or comprehensive health education curriculum.
8. Complete a separate analysis for each curriculum being reviewed. Make additional copies of any analysis pages.
9. Keep all written notes and comments to justify scores and to inform group discussions and curriculum decisions.

Grades Pre-K–2: Standard 1

The Standard 1 curriculum analysis will result in a single score that reflects the extent to which the curriculum addresses the knowledge required to achieve the selected Healthy Behavior Outcomes (HBO pgs. CHE-2 and CHE-3). This section lists the knowledge expectations to be completed by grade 2 (grade group pre-K–2).

It is unlikely that a comprehensive curriculum will cover every knowledge expectation aligned with every HBO at all grade levels in this grade group. It is important to identify the knowledge expectations that are most critical for students to know at each grade level, prior to your analysis, to make sure your analysis yields useful results.

Directions for Standard 1

- Decide if any of the knowledge expectations need to be deleted or modified or if any additional knowledge expectations should be added to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Some knowledge expectations may appear in more than one topic area.
- Delete unnecessary or redundant knowledge expectations. Review all other standards before making changes to the knowledge expectations in Standard 1.
- Read the curriculum to become familiar with its content, the information provided for students, and the methods used to convey information and knowledge content.
- Review the concepts included for each health topic and grade level in the curriculum. Review the applicable grade-level knowledge expectations for each health topic (CHE-8–CHE-11). The HECAT health topic titles might not be an identical match to those health topics found in the curriculum under review. However, if the curriculum is comprehensive, the expected HBOs and related knowledge expectations should be identifiable in the curriculum, regardless of topic titles.
- Complete the 3-step scoring process for Standard 1 (CHE-6) and the *Knowledge Expectations Coverage Score* (CHE-7). Note that Step 1 will require the analysis of individual topic knowledge expectations pages. Step 2 and 3 can be completed based on the analysis results from Step 1.
- Transfer the *Knowledge Expectations Coverage Score* to 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, conduct a separate analysis of Standard 1 for each group.
- Complete a separate *Overall Summary Form* for each curriculum and grade group.

Directions for Grades Pre-K–2, Standards 2–8 are provided on page CHE-12.

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.

Pre-K–2 Knowledge Expectations Coverage Score

The knowledge expectations for grades pre-K–2, across nine topic areas, are provided on pages CHE-8–CHE-11. Below are the directions and forms for scoring Standard 1.

Step 1: Select the Standard 1 knowledge expectations aligned with the selected Healthy Behavior Outcomes (CHE-2 and CHE-3) and correspond with the grade level(s) included in the curriculum. Delete any knowledge expectations that are not aligned with the selected Healthy Behavior Outcomes.

On each relevant topic knowledge expectations page, check the boxes next to the knowledge expectations that are addressed within the curriculum. (A knowledge expectation is “addressed” if there is sufficient information provided in the curriculum for students to be able to demonstrate competency in this concept.)

Step 2: After completing the relevant knowledge expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade grouping (pre-K–2; 3–5; 6–8; and 9–12).

Summary Coverage Chart

<p>Grades:</p> <p><input type="checkbox"/> Pre-K–2</p> <p><input type="checkbox"/> 3–5</p> <p><input type="checkbox"/> 6–8</p> <p><input type="checkbox"/> 9–12</p> <p>Content: (Check topics included in the curriculum)</p>	<p>Knowledge Expectations Summary:</p> <p>Using the information gathered in Step 1 and in the analyses of relevant knowledge expectations on pages CHE-8–CHE-11, check the box that best applies to the percentage of knowledge expectations addressed for each topic. To determine the Knowledge Expectations Summary percent for each topic, count the number checked divided by the number of concepts listed.</p> <p>all = 100% most = 67% - 99% some = 34% - 66% few = 1% - 33% none = 0%</p>
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Healthy Eating	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Physical Activity	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Safety/Injury Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Sexual Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none

Proceed to Step 3 on next page.

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

Pre-K-2 Knowledge Expectations Coverage Score (continued)

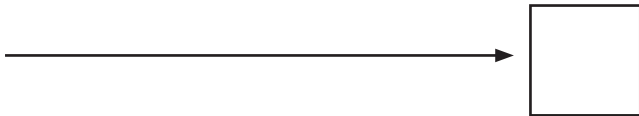
Step 3: Based on the information in the completed Knowledge Expectations Summary Coverage Chart in Step 2, complete the Knowledge Expectations Coverage Score below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Knowledge Expectations Summary Score of "all" or "most"?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Knowledge Expectations Coverage Score.

KNOWLEDGE EXPECTATIONS COVERAGE SCORE

81-100 % = 4	
61- 80 % = 3	
41- 60% = 2	
1- 40% = 1	
0% = 0	

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

After completing Standard 1, move to Grades Pre-K-2, Standard 2, pg. CHE-14.

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.

Grades Pre-K–2 Knowledge Expectations

Standard 1 knowledge expectations for grades pre-K–2 are listed, starting below through pages CHE-11, in the following topical order:

- Alcohol and Other Drugs
- Healthy Eating
- Mental and Emotional Health
- Personal Health and Wellness
- Physical Activity
- Safety/Injury Prevention
- Sexual Health
- Tobacco
- Violence Prevention

Alcohol and Other Drugs: Check the box next to each alcohol- and other drug-related knowledge expectation addressed in the curriculum. By the end of 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)

Healthy Eating: Check the box next to each healthy eating-related knowledge expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- HE1.2.1 Explain the importance of trying new foods. (HB0 1 & 2)
- HE1.2.2 Explain the importance of choosing healthy foods and beverages. (HB0 1, 2, 3, 4, 5, 6, 7, 8, 9 & 12)
- HE1.2.3 Identify a variety of healthy snacks. (HB0 2, 3, 4, 5, 8 & 12)
- HE1.2.4 Identify the benefits of drinking plenty of water. (HB0 5 & 12)
- HE1.2.5 Describe the types of foods and beverages that should be limited. (HB0 6, 8, 9 & 12)
- HE1.2.6 Describe the benefits of eating breakfast every day. (HB0 7 & 12)
- HE1.2.7 Describe how to keep food safe from harmful germs. (HB0 10)
- HE1.2.8 Describe body signals that tell a person when they are hungry and when they are full. (HB0 12)
- HE1.2.9 Identify healthy eating patterns that provide energy and help the body grow and develop. (HB0 12)

Grades Pre-K–2 Knowledge Expectations (continued on next page)

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

Grades Pre-K–2 Knowledge Expectations (continued)

Mental and Emotional Health: Check the box next to each mental and emotional health-related knowledge expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- MEH1.2.1 Explain the importance of talking with parents and other trusted adults about feelings. (HBO 1, 2 & 8)
- MEH1.2.2 Identify appropriate ways to express and deal with feelings. (HBO 1, 2, 3 & 4)
- MEH1.2.3 Explain the relationship between feelings and behavior. (HBO 1 & 5)
- MEH1.2.4 Describe the difference between bullying and teasing. (HBO 1, 3 & 7)
- MEH1.2.5 Explain the importance of respecting the personal space and boundaries of others. (HBO 2, 3, 5 & 8)
- MEH1.2.6 Explain why it is wrong to tease or bully others. (HBO 7)
- MEH1.2.7 Identify the benefits of healthy family relationships. (HBO 8)
- MEH1.2.8 Identify the benefits of healthy peer relationships. (HBO 8)

Personal Health and Wellness: Check the box next to each personal health and wellness-related knowledge expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- PHW1.2.1 Identify the proper steps for daily brushing and flossing teeth. (HBO 1 & 2)
- PHW1.2.2 State why hygiene is important to good health. (HBO 1 & 2)
- PHW1.2.3 Identify the benefits of personal health care practices such as washing hair and bathing regularly. (HBO 1 & 2)
- PHW1.2.4 State the steps for proper hand washing. (HBO 2 & 6)
- PHW1.2.5 Explain why sleep and rest are important for proper growth and good health. (HBO 3)
- PHW1.2.6 Explain how hearing can be damaged by loud noise. (HBO 4)
- PHW1.2.7 Identify ways to protect vision. (HBO 4)
- PHW1.2.8 Identify ways to protect hearing. (HBO 4)
- PHW1.2.9 List ways to prevent harmful effects of the sun. (HBO 5)
- PHW1.2.10 Describe what it means to be healthy. (HBO 6)
- PHW1.2.11 Identify different ways that disease-causing germs are transmitted. (HBO 6)
- PHW1.2.12 Identify ways to prevent the spread of germs that cause common infectious diseases. (HBO 6)
- PHW1.2.13 Identify foods and non-food triggers that are common causes of allergic reactions. (HBO 6)
- PHW1.2.14 Explain that foods can contain germs that can cause illness. (HBO 6)
- PHW1.2.15 Identify food safety strategies that can control germs that causes foodborne illnesses. (HBO 6 & 9)
- PHW1.2.16 Identify proper steps for treating a wound to reduce chances of infection. (HBO 6 & 10)

Grades Pre-K–2 Knowledge Expectations (continued on next page)

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

Grades Pre-K–2 Knowledge Expectations (continued)

Physical Activity: Check the box next to each physical activity-related knowledge expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- PA1.2.1 Identify the recommended amount of physical activity for children. (HBO 1)
- PA1.2.2 Explain ways to be active every day. (HBO 1)
- PA1.2.3 Describe behaviors that is physically active and physically inactive. (HBO 1)
- PA1.2.4 Describe how being physically active can help a person feel better. (HBO 1 & 2)
- PA1.2.5 Describe the benefits of being physically active. (HBO 2)
- PA1.2.6 Describe the benefits of drinking plenty of water before, during, and after physical activity. (HBO 4)

Safety/Injury Prevention: Check the box next to each safety-related knowledge expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- S1.2.1 State the benefits of riding in the back seat when a passenger in a motor vehicle. (HBO 1)
- S1.2.2 Describe the importance of using safety belts, child safety restraints, and motor vehicle booster seats. (HBO 1 & 3)
- S1.2.3 Identify safe behaviors when getting on and off and while riding on a bus. (HBO 1, 5 & 6)
- S1.2.4 Identify safety rules for playing on playground, swimming, and playing sports. (HBO 3 & 4)
- S1.2.5 Describe how injuries can be prevented. (HBO 3, 4, 5 & 6)
- S1.2.6 Identify safety rules for being around fire. (HBO 4)
- S1.2.7 Describe how to be a safe pedestrian. (HBO 4, 5 & 6)
- S1.2.8 Identify safety hazards in the home. (HBO 4 & 5)
- S1.2.9 Identify how household products are harmful if ingested or inhaled. (HBO 5)
- S1.2.10 Identify safety hazards in the community. (HBO 5 & 8)
- S1.2.11 Identify people who can help when someone is injured or suddenly ill. (HBO 7)

Sexual Health: Check the box next to each sexual health-related knowledge expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- SH1.2.1 Identify the benefits of healthy family relationships. (HBO 1)
- SH1.2.2 Identify the benefits of healthy peer relationships. (HBO 1)
- SH1.2.3 Identify different ways that disease-causing germs are transmitted. (HBO 3)
- SH1.2.4 Identify ways to prevent the spread of germs that cause common infectious diseases. (HBO 3)
- SH1.2.5 Explain why it is wrong to tease or bully others based on gender identity and roles. (HBO 7)

Grades Pre-K–2 Knowledge Expectations (continued on next page)

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

Grades Pre-K–2 Knowledge Expectations (continued)

Tobacco: Check the box next to each tobacco-related knowledge expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- T1.2.1 Identify a variety of tobacco products. (HB0 1)
 - T1.2.2 Identify short-term effects of using tobacco. (HB0 1)
 - T1.2.3 Describe the benefits of not using tobacco. (HB0 1)
 - T1.2.4 Describe the dangers of experimenting with tobacco. (HB0 1)
 - T1.2.5 Identify family rules about avoiding tobacco use. (HB0 1 & 2)
 - T1.2.6 Identify the short-and long-term physical effects of being exposed to tobacco smoke. (HB0 2)
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Violence Prevention: Check the box next to each violence prevention-related knowledge expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- V1.2.1 Describe the difference between bullying and teasing. (HB0 3)
- V1.2.2 Explain why it is wrong to tease or bully others. (HB0 3)
- V1.2.3 Explain what to do if someone is being bullied. (HB0 3 & 9)
- V1.2.4 Identify “appropriate” and “inappropriate” or “safe” and “unsafe” touches. (HB0 8)
- V1.2.5 Explain why inappropriate touches should be reported to a trusted adult. (HB0 8)
- V1.2.6 Explain that a child is not at fault if someone touches him or her in an inappropriate way. (HB0 8)
- V1.2.7 Explain why everyone has the right to tell others not to touch his or her body. (HB0 8)

This is the end of Standard 1, Knowledge Expectations for Pre-K–2. Pre-K–2, Standards 2–8 begin on next page.

Grades Pre-K–2: Standards 2–8

The Standards 2–8 analysis will result in **two** ratings for each standard: one rating reflects the extent to which the curriculum addresses important skill expectations students should be able to perform; the second reflects the extent to which the curriculum provides opportunities for students to practice each skill.

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 begins with score pages. These are followed by the generic and the topic-specific skill expectations for that standard. The topic-specific skill expectations are based on the generic skill expectations also listed in *Appendix 3: HECAT Skill Expectations for Skill Standards 2–8*. There are some grade groups for which topic-specific skill expectations are not applicable. These include the statement “NA - Skill expectations are not identified for this grade group.”

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.

Skill Analysis in Comprehensive Curricula

A comprehensive health education curriculum should address the skills and skill expectations reflected in Standards 2-8. It is important that a comprehensive curriculum focus on each skill standard across all grade groups and among a variety of topics. While it should address the skill expectations for every standard across all grade groups, it is unlikely that every skill expectation in all topics at every grade group will be addressed.

It might be most appropriate to ensure some skills are achieved in certain topic areas at a particular grade group. For example, it might be

more appropriate for students to develop skills to analyze influences (Standard 2) on personal safety in grades pre-K–2 and 3-5, rather than analyzing influences on sexual health at these grades. It might be more appropriate for students to develop decision- making skills (Standard 5) to avoid alcohol use in grades 6-8, rather than develop decision- making skills to promote mental and emotional health in these grades. It is essential that the analysis of a CHE curriculum determine the extent to which the curriculum addresses the skills at the grade levels and topics where they make most sense. *Appendix 4: Using the HECAT to Develop a Scope and Sequence for Health Education* provides an example as to how essential skill learning might be achieved across topics and grade groups (*Appendix 4, Figure 2*).

Directions for Standards 2–8

Skill Expectations Coverage Score

- Decide if any of the skill expectations need to be deleted or modified or if any additional skill expectations should be added to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Some skill expectations may appear in more than one topic area. Delete unnecessary or redundant skill expectations. Review all other standards before making changes to skill expectations in one Standard.
- Read the curriculum to become familiar with its content, the information provided for students, and the methods used to convey skill expectations.
- Review the skill focus for each health topic and grade level in the curriculum. Review the applicable grade-level skill expectations for each health standard and health topic found on the following pages:
 - ~ Standard 2 (CHE-16–CHE-18)
 - ~ Standard 3 (CHE-22–CHE-24)
 - ~ Standard 4 (CHE-28–CHE-30)

- ~ Standard 5 (CHE-34–CHE-36)
- ~ Standard 6 (CHE-40–CHE-41)
- ~ Standard 7 (CHE-46–CHE-47)
- ~ Standard 8 (CHE-52–CHE-53)

The HECAT health topic titles might not be an identical match to those health topics found in the curriculum. However, if the curriculum is comprehensive, the expected related skill expectations should be identifiable in the curriculum, regardless of topic titles.

- Complete the 3-step skill expectations scoring process and the *Skill Expectations Coverage Score* for each Standard found on the following pages.
 - ~ Standard 2 (CHE-14) -
 - ~ Standard 3 (CHE-20) -
 - ~ Standard 4 (CHE-26) -
 - ~ Standard 5 (CHE-32) -
 - ~ Standard 6 (CHE-38) -
 - ~ Standard 7 (CHE-44) -
 - ~ Standard 8 (CHE-50) -

Note that Step 1 will require the analysis of individual topic skill expectations pages. Step 2 and 3 can be completed based on the analysis results from Step 1.

- Transfer the *Skill Expectations Coverage Score* to the *Overall Summary Form* (Chapter 3).

- Record notes to justify scores and to inform group discussions and curriculum decisions.
- Analyze Standard 2-8 for each curriculum being reviewed. If the curriculum addresses more than one grade group, conduct a separate analysis of Standard 2-8 for each group.
- Complete a separate *Overall Summary Form* for each curriculum and grade group.

Student Skill Practice Score

- During the analysis of each topic area's skill expectations, note the number of times that students are provided opportunities to practice each skill.
- Complete the 3-step student skill practice scoring process and the *Student Skill Practice Score* at the end of each Standard's analysis pages.
- Transfer the *Student Skill Practice Score* to the *Overall Summary Form* (Chapter 3).
- Record notes to justify scores and to inform group discussions and curriculum decisions.
- Analyze Standard 2-8 for each curriculum being reviewed. If the curriculum addresses more than one grade group, conduct a separate analysis of Standard 2-8 for each group.
- Complete a separate *Overall Summary Form* for each curriculum and grade group.

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades Pre-K–2 Skill Expectations Coverage Score

The Standard 2 skill expectations for grades pre-K–2, across nine topic areas, are provided on pages CHE-16–CHE-18. Below are the scoring directions and forms for scoring the skill expectations for Standard 2. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-19.

Step 1: Review the Standard 2 skill expectations pages and select the topics that correspond with the health topics and grade group included in the curriculum.

On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)

Step 2: After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade group (pre-K–2; 3–5; 6–8; and 9–12).

Summary Coverage Chart

<p>Grades:</p> <p><input type="checkbox"/> Pre-K–2</p> <p><input type="checkbox"/> 3–5</p> <p><input type="checkbox"/> 6–8</p> <p><input type="checkbox"/> 9–12</p> <p>Content: (Check topics included in the curriculum)</p>	<p>Skill Expectations Summary:</p> <p>Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-16–CHE-18, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which Skill Expectations Summary Score for each topic, count the number checked and divide by the number listed.</p> <p>all = 100% most = 67% - 99% some = 34% - 66% few = 1% - 33% none = 0%</p>
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Healthy Eating	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Physical Activity	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Safety/Injury Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Sexual Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none

Proceed to Step 3 on next page.

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

Grades Pre-K–2 Skill Expectations Coverage Score (continued)

Step 3: Based on the information in the completed Summary Coverage Chart in Step 2, complete the Skill Expectations Coverage Score below.

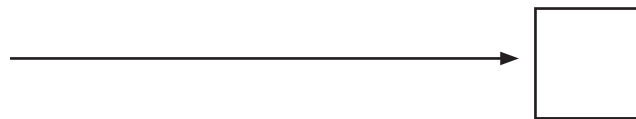
1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of “all” or “most”?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORE

- 81-100 % = 4**
- 61- 80 % = 3**
- 41- 60% = 2**
- 1- 40% = 1**
- 0% = 0**



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

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades Pre-K–2 Skill Expectations

Standard 2 skill expectations for grades pre-K–2 are listed below through page CHE-18. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of each grade, students will meet the following Skill Expectations:

- Identify relevant influences of family on health practices and behaviors.
- Identify relevant influences of school on health practices and behaviors.
- Identify relevant influences of media and technology on health practices and behaviors.
- Describe positive influences on personal health practices and behaviors.
- Describe negative influences on personal health practices and behaviors.

Alcohol and Other Drugs: Check the box next to each alcohol- and other drug-related Standard 2 skill expectation addressed in the curriculum. By the end of 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.

Healthy Eating: Check the box next to each healthy eating-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

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

Mental and Emotional Health: Check the box next to each mental and emotional health-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- MEH2.2.1 Identify relevant influences of family on mental and emotional health practices and behaviors.
- MEH2.2.2 Identify relevant influences of school on mental and emotional health practices and behaviors.
- MEH2.2.3 Identify relevant influences of media and technology on mental and emotional health practices and behaviors.
- MEH2.2.4 Describe positive influences on mental and emotional health practices and behaviors.
- MEH2.2.5 Describe negative influences on mental and emotional health practices and behaviors.

Standard 2, Grades Pre-K–2 Skill Expectations (continued on next page)

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

Grades Pre-K–2 Skill Expectations (continued)

Personal Health and Wellness: Check the box next to each personal health and wellness-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- PHW2.2.1 Identify relevant influences of family on personal health and wellness practices and behaviors.
- PHW2.2.2 Identify relevant influences of school on personal health and wellness practices and behaviors.
- PHW2.2.3 Identify relevant influences of media and technology on personal health and wellness practices and behaviors.
- PHW2.2.4 Describe positive influences on personal health and wellness practices and behaviors.
- PHW2.2.5 Describe negative influences on personal health and wellness practices and behaviors.

Physical Activity: Check the box next to each physical activity-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- PA2.2.1 Identify relevant influences of family on physical activity practices and behaviors.
- PA2.2.2 Identify relevant influences of school on physical activity practices and behaviors.
- PA2.2.3 Identify the influence of media and technology on physical activity practices and behaviors.
- PA2.2.4 Describe positive influences on personal physical activity practices and behaviors.
- PA2.2.5 Describe negative influences on personal physical activity practices and behaviors.

Safety/Injury Prevention: Check the box next to each safety-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- S2.2.1 Identify relevant influences of family on safety and injury prevention practices and behaviors.
- S2.2.2 Identify relevant influences of school on safety and injury prevention practices and behaviors.
- S2.2.3 Identify relevant influences of media and technology on safety and injury prevention practices and behaviors.
- S2.2.4 Describe positive influences on safety and injury prevention practices and behaviors.
- S2.2.5 Describe negative influences on safety and injury prevention practices and behaviors.

Sexual Health: Check the box next to each safety-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- NA Skill expectations are not identified for this grade group.

Additional Skill Expectations

- _____
- _____

Standard 2, Grades Pre-K–2 Skill Expectations (continued on next page)

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

Grades Pre-K–2 Skill Expectations (continued)

Tobacco: Check the box next to each tobacco-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- NA Skill expectations are not identified for this grade group.

Additional Skill Expectations

- _____
- _____

Violence Prevention: Check the box next to each violence prevention-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- V2.2.1 Identify relevant influences of family on violence prevention practices and behaviors.
- V2.2.2 Identify relevant influences of school on violence prevention practices and behaviors.
- V2.2.3 Identify relevant influences of media and technology on violence prevention practices and behaviors.
- V2.2.4 Describe positive influences on violence prevention practices and behaviors.
- V2.2.5 Describe negative influences on violence prevention practices and behaviors.

This is the end of Standard 2, Skill Expectations for Grades Pre-K–2. Grades Pre-K–2, Standard 2, Student Skill Practice Score begins on the next page.

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

Grades Pre-K–2 Student Skill Practice

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 at least <u>three opportunities</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
2. The curriculum provides <u>three opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>four to five opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides <u>six or more opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<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:

This is the end of Standard 2 for Grades Pre-K–2. Grades Pre-K–2, Standard 3, Skill Expectations Coverage Score begins on the next page.

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

Grades Pre-K–2 Skill Expectations Coverage Score

The Standard 3 skill expectations for grades pre-K–2, across nine topic areas, are provided on pages CHE-22–CHE-24. Below are the scoring directions and forms for scoring the skill expectations for Standard 3. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-25.

Step 1: Review the Standard 3 skill expectations pages and select the topics that correspond with the health topics and grade group included in the curriculum.

On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)

Step 2: After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade group (pre-K–2; 3–5; 6–8; and 9–12).

Summary Coverage Chart

<p>Grades:</p> <p><input type="checkbox"/> Pre-K–2</p> <p><input type="checkbox"/> 3–5</p> <p><input type="checkbox"/> 6–8</p> <p><input type="checkbox"/> 9–12</p> <p>Content: (Check topics included in the curriculum)</p>	<p>Skill Expectations Summary:</p> <p>Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-22–CHE-24, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which Skill Expectations Summary Score for each topic, count the number checked and divide by the number listed.</p> <p>all = 100% most = 67% - 99% some = 34% - 66% few = 1% - 33% none = 0%</p>
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Healthy Eating	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Physical Activity	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Safety/Injury Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Sexual Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none

Proceed to Step 3 on next page.

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

Grades Pre-K–2 Skill Expectations Coverage Score (continued)

Step 3: Based on the information in the completed Summary Coverage Chart in Step 2, complete the Skill Expectations Coverage Score below.

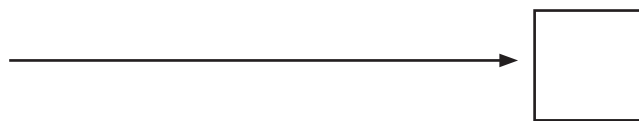
1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of “all” or “most”?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORE

- 81-100 % = 4**
- 61- 80 % = 3**
- 41- 60% = 2**
- 1- 40% = 1**
- 0% = 0**



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

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

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

Grades Pre-K–2 Skill Expectations

Standard 3 skill expectations for grades pre-K–2 are listed below through page CHE-24. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of Grade 2, students will meet the following Skill Expectations:

- Identify trusted adults at home who can help promote health.
- Identify trusted adults and professionals in school who can help promote health (e.g., school nurse, school counselor).
- Identify trusted adults and professionals in the community who can help promote health (e.g., healthcare provider, police officer).
- Explain how to locate school health helpers (e.g., school nurse).
- Explain how to locate community health helpers (e.g., police officer, paramedic).
- Demonstrate how to locate school or community health helpers to enhance health.

The use of “valid,” in the context of these expectations does not imply statistical rigor. Valid means accurate, legitimate, authoritative, and authentic health information, health products, and health services.

Alcohol and Other Drugs: Check the box next to each alcohol- and other drug-related Standard 3 skill expectation addressed in the curriculum. By the end of 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.

Healthy Eating: Check the box next to each healthy eating-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

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

Standard 3, Grades Pre-K–2 Skill Expectations (continued on next page)

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

Grades Pre-K–2 Skill Expectations (continued)

Mental and Emotional Health: Check the box next to each mental and emotional health-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- MEH3.2.1 Identify trusted adults at home who can help promote mental and emotional health.
- MEH3.2.2 Identify trusted adults and professionals in school who can help promote mental and emotional health (e.g., school nurse, school counselor).
- MEH3.2.3 Identify trusted adults and professionals in the community who can help promote mental and emotional health (e.g., counselors, social workers, healthcare providers).
- MEH3.2.4 Explain how to locate school health helpers who can help with mental and emotional health (e.g., school nurse, school counselor).
- MEH3.2.5 Explain how to locate community health helpers who can help promote mental and emotional health (e.g., counselors, healthcare providers).
- MEH3.2.6 Demonstrate how to locate school health helpers to enhance mental and emotional health.

Personal Health and Wellness: Check the box next to each personal health and wellness-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- PHW3.2.1 Identify trusted adults at home who can help promote personal health and wellness.
- PHW3.2.2 Identify trusted adults and professionals in school who can help promote personal health and wellness (e.g., school nurse, classroom teacher).
- PHW3.2.3 Identify trusted adults and professionals in the community who can help promote personal health and wellness (e.g., healthcare provider, police officer).
- PHW3.2.4 Explain how to locate school health helpers who can help promote personal health and wellness (e.g., school nurse).
- PHW3.2.5 Explain how to locate community health helpers who can help promote personal health and wellness (e.g., healthcare provider, paramedic).
- PHW3.2.6 Demonstrate how to locate school or community health helpers to enhance personal health and wellness (e.g., healthcare provider, paramedic).

Physical Activity: Check the box next to each physical activity-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- PA3.2.1 Identify trusted adults at home who can help promote physical activity.
- PA3.2.2 Identify trusted adults and professionals in school (e.g., physical education teacher) who can help promote physical activity.
- PA3.2.3 Identify trusted adults and professionals in the community (e.g., recreation leader) who can help promote physical activity.
- PA3.2.4 Explain how to locate school health helpers (e.g., teacher) who can help promote physical activity.
- PA3.2.5 Explain how to locate school or community health helpers to enhance physical activity.

Standard 3, Grades Pre-K–2 Skill Expectations (continued on next page)

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

Grades Pre-K–2 Skill Expectations (continued)

Safety/Injury Prevention: Check the box next to each safety-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- S3.2.1 Identify trusted adults at home who can help promote safety and injury prevention.
- S3.2.2 Identify trusted adults and professionals in school who can help promote safety and injury prevention (e.g., school principal, facility and maintenance staff).
- S3.2.3 Identify trusted adults and professionals in the community who can help promote safety and injury prevention (e.g., police, firefighter).
- S3.2.4 Explain how to locate school health helpers who can help promote safety and injury prevention (e.g., school nurse, facility and maintenance staff).
- S3.2.5 Explain how to locate community health helpers who can help promote safety and injury prevention (e.g., police officer, firefighter).
- S3.2.6 Demonstrate how to locate school or community health helpers to enhance safety and injury prevention (e.g., police officer, firefighter).

Sexual Health: Check the box next to each sexual health-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- NA Skill expectations are not identified for this grade group.

Additional Skill Expectations

Tobacco: Check the box next to each tobacco-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- T3.2.1 Identify trusted adults at home who can help prevent tobacco use.
- T3.2.2 Identify trusted adults and professionals in school (e.g., school nurse, school counselor) who can help prevent tobacco use.
- T3.2.3 Explain how to locate school health helpers (e.g., school nurse) who can help prevent tobacco use.

Violence Prevention: Check the box next to each violence prevention-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- V3.2.1 Identify trusted adults at home who can help prevent violence.
- V3.2.2 Identify trusted adults and professionals in school who can help prevent violence (e.g., school counselor, principal).
- V3.2.3 Identify trusted adults and professionals in the community who can help prevent violence (e.g., police officer).
- V3.2.4 Explain how to locate school health helpers who can help reduce or avoid violence (e.g., school counselor, principal).
- V3.2.5 Explain how to locate community health helpers who can help reduce or avoid violence (e.g., police officer).
- V3.2.6 Demonstrate how to locate school or community health helpers who can help reduce or avoid violence (e.g., police officer, 911).

This is the end of Standard 3, Skill Expectations for Grades Pre-K–2. Grades Pre-K–2, Standard 3, Student Skill Practice Score begins on the next page.

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

Grades Pre-K–2 Student Skill Practice Score

Grade 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 at least <u>three opportunities</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
2. The curriculum provides <u>three opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>four to five opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides <u>six or more opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<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:

This is the end of Standard 3 for Grades Pre-K–2. Grades Pre-K–2, Standard 4, Skill Expectations Coverage Score begins on the next page.

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

Grades Pre-K–2 Skill Expectations Coverage Score

The Standard 4 skill expectations for grades pre-K–2, across nine topic areas, are provided on pages CHE-28–CHE-30. Below are the scoring directions and forms for scoring the skill expectations for Standard 4. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-31.

Step 1: Review the Standard 4 skill expectations pages and select the topics that correspond with the health topics and grade group included in the curriculum.

On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)

Step 2: After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade group (pre-K–2; 3–5; 6–8; and 9–12).

Summary Coverage Chart

<p>Grades:</p> <p><input type="checkbox"/> Pre-K–2</p> <p><input type="checkbox"/> 3–5</p> <p><input type="checkbox"/> 6–8</p> <p><input type="checkbox"/> 9–12</p> <p>Content: (Check topics included in the curriculum)</p>	<p>Skill Expectations Summary:</p> <p>Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-28–CHE-30, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which Skill Expectations Summary Score for each topic, count the number checked and divide by the number listed.</p> <p>all = 100% most = 67% - 99% some = 34% - 66% few = 1% - 33% none = 0%</p>
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Healthy Eating	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Physical Activity	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Safety/Injury Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Sexual Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none

Proceed to Step 3 on next page.

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

Grades Pre-K-2 Skill Expectations Coverage Score (continued)

Step 3: Based on the information in the completed Summary Coverage Chart in Step 2, complete the Skill Expectations Coverage Score below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of "all" or "most"?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORE

- 81-100 % = 4**
- 61- 80 % = 3**
- 41- 60% = 2**
- 1- 40% = 1**
- 0% = 0**

→

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

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades Pre-K–2 Skill Expectations

Standard 4 skill expectations for grades pre-K–2 are listed below through page CHE-30. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of grade 2, students will meet the following Skill Expectations:

- Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.
- Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback.
- Demonstrate effective refusal skills including firmly saying “no” and getting away.
- Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.
- Identify how to communicate care and concern for others.

Alcohol and Other Drugs: Check the box next to each alcohol- and other drug-related Standard 4 skill expectation addressed in the curriculum. By the end of 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.

Healthy Eating: Check the box next to each healthy eating-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

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

Additional Skill Expectations

- _____
- _____

Mental and Emotional Health: Check the box next to each mental and emotional health-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- MEH4.2.1 Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.
- MEH4.2.2 Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback.
- MEH4.2.3 Demonstrate effective refusal skills to avoid participating in emotionally unhealthy behaviors.
- MEH4.2.4 Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.
- MEH4.2.5 Describe how to effectively communicate care and concern for others.

Standard 4, Grades Pre-K–2 Skill Expectations (continued on next page)

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

Grades Pre-K–2 Skill Expectations (continued)

Personal Health and Wellness: Check the box next to each personal health and wellness-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- PHW4.2.1 Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways to enhance personal health and wellness.
- PHW4.2.2 Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback to enhance personal health and wellness.
- PHW4.2.3 Demonstrate effective refusal skills, including verbally saying “no”, to avoid participating in behaviors that negatively affect personal health and wellness.
- PHW4.2.4 Identify how to communicate care and concern for others to enhance their personal health and wellness.

Physical Activity: Check the box next to each physical activity-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- PA4.2.1 Demonstrate effective refusal skills, including firmly saying “no”, to avoid engaging in unsafe physical activities.

Additional Skill Expectations

- _____
- _____

Safety/Injury Prevention: Check the box next to each safety-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- S4.2.1 Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways to promote safety and prevent injury.
- S4.2.2 Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback to promote safety and avoid or reduce injury.
- S4.2.3 Demonstrate effective refusal skills to avoid or reduce injury.
- S4.2.4 Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.

Sexual Health: Check the box next to each sexual health-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- SH4.2.1 Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways to promote healthy family and peer relationships.
- SH4.2.2 Demonstrate how to communicate care and concern for others to promote healthy family and peer relationships.

Standard 4, Grades Pre-K–2 Skill Expectations (continued on next page)

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

Grades Pre-K–2 Skill Expectations (continued)

Tobacco: Check the box next to each tobacco-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- T4.2.1 Demonstrate how to effectively communicate needs, wants and feelings that help avoid exposure to secondhand smoke.

Additional Skill Expectations

- _____
- _____
-

Violence Prevention: Check the box next to each violence prevention-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- V4.2.1 Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways to prevent violence.
- V4.2.2 Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback to prevent violence.
- V4.2.3 Demonstrate effective refusal skills, including firmly saying “no” and getting away, to avoid or prevent violence.
- V4.2.4 Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.
- V4.2.5 Identify how to communicate care and concern for others to prevent violence.

This is the end of Standard 4, Skill Expectations for Grades Pre-K–2. Grades Pre-K–2, Standard 4, Student Skill Practice Score begins on the next page.

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

Grades Pre-K–2 Student Skill Practice

Grade 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 at least three opportunities for students to practice **the skills needed to meet this standard**. (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)
2. The curriculum provides three opportunities across multiple topic areas for students to practice **the skills needed to meet this standard**. (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)
3. The curriculum provides four to five opportunities across multiple topic areas for students to practice **the skills needed to meet this standard**. (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)
4. The curriculum provides six or more opportunities across multiple topic areas for students to practice **the skills needed to meet this standard**. (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)

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:

This is the end of Standard 4, Grades Pre-K–2. Grades Pre-K–2, Standard 5, Skill Expectations Coverage Score begins on the next page.

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

Grades Pre-K–2 Skill Expectations Coverage Score

The Standard 5 skill expectations for grades pre-K–2, across nine topic areas, are provided on pages CHE-34– CHE-36. Below are the scoring directions and forms for scoring the skill expectations for Standard 5. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-37.

Step 1: Review the Standard 5 skill expectations pages and select the topics that correspond with the health topics and grade group included in the curriculum.

On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)

Step 2: After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade group (pre-K–2; 3–5; 6–8; and 9–12).

Summary Coverage Chart

<p>Grades:</p> <p><input type="checkbox"/> Pre-K–2</p> <p><input type="checkbox"/> 3–5</p> <p><input type="checkbox"/> 6–8</p> <p><input type="checkbox"/> 9–12</p> <p>Content: (Check topics included in the curriculum)</p>	<p>Skill Expectations Summary:</p> <p>Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-34–CHE-36, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which Skill Expectations Summary Score for each topic, count the number checked and divide by the number listed.</p> <p>all = 100% most = 67% - 99% some = 34% - 66% few = 1% - 33% none = 0%</p>
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Healthy Eating	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Physical Activity	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Safety/Injury Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Sexual Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none

Proceed to Step 3 on next page.

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

Step 3: Based on the information in the completed Summary Coverage Chart in Step 2, complete the Skill Expectations Coverage Score below.

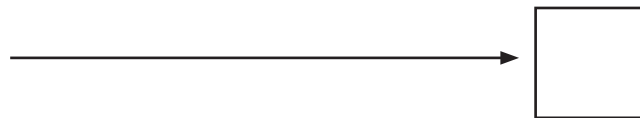
1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of "all" or "most"?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORE

- 81-100 % = 4**
- 61- 80 % = 3**
- 41- 60% = 2**
- 1- 40% = 1**
- 0% = 0**



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

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades Pre-K–2 Skill Expectations

Standard 5 skill expectations for grades pre-K–2 are listed below through page CHE-36. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of Grade 2, students will be able to meet the following Skill Expectations:

- Identify situations which need a health-related decision.
- Identify how family, peers or media influence a health-related decision.
- Explain the potential positive and negative outcomes from health-related decisions.
- Describe when help is needed and when it is not needed to make a healthy decision.

Alcohol and Other Drugs: Check the box next to each alcohol- and other drug-related Standard 5 skill expectation addressed in the curriculum. By the end of 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

Healthy Eating: Check the box next to each healthy eating-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

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

Mental and Emotional Health: Check the box next to each mental and emotional health-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- MEH5.2.1 Identify situations which need a decision related to mental and emotional health (e.g., dealing with interpersonal conflict, managing anger).
- MEH5.2.2 Describe how family, peers or media influence a decision related to mental and emotional health.
- MEH5.2.3 Explain the potential positive and negative outcomes from decisions related to mental and emotional health (e.g., dealing with interpersonal conflict, managing anger).
- MEH5.2.4 Describe when help is needed and when it is not needed to make a mentally- and emotionally-healthy decision (e.g., dealing with interpersonal conflict, managing anger).

Standard 5, Grades Pre-K–2 Skill Expectations (continued on next page)

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

Grades Pre-K–2 Skill Expectations (continued)

Personal Health and Wellness: Check the box next to each personal health and wellness-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- PHW5.2.1 Identify situations which need a decision related to personal health and wellness (e.g., washing hands before eating, wearing sun protection, brushing teeth daily).
- PHW5.2.2 Identify how family, peers or media influence a personal health or wellness-related decision.
- PHW5.2.3 Explain the potential positive and negative outcomes from personal health or wellness-related decisions.
- PHW5.2.4 Describe when help is needed and when it is not needed to make a personal health or wellness-related decision.

Physical Activity: Check the box next to each physical activity-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- PA5.2.1 Identify situations which need a decision related to physical activity.
- PA5.2.2 Describe how family, peers, or media influence a decision related to physical activity.
- PA5.2.3 Explain how family, peers, or media influence a decision to use proper equipment when engaging in physical activities.
- PA5.2.4 Explain the potential positive and negative outcomes from decisions related to physical activity.
- PA5.2.5 Describe when help is needed and when it is not needed to make a healthy decision related to physical activity.

Safety/Injury Prevention: Check the box next to each safety-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- S5.2.1 Identify situations which need a decision related to safety and injury prevention.
- S5.2.2 Identify how family, peers or media influence a decision related to safety and injury prevention.
- S5.2.3 Explain the potential positive and negative outcomes from a decision related to safety and injury prevention.
- S5.2.4 Describe when help is needed and when it is not needed to make a decision related to safety and injury prevention.

Sexual Health: Check the box next to each sexual health-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- NA Skill expectations are not identified for this grade group.

Additional Skill Expectations

- _____
- _____

Standard 5, Grades Pre-K–2 Skill Expectations (continued on next page)

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

Grades Pre-K–2 Skill Expectations (continued)

Tobacco: Check the box next to each tobacco-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- T5.2.1 Identify how family, peers, or media influence a decision to not use tobacco.

Additional Skill Expectations

- _____
-

Violence Prevention: Check the box next to each violence prevention-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- V5.2.1 Identify situations which need a decision to prevent violence.
- V5.2.2 Describe how family, peers or media influence a decision that could lead to violence.
- V5.2.3 Explain the potential positive and negative outcomes from a decision that could lead to violence.
- V5.2.4 Describe when help is needed and when it is not needed to make a decision related to violence prevention.

This is the end of Standard 5, Skill Expectations for Grades Pre-K–2. Grades Pre-K–2, Standard 5, Student Skill Practice Score begins on the next page.

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

Grades Pre-K–2 Student Skill Practice

Grade 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 at least <u>three opportunities</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
2. The curriculum provides <u>three opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>four to five opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides <u>six or more opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<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:

This is the end of Standard 5 for Grades Pre-K–2. Grades Pre-K–2, Standard 6, Skill Expectations Coverage Score begins on the next page.

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

Grades Pre-K–2 Skill Expectations Coverage Score

The Standard 6 skill expectations for grades pre-K–2, across nine topic areas, are provided on pages CHE-40–CHE-41. Below are the scoring directions and forms for scoring the skill expectations for Standard 6. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-43.

Step 1: Review the Standard 6 skill expectations pages and select the topics that correspond with the health topics and grade group included in the curriculum.

On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)

Step 2: After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade group (pre-K–2; 3–5; 6–8; and 9–12).

Summary Coverage Chart

<p>Grades:</p> <p><input type="checkbox"/> Pre-K–2</p> <p><input type="checkbox"/> 3–5</p> <p><input type="checkbox"/> 6–8</p> <p><input type="checkbox"/> 9–12</p> <p>Content: (Check topics included in the curriculum)</p>	<p>Skill Expectations Summary:</p> <p>Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-40–CHE-41, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which Skill Expectations Summary Score for each topic, count the number checked and divide by the number listed.</p> <p>all = 100% most = 67% - 99% some = 34% - 66% few = 1% - 33% none = 0%</p>
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Healthy Eating	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Physical Activity	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Safety/Injury Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Sexual Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none

Proceed to Step 3 on next page.

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

Grades Pre-K–2 Skill Expectations Coverage Score (continued)

Step 3: Based on the information in the completed Summary Coverage Chart in Step 2, complete the Skill Expectations Coverage Score below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of “all” or “most”?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORE

- 81-100 % = 4**
- 61- 80 % = 3**
- 41- 60% = 2**
- 1- 40% = 1**
- 0% = 0**

→

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

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades Pre-K–2 Skill Expectations

Standard 6 skill expectations for grades pre-K–2 are listed below through page CHE-41. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of Grade 2, students will be able to meet the following Skill Expectations:

- Identify a realistic personal short-term health goal.
- Take steps to achieve the personal health goal.
- Identify people who can help achieve a personal health goal.

Alcohol and Other Drugs: Check the box next to each alcohol- and other drug-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- NA Skill expectations are not identified for this grade group.

Additional Skill Expectations

- _____
- _____

Healthy Eating: Check the box next to each healthy eating-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

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

Mental and Emotional Health: Check the box next to each mental and emotional health-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- MEH6.2.1 Identify a realistic personal short-term goal to improve or maintain positive mental and emotional health.
- MEH6.2.2 Take steps to achieve the goal to improve or maintain positive mental and emotional health.
- MEH6.2.3 Identify people who can help achieve a goal to improve or maintain positive mental and emotional health.

Personal Health and Wellness: Check the box next to each personal health and wellness-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- PHW6.2.1 Identify a realistic short-term goal to improve a personal health and wellness-related practice.
- PHW6.2.2 Take steps to achieve the goal to improve personal health and wellness.
- PHW6.2.3 Identify people who can help achieve a personal health and wellness-related goal.

Standard 6, Grades Pre-K–2 Skill Expectations (continued on next page)

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

Grades Pre-K–2 Skill Expectations (continued)

Physical Activity: Check the box next to each physical activity-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- PA6.2.1 Identify a realistic personal short-term goal to be physically active.
- PA6.2.2 Take steps to achieve the personal goal to be physically active.
- PA6.2.3 Identify people who can help achieve a personal goal to be physically active.

Safety/Injury Prevention: Check the box next to each safety-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- S6.2.1 Identify a realistic personal short-term goal to avoid or reduce injury.
- S6.2.2 Take steps to achieve a personal goal to avoid or reduce injury.
- S6.2.3 Identify people who can help achieve a personal goal to avoid or reduce injury.

Sexual Health: Check the box next to each sexual health-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- NA Skill expectations are not identified for this grade group.

Additional Skill Expectations

- _____
- _____

Tobacco: Check the box next to each tobacco-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- NA Skill expectations are not identified for this grade group.

Additional Skill Expectations

- _____
- _____

Violence Prevention: Check the box next to each violence prevention-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- V6.2.1 Identify a realistic personal short-term goal to prevent violence.
- V6.2.2 Take steps to achieve the personal goal to prevent violence.
- V6.2.3 Identify people who can help achieve a personal goal to prevent violence.

This is the end of Standard 6, Skill Expectations for Grades Pre-K–2. Grades Pre-K–2, Standard 6, Student Skill Practice Score begins on the next page.

Notes:

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

Grades Pre-K–2 Student Skill Practice

Grade 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 at least <u>three opportunities</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
2. The curriculum provides <u>three opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>four to five opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides <u>six or more opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<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:

This is the end of Standard 6 for Grades Pre-K–2. Grades Pre-K–2, Standard 7, Skill Expectations Coverage Score begins on the next page.

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

Grades Pre-K–2 Skill Expectations Coverage Score

The Standard 7 skill expectations for grades pre-K–2, across nine topic areas, are provided on pages CHE-46–CHE-47. Below are the scoring directions and forms for scoring the skill expectations for Standard 7. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-49.

Step 1: Review the Standard 7 skill expectations pages and select the topics that correspond with the health topics and grade group included in the curriculum.

On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)

Step 2: After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade group (pre-K–2; 3–5; 6–8; and 9–12).

Summary Coverage Chart

<p>Grades:</p> <p><input type="checkbox"/> Pre-K–2</p> <p><input type="checkbox"/> 3–5</p> <p><input type="checkbox"/> 6–8</p> <p><input type="checkbox"/> 9–12</p> <p>Content: (Check topics included in the curriculum)</p>	<p>Skill Expectations Summary:</p> <p>Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-46–CHE-47, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which Skill Expectations Summary Score for each topic, count the number checked and divide by the number listed.</p> <p>all = 100% most = 67% - 99% some = 34% - 66% few = 1% - 33% none = 0%</p>
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Healthy Eating	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Physical Activity	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Safety/Injury Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Sexual Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none

Proceed to Step 3 on next page.

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

Grades Pre-K–2 Skill Expectations Coverage Score (continued)

Step 3: Based on the information in the completed Summary Coverage Chart in Step 2, complete the Skill Expectations Coverage Score below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of “all” or “most”?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORE

- 81-100 % = 4**
- 61- 80 % = 3**
- 41- 60% = 2**
- 1- 40% = 1**
- 0% = 0**

→

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

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades Pre-K–2 Skill Expectations

Standard 7 skill expectations for grades pre-K–2 are listed below through page CHE-47. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of Grade 2, students will be able to meet the following Skill Expectations:

- Identify practices that reduce or prevent health risks.
- Demonstrate healthy practices.
- Make a commitment to practice healthy behaviors.

Alcohol and Other Drugs: Check the box next to each alcohol- and other drug-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- NA Skill expectations are not identified for this grade group.

Additional Skill Expectations

- _____
- _____

Healthy Eating: Check the box next to each healthy eating-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

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

Mental and Emotional Health: Check the box next to each mental and emotional health-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- MEH7.2.1 Identify mental and emotional health practices that reduce or prevent health risks.
- MEH7.2.2 Demonstrate healthy mental and emotional health practices.
- MEH7.2.3 Make a commitment to practice healthy mental and emotional health behaviors.

Personal Health and Wellness: Check the box next to each personal health and wellness-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- PHW7.2.1 Identify personal health and wellness-related practices that reduce or prevent health risks.
- PHW7.2.2 Demonstrate positive personal health and wellness-related practices.
- PHW7.2.3 Make a commitment to practice positive personal health and wellness-related behaviors.

Standard 7, Grades Pre-K–2 Skill Expectations (continued on next page)

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

Grades Pre-K–2 Skill Expectations (continued)

Physical Activity: Check the box next to each physical activity-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- PA7.2.1 Identify practices that reduce inactivity and unsafe physical activity.
- PA7.2.2 Demonstrate healthy and safe physical activity practices and behaviors.
- PA7.2.3 Make a commitment to be physically active.

Safety/Injury Prevention: Check the box next to each safety-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- S7.2.1 Identify practices that promote safety and reduce or prevent injuries.
- S7.2.2 Demonstrate safety and injury prevention practices.
- S7.2.3 Make a commitment to practice safety and injury prevention behaviors.

Sexual Health: Check the box next to each sexual health-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- NA Skill expectations are not identified for this grade group.

Additional Skill Expectations

- _____
- _____

Tobacco: Check the box next to each tobacco-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- NA Skill expectations are not identified for this grade group.

Additional Skill Expectations

- _____
- _____

Violence Prevention: Check the box next to each violence prevention-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- V7.2.1 Identify practices that reduce or prevent violence.
- V7.2.2 Demonstrate violence prevention practices.
- V7.2.3 Make a commitment to practice violence prevention behaviors.

This is the end of Standard 7 Skill Expectations, for Grades Pre-K–2. Grades Pre-K–2, Standard 7, Student Skill Practice Score begins on the next page.

Notes:

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

Grades Pre-K–12 Student Skill Practice

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 at least <u>three opportunities</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
2. The curriculum provides <u>three opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>four to five opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides <u>six or more opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<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:

This is the end of Standard 7 for Grades Pre-K–2. Grades Pre-K–2, Standard 8, Skill Expectations Coverage Score begins on the next page.

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

Grades Pre-K–2 Skill Expectations Coverage Score

The Standard 8 skill expectations for grades pre-K–2, across nine topic areas, are provided on pages CHE-52–CHE-53. Below are the scoring directions and forms for scoring the skill expectations for Standard 8. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-54.

Step 1: Review the Standard 8 skill expectations pages and select the topics that correspond with the health topics and grade group included in the curriculum.

On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)

Step 2: After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade group (pre-K–2; 3–5; 6–8; and 9–12).

Summary Coverage Chart

<p>Grades:</p> <p><input type="checkbox"/> Pre-K–2</p> <p><input type="checkbox"/> 3–5</p> <p><input type="checkbox"/> 6–8</p> <p><input type="checkbox"/> 9–12</p> <p>Content: (Check topics included in the curriculum)</p>	<p>Skill Expectations Summary:</p> <p>Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-52–CHE-53, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which Skill Expectations Summary Score for each topic, count the number checked and divide by the number listed.</p> <p>all = 100% most = 67% - 99% some = 34% - 66% few = 1% - 33% none = 0%</p>
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Healthy Eating	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Physical Activity	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Safety/Injury Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Sexual Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none

Proceed to Step 3 on next page.

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

Grades Pre-K–2 Skill Expectations Coverage Score (continued)

Step 3: Based on the information in the completed Summary Coverage Chart in Step 2, complete the Skill Expectations Coverage Score below.

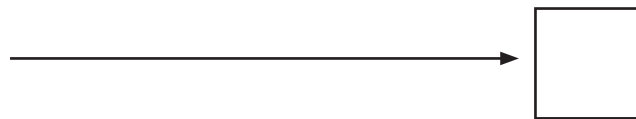
1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of “all” or “most”?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORE

- 81-100 % = 4**
- 61- 80 % = 3**
- 41- 60% = 2**
- 1- 40% = 1**
- 0% = 0**



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

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

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

Grades Pre-K–2 Skill Expectations

Standard 8 skill expectations for grades pre-K–2 are listed below through page CHE-53. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of Grade 2, students will be able to meet the following Skill Expectations:

- Make requests to others to promote personal health practices.
- Demonstrate how to encourage peers to make healthy choices.

Alcohol and Other Drugs: Check the box next to each alcohol- and other drug-related Standard 8 skill expectation addressed in the curriculum. By the end of 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

- _____
- _____

Healthy Eating: Check the box next to each healthy eating-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

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

Mental and Emotional Health: Check the box next to each mental and emotional health-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- MEH8.2.1 Make requests to others to promote personal mental and emotional health practices.
- MEH8.2.2 Demonstrate how to encourage peers to make healthy mental and emotional health choices.

Personal Health and Wellness: Check the box next to each personal health and wellness-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- PHW8.2.1 Make requests to others to promote positive personal health and wellness-related practices.
- PHW8.2.2 Demonstrate how to encourage peers to make positive personal health and wellness-related choices.

Physical Activity: Check the box next to each physical activity-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- PA8.2.1 Make requests to others to promote being physically active.
- PA8.2.2 Demonstrate how to encourage peers to be physically active.

Safety/Injury Prevention: Check the box next to each safety-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- S8.2.1 Make requests to others to promote safety and avoid or reduce injury.
- S8.2.2 Demonstrate how to encourage peers to be safe and avoid or reduce injury.

Standard 8, Grades Pre-K–2 Skill Expectations (continued on next page)

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

Grades Pre-K–2 Skill Expectations (continued)

Sexual Health: Check the box next to each sexual health-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- NA Skill expectations are not identified for this grade group.

Additional Skill Expectations

- _____
- _____
-

Tobacco: Check the box next to each tobacco-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- T8.2.1 Make requests to others to avoid second-hand smoke.

Additional Skill Expectations

- _____
- _____
-

Violence Prevention: Check the box next to each violence prevention-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- V8.2.1 Make requests to others to prevent violence.
- V8.2.2 Demonstrate how to encourage peers to prevent violence.

This is the end of Standard 8, Skill Expectations for Grades Pre-K–2. Grades Pre-K–2, Standard 8, Student Skill Practice Score begins on the next page.

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

Grades Pre-K–12 Student Skill Practice

Grade 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 at least <u>three opportunities</u> for students to practice the skills needed to meet this standard. (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
2. The curriculum provides <u>three opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard. (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>four to five opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard. (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides <u>six or more opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard. (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>

Student Skill Practice Score (total number of checks)



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

Notes:

This is the end of Standard 8 and overall analysis for Grades Pre-K–2. Grades 3-5 begin on the next page, starting with Standard 1.

Grades 3–5: Standard 1

The Standard 1 curriculum analysis will result in a single score that reflects the extent to which the curriculum addresses the knowledge required to achieve the selected Healthy Behavior Outcomes (HBO pgs. CHE-2 and CHE-3). This section lists the knowledge expectations to be completed by grade 5 (grade group 3–5).

It is unlikely that a comprehensive curriculum will cover every knowledge expectation aligned with every HBO at all grade levels in this grade group. It is important to identify the knowledge expectations that are most critical for students to know at each grade level, prior to your analysis, to make sure your analysis yields useful results.

Directions for Standard 1

- Decide if any of the knowledge expectations need to be deleted or modified or if any additional knowledge expectations should be added to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Some knowledge expectations may appear in more than one topic area.
- Delete unnecessary or redundant knowledge expectations. Review all other standards before making changes to the knowledge expectations in Standard 1.
- Read the curriculum to become familiar with its content, the information provided for students, and the methods used to convey information and knowledge content.
- Review the concepts included for each health topic and grade level in the curriculum. Review the applicable grade-level knowledge expectations for each health topic (CHE-58–CHE-62). The HECAT health topic titles might not be an identical match to those health topics found in the curriculum under review. However, if the curriculum is comprehensive, the expected HBOs and related knowledge expectations should be identifiable in the curriculum, regardless of topic titles.
- Complete the 3-step scoring process for Standard 1 (CHE-56) and the *Knowledge Expectations Coverage Score* (CHE-57). Note that Step 1 will require the analysis of individual topic knowledge expectations pages. Step 2 and 3 can be completed based on the analysis results from Step 1.
- Transfer the *Knowledge Expectations Coverage Score* to 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, conduct a separate analysis of Standard 1 for each group.
- Complete a separate *Overall Summary Form* for each curriculum and grade group.

Directions for Grade 3–5, Standards 2–8 are provided on page CHE-64.

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.

Grades 3–5 Knowledge Expectations Coverage Score

The knowledge expectations for grades 3–5, across nine topic areas, are provided on pages CHE-58–CHE-62. Below are the directions and forms for scoring Standard 1.

Step 1: Select the Standard 1 knowledge expectations aligned with the selected Healthy Behavior Outcomes (CHE-2 and CHE-3) and correspond with the grade level(s) included in the curriculum. Delete any knowledge expectations that are not aligned with the selected Healthy Behavior Outcomes.

On each relevant topic knowledge expectations page, check the boxes next to the knowledge expectations that are addressed within the curriculum. (A knowledge expectation is “addressed” if there is sufficient information provided in the curriculum for students to be able to demonstrate competency in this concept.)

Step 2: After completing the relevant knowledge expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade group (pre-K–2; 3–5; 6–8; and 9–12).

Summary Coverage Chart

<p>Grades:</p> <p><input type="checkbox"/> Pre-K–2</p> <p><input type="checkbox"/> 3–5</p> <p><input type="checkbox"/> 6–8</p> <p><input type="checkbox"/> 9–12</p> <p>Content: (Check topics included in the curriculum)</p>	<p>Knowledge Expectations Summary:</p> <p>Using the information gathered in Step 1 and in the analyses of relevant knowledge expectations on pages CHE-58–CHE-62, check the box that best applies to the percentage of knowledge expectations addressed for each topic. To determine the Knowledge Expectations Summary percent for each topic, count the number checked divided by the number of concepts listed.</p> <p>all = 100% most = 67% - 99% some = 34% - 66% few = 1% - 33% none = 0%</p>
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Healthy Eating	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Physical Activity	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Safety/Injury Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Sexual Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none

Proceed to Step 3 on next page.

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

Grades 3–5 Knowledge Expectations Coverage Score (continued)

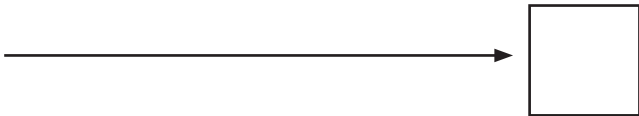
Step 3: Based on the information in the completed Summary Coverage Chart in Step 2, complete the Knowledge Expectations Coverage Score below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Knowledge Expectations Summary Score of “all” or “most”?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Knowledge Expectations Coverage Score.

KNOWLEDGE EXPECTATIONS COVERAGE SCORE

81-100 % = 4	
61- 80 % = 3	
41- 60% = 2	
1- 40% = 1	
0% = 0	

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

After completing Standard 1, move to Grades 3–5, Standard 2, starting on pg. CHE-66.

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.

Grades 3–5 Knowledge Expectations

Standard 1 knowledge expectations for grades 3–5 are listed, starting below through pages CHE-62, in the following topical order:

- Alcohol and Other Drugs
- Healthy Eating
- Mental and Emotional Health
- Personal Health and Wellness
- Physical Activity
- Safety/Injury Prevention
- Sexual Health
- Tobacco
- Violence Prevention

Alcohol and Other Drugs: Check the box next to each alcohol- and other drug-related knowledge expectation addressed in the curriculum. By the end of 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)

Healthy Eating: Check the box next to each healthy eating-related knowledge expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- HE1.5.1 Name the food groups and variety of nutritious food choices for each food group. (HB0 1 & 2)
- HE1.5.2 Identify the amount of food from each food group that a child needs daily. (HB0 1 & 2)
- HE1.5.3 Describe the benefits of eating plenty of fruits and vegetables. (HB0 1, 2, 3, 12 & 13)
- HE1.5.4 Explain the importance of eating a variety of foods from all the food groups. (HB0 1, 2 & 13)
- HE1.5.5 Identify nutritious and non-nutritious beverages. (HB0 5 & 6)
- HE1.5.6 Describe the benefits of drinking plenty of water. (HB0 5, 12 & 13)
- HE1.5.7 Identify foods that are high in fat and low in fat. (HB0 6 & 12)
- HE1.5.8 Identify alternate sources of fat (e.g., unsaturated fats and oils). (HB0 6)
- HE1.5.9 Identify foods that are high in added sugars. (HB0 6 & 12)
- HE1.5.10 Identify foods that are high in sodium. (HB0 6 & 12)
- HE1.5.11 Describe the benefits of limiting the consumption of solid fat, added sugar, and sodium. (HB0 6, 12 & 13)

Grades 3–5 Knowledge Expectations (continued on next page)

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

Grades 3–5 Knowledge Expectations (continued)

- HE1.5.12 Explain why breakfast should be eaten every day. (HB0 7 & 12)
- HE1.5.13 Describe methods to keep food safe from harmful germs. (HB0 10)
- HE1.5.14 Explain the concept of eating in moderation. (HB0 11 & 12)
- HE1.5.15 Describe the benefits of healthy eating. (HB0 12 & 13)
- HE1.5.16 Explain body signals that tell a person when they are hungry and when they are full. (HB0 11 & 12)

Mental and Emotional Health: Check the box next to each mental and emotional health-related knowledge expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- MEH1.5.1 Identify characteristics of a mentally and emotionally healthy person. (HB0 1 & 2)
- MEH1.5.2 Explain what it means to be mentally or emotionally healthy. (HB0 1 & 2)
- MEH1.5.3 Describe the relationship between feelings and behavior. (HB0 1 & 2)
- MEH1.5.4 Identify role models who demonstrate positive emotional health. (HB0 1, 2, 3, 4, 5, 7 & 8)
- MEH1.5.5 Describe appropriate ways to express and deal with emotions. (HB0 1, 2, 4 & 5)
- MEH1.5.6 Describe healthy ways to express affection, love, friendship, and concern. (HB0 1, 2 & 8)
- MEH1.5.7 Explain the importance of talking with parents and other trusted adults about feelings. (HB0 1, 2 & 8)
- MEH1.5.8 Identify feelings and emotions associated with loss and grief. (HB0 1 & 4)
- MEH1.5.9 Identify feelings of depression, sadness, and hopelessness for which someone should seek help. (HB0 1 & 6)
- MEH1.5.10 Describe the importance of being aware of one's own feelings and of being sensitive to the feelings of others. (HB0 1, 7 & 8)
- MEH1.5.11 Identify positive and negative ways of dealing with stress and anxiety. (HB0 2, 3, 4 & 5)
- MEH1.5.12 Explain the importance of respecting the personal space and boundaries of others. (HB0 2, 3 & 8)
- MEH1.5.13 Identify characteristics of someone who has self-respect. (HB0 2 & 7)
- MEH1.5.14 Give examples of pro-social behaviors (e.g., helping others, being respectful of others, cooperation, consideration). (HB0 2, 7 & 8)
- MEH1.5.15 Explain that anger is a normal emotion. (HB0 3)
- MEH1.5.16 Identify personal stressors at home, in school, and with friends. (HB0 3 & 4)
- MEH1.5.17 Identify characteristics of someone who has self-control. (HB0 3, 4 & 5)
- MEH1.5.18 List physical and emotional reactions to stress. (HB0 4)
- MEH1.5.19 Describe the value of others' talents and strengths. (HB0 7)
- MEH1.5.20 Describe how people are similar and different. (HB0 7)
- MEH1.5.21 Identify characteristics of healthy relationships. (HB0 8)
- MEH1.5.22 Describe the benefits of healthy family relationships. (HB0 8)
- MEH1.5.23 Describe the benefits of healthy peer relationships. (HB0 8)
- MEH1.5.24 Identify characteristics of a responsible family member. (HB0 8)

Grades 3–5 Knowledge Expectations (continued on next page)

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

Grades 3–5 Knowledge Expectations (continued)

Personal Health and Wellness: Check the box next to each personal health and wellness-related knowledge expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- PHW1.5.1 Describe the benefits of personal health care practices such as tooth brushing and flossing, washing hair and bathing regularly. (HBO 1 & 2)
- PHW1.5.2 Describe values that promote healthy behaviors. (HBO 2)
- PHW1.5.3 Explain why sleep and rest are important for proper growth and good health. (HBO 3)
- PHW1.5.4 Explain how hearing can be damaged by loud sounds. (HBO 4)
- PHW1.5.5 Describe how vision can be damaged. (HBO 4)
- PHW1.5.6 Describe ways to prevent vision or hearing damage. (HBO 4)
- PHW1.5.7 Describe ways to prevent harmful effects of the sun. (HBO 5)
- PHW1.5.8 Explain the difference between infectious diseases and non-infectious diseases. (HBO 6 & 7)
- PHW1.5.9 Describe ways that common infectious diseases are transmitted. (HBO 6)
- PHW1.5.10 Describe ways to prevent the spread of germs that cause infectious diseases. (HBO 6)
- PHW1.5.11 Describe symptoms that occur when a person is sick. (HBO 6 & 7)
- PHW1.5.12 Describe the symptoms of someone who is seriously ill and needs immediate medical attention. (HBO 10)
- PHW1.5.13 Explain how hand washing and covering a cough and sneeze are effective ways to prevent many infectious diseases. (HBO 6 & 9)
- PHW1.5.14 Describe how foodborne illnesses can spread at school or in the community. (HBO 6 & 9)
- PHW1.5.15 Describe how to keep food safe from harmful germs. (HBO 6 & 9)
- PHW1.5.16 Identify health problems associated with common childhood chronic diseases or conditions such as asthma, allergies, diabetes, and epilepsy. (HBO 7 & 8)
- PHW1.5.17 Describe the importance of seeking help and treatment for common infectious diseases. (HBO 10)

Physical Activity: Check the box next to each physical activity-related knowledge expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- PA1.5.1 Describe the recommended amount of physical activity for children. (HBO 1)
- PA1.5.2 Identify ways to increase daily physical activity. (HBO 1)
- PA1.5.3 Identify different types of physical activities. (HBO 1 & 2)
- PA1.5.4 Describe the importance of choosing a variety of ways to be physically active. (HBO 1, 2 & 6)
- PA1.5.5 Explain positive outcomes for being physically active. (HBO 1, 2, 6 & 7)
- PA1.5.6 Identify short- and long-term benefits of moderate and vigorous physical activity, such as improving cardiovascular health, strength, endurance, and flexibility and reducing the risks for chronic diseases. (HBO 1, 2, 6 & 7)
- PA1.5.7 Identify warm up activities to help prevent injury during physical activity. (HBO 3 & 6)
- PA1.5.8 Describe the benefits of drinking water before, during, and after physical activity. (HBO 4)
- PA1.5.9 Identify safety precautions for participating in various physical activities in different kinds of weather and climates. (HBO 4 & 6)
- PA1.5.10 Explain how physical activity can contribute to maintaining a healthy body weight. (HBO 5 & 7)
- PA1.5.11 Identify equipment needed for protection in sports and recreational activities, such as mouthpieces, pads and helmets. (HBO 6)

Grades 3–5 Knowledge Expectations (continued on next page)

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

Grades 3–5 Knowledge Expectations (continued)

Safety/Injury Prevention: Check the box next to each safety-related knowledge expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- S1.5.1 Identify ways to reduce risk of injuries while riding in a motor vehicle. (HBO 1, 2, 3 & 4)
- S1.5.2 Explain how injuries can be prevented. (HBO 1, 2, 3, 4, 5, 6 & 8)
- S1.5.3 List examples of dangerous or risky behaviors that might lead to injuries. (HBO 2 & 4)
- S1.5.4 Describe how to ride a bike, skateboard, ride a scooter, and/or inline skate safely. (HBO 3 & 4)
- S1.5.5 Identify ways to reduce risk of injuries in case of a fire. (HBO 3, 4, 5 & 6)
- S1.5.6 Identify ways to reduce risk of injuries around water. (HBO 3, 4, 5 & 6)
- S1.5.7 Identify ways to reduce injury from falls. (HBO 3, 4, 5 & 6)
- S1.5.8 Identify ways to protect vision or hearing from injury. (HBO 3, 4, 5 & 6)
- S1.5.9 Identify ways to reduce injuries from firearms. (HBO 4, 5 & 6)
- S1.5.10 Identify ways to reduce injuries as a pedestrian. (HBO 4, 5 & 6)
- S1.5.11 Identify safety precautions for playing and working outdoors in different kinds of weather and climates. (HBO 3, 4, 5, 6 & 8)
- S1.5.12 List ways to prevent injuries at home. (HBO 4, 5, 6 & 8)
- S1.5.13 List ways to prevent injuries in the community. (HBO 4, 5, 6 & 8)
- S1.5.14 Identify ways to reduce risk of injuries from animal and insect bites and stings. (HBO 4, 5, 6 & 8)
- S1.5.15 List ways to prevent injuries at school. (HBO 4, 6 & 8)
- S1.5.16 Explain why household products are harmful if ingested or inhaled. (HBO 5 & 6)
- S1.5.17 Explain what to do if someone is poisoned or injured and needs help. (HBO 7)

Sexual Health: Check the box next to each sexual health-related knowledge expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- SH1.5.1 List healthy ways to express affection, love, and friendship. (HBO 1)
- SH1.5.2 Identify characteristics of healthy relationships. (HBO 1)
- SH1.5.3 Describe the benefits of healthy family relationships. (HBO 1)
- SH1.5.4 Describe the benefits of healthy peer relationships. (HBO 1)
- SH1.5.5 Identify characteristics of a responsible family member. (HBO 1)
- SH1.5.6 Describe ways that common infectious diseases are transmitted. (HBO 3)
- SH1.5.7 Explain that HIV is not easily transmitted like other common infectious diseases. (HBO 3)
- SH1.5.8 Describe ways to prevent the spread of germs that cause infectious diseases. (HBO 3)
- SH1.5.9 Describe basic male and female reproductive body parts and their functions. (HBO 3, 4 & 8)
- SH1.5.10 Describe the physical, social, and emotional changes that occur during puberty. (HBO 3, 4 & 8)
- SH1.5.11 Explain how puberty and development can vary greatly and still be normal. (HBO 3, 4 & 8)
- SH1.5.12 Describe personal characteristics related to sexual expression, sexual identity, and gender that make people different from one another. (HBO 7)
- SH1.5.13 Summarize why it is wrong to tease or bully others based on gender expression and roles. (HBO 7)

Grades 3–5 Knowledge Expectations (continued on next page)

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

Grades 3–5 Knowledge Expectations (continued)

Tobacco: Check the box next to each tobacco-related knowledge expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- T1.5.1 Identify short- and long-term physical effects of using tobacco. (HBO 1)
- T1.5.2 Describe the benefits of abstaining from or discontinuing tobacco use. (HBO 1)
- T1.5.3 Explain the dangers of experimenting with tobacco. (HBO 1)
- T1.5.4 Describe family rules about avoiding tobacco use. (HBO 1 & 2)
- T1.5.5 Explain the short- and long-term physical effects of being exposed to others' tobacco use. (HBO 2)
- T1.5.6 Identify the effects of tobacco use on social relationships. (HBO 1 & 4)
- T1.5.7 Explain that tobacco use is an addiction that can be treated. (HBO 1 & 4)
- T1.5.8 Describe how to support family and friends who are trying to stop using tobacco. (HBO 4)

Violence Prevention: Check the box next to each violence-related knowledge expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- V1.5.1 Identify nonviolent ways to manage anger. (HBO 2)
- V1.5.2 Describe the benefits of using non-violent means to solve interpersonal conflict. (HBO 1)
- V1.5.3 Explain that anger is a normal emotion. (HBO 2)
- V1.5.4 Identify examples of self-control. (HBO 2)
- V1.5.5 Describe the difference between bullying and teasing. (HBO 3)
- V1.5.6 Define prejudice, discrimination and bias. (HBO 3)
- V1.5.7 Explain why it is wrong to tease or bully others based on their body type or other personal characteristics. (HBO 3)
- V1.5.8 Describe examples of pro-social behaviors that help prevent violence. (HBO 3 & 4)
- V1.5.9 Identify short- and long-term consequences of violence to perpetrators, victims, and bystanders. (HBO 3 & 4)
- V1.5.10 Describe what to do if oneself or someone else is being bullied. (HBO 3 & 7)
- V1.5.11 Recognize techniques that are used to coerce or pressure someone to use violence. (HBO 4, 5 & 6)
- V1.5.12 Identify examples of dangerous or risky behaviors that might lead to injuries. (HBO 4, 5 & 6)
- V1.5.13 Identify situations that might lead to violence. (HBO 5)
- V1.5.14 Identify strategies to avoid physical fighting and violence. (HBO 5)
- V1.5.15 Describe how participation in gangs can lead to violence. (HBO 6)
- V1.5.16 Explain the difference between tattling and reporting aggression, bullying or violence. (HBO 7)
- V1.5.17 Distinguish between "appropriate" and "inappropriate" touch. (HBO 8)
- V1.5.18 Explain that inappropriate touches should be reported to a trusted adult. (HBO 8)
- V1.5.19 Explain why it is not the child's fault if someone touches him or her in an inappropriate way. (HBO 8)
- V1.5.20 Explain that everyone has the right to tell others not to touch his or her body. (HBO 8 & 9)
- V1.5.21 Explain the importance of telling an adult if someone is in danger of hurting themselves or others. (HBO 10)

**This is the end of Standard 1 Knowledge Expectations, Grades 3–5.
Grades 3–5, Standards 2–8 begin on next page.**

Grades 3–5: Standards 2–8

The Standards 2–8 analysis will result in **two** ratings for each standard: one rating reflects the extent to which the curriculum addresses important skill expectations students should be able to perform; the second reflects the extent to which the curriculum provides opportunities for students to practice each skill.

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 begins with score pages. These are followed by the generic and the topic-specific skill expectations for that standard. The topic-specific skill expectations are based on the generic skill expectations also listed in *Appendix 3: HECAT Skill Expectations for Skill Standards 2–8*. There are some grade groups for which topic-specific skill expectations are not applicable. These include the statement “*NA - Skill expectations are not identified for this grade group.*”

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.

Skill Analysis in Comprehensive Curricula

A comprehensive health education curriculum should address the skills and skill expectations reflected in Standards 2–8. It is important that a comprehensive curriculum focus on each skill standard across all grade groups and among a variety of topics. While it should address the skill expectations for every standard across all grade groups, it is unlikely that every skill expectation in all topics at every grade group will be addressed.

It might be most appropriate to ensure some skills are achieved in certain topic areas at a particular grade group. For example, it might be more appropriate for students to develop skills to analyze influences (Standard 2) on personal safety in grades pre-K–2 and 3–5, rather than analyzing influences on sexual health at these grades. It might be more appropriate for students to develop decision-making skills (Standard 5) to avoid alcohol use in grades 6–8, rather than develop decision-making skills to promote mental and emotional health in these grades. It is essential that the analysis of a CHE curriculum determine the extent to which the curriculum addresses the skills at the grade levels and topics where they make most sense. *Appendix 4: Using the HECAT to Develop a Scope and Sequence for Health Education* provides an example as to how essential skill learning might be achieved across topics and grade groups (*Appendix 4, Figure 2*).

Directions for Standards 2–8

Skill Expectations Coverage Score

- Decide if any of the skill expectations need to be deleted or modified or if any additional skill expectations should be added to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Some skill expectations may appear in more than one topic area. Delete unnecessary or redundant skill expectations. Review all other standards before making changes to skill expectations in one Standard.
- Read the curriculum to become familiar with its content, the information provided for students, and the methods used to convey skill expectations.
- Review the skill focus for each health topic and grade level in the curriculum. Review the applicable grade-level skill expectations for each health standard and health topic found on the following pages:

- ~ Standard 2 (CHE-68–CHE-72)
- ~ Standard 3 (CHE-76–CHE-78)
- ~ Standard 4 (CHE-82–CHE-84)
- ~ Standard 5 (CHE-88–CHE-90)
- ~ Standard 6 (CHE-94–CHE-95)
- ~ Standard 7 (CHE-100–CHE-102)
- ~ Standard 8 (CHE-106–CHE-107)

The HECAT health topic titles might not be an identical match to those health topics found in the curriculum. However, if the curriculum is comprehensive, the expected related skill expectations should be identifiable in the curriculum, regardless of topic titles.

- Complete the 3-step skill expectations scoring process and the *Skill Expectations Coverage Score* for each Standard found on the following pages.
 - ~ Standard 2 (CHE-66) -
 - ~ Standard 3 (CHE-74) -
 - ~ Standard 4 (CHE-80) -
 - ~ Standard 5 (CHE-86) -
 - ~ Standard 6 (CHE-92) -
 - ~ Standard 7 (CHE-98) -
 - ~ Standard 8 (CHE-104) -

Note that Step 1 will require the analysis of individual topic skill expectations pages. Step 2 and 3 can be completed based on the analysis results from Step 1.

- Transfer the *Skill Expectations Coverage Score* to the *Overall Summary Form* (Chapter 3).
- Record notes to justify scores and to inform group discussions and curriculum decisions.
- Analyze Standard 2-8 for each curriculum being reviewed. If the curriculum addresses more than one grade group, conduct a separate analysis of Standard 2-8 for each group.
- Complete a separate *Overall Summary Form* for each curriculum and grade group.

Student Skill Practice Score

- During the analysis of each topic area's skill expectations, note the number of times that students are provided opportunities to practice each skill.
- Complete the 3-step student skill practice scoring process and the *Student Skill Practice Score* at the end of each Standard's analysis pages.
- Transfer the *Student Skill Practice Score* to the *Overall Summary Form* (Chapter 3).
- Record notes to justify scores and to inform group discussions and curriculum decisions.
- Analyze Standard 2-8 for each curriculum being reviewed. If the curriculum addresses more than one grade group, conduct a separate analysis of Standard 2-8 for each group.
- Complete a separate *Overall Summary Form* for each curriculum and grade group.

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades 3–5 Skill Expectations Coverage Score

The Standard 2 skill expectations for grades 3–5, across nine topic areas, are provided on pages CHE-68–CHE-72. Below are the scoring directions and forms for scoring the skill expectations for Standard 2. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-73.

Step 1: Review the Standard 2 skill expectations pages and select the topics that correspond with the health topics and grade group included in the curriculum.

On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)

Step 2: After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade group (pre-K–2; 3–5; 6–8; and 9–12).

Summary Coverage Chart

<p>Grades:</p> <p><input type="checkbox"/> Pre-K–2</p> <p><input type="checkbox"/> 3–5</p> <p><input type="checkbox"/> 6–8</p> <p><input type="checkbox"/> 9–12</p> <p>Content: (Check topics included in the curriculum)</p>	<p>Skill Expectations Summary:</p> <p>Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-68–CHE-72, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which Skill Expectations Summary Score for each topic, count the number checked and divide by the number listed.</p> <p>all = 100% most = 67% - 99% some = 34% - 66% few = 1% - 33% none = 0%</p>
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Healthy Eating	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Physical Activity	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Safety/Injury Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Sexual Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none

Proceed to Step 3 on next page.

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

Grades 3–5 Skill Expectations Coverage Score (continued)

Step 3: Based on the information in the completed Summary Coverage Chart in Step 2, complete the Skill Expectations Coverage Score below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of "all" or "most"?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORE

81-100 % = 4

61- 80 % = 3

41- 60% = 2

1- 40% = 1

0% = 0

→

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

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades 3–5 Skill Expectations

Standard 2 skill expectations for grades 3–5 are listed below through page CHE-71. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of each grade, students will meet the following skill expectations:

- Identify relevant influences of culture on health practices and behaviors.
- Identify relevant influences of peers on health practices and behaviors.
- Identify relevant influences of community on health practices and behaviors.
- Describe how relevant influences of family and culture affect personal health practices and behaviors.
- Describe how relevant influences of school and community affect personal health practices and behaviors.
- Describe how relevant influences of media and technology affect personal health practices and behaviors.
- Describe how relevant influences of peers affect personal health practices and behaviors.

Alcohol and Other Drugs: Check the box next to each alcohol- and other drug-related Standard 2 skill expectation addressed in the curriculum. By the end of 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.

Healthy Eating: Check the box next to each healthy eating-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

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

Standard 2, Grades 3–5 Skill Expectations (continued on next page)

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

Grades 3–5 Skill Expectations (continued)

Mental and Emotional Health: Check the box next to each mental and emotional health-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- MEH2.5.1 Identify relevant influences of culture on mental and emotional health practices and behaviors.
- MEH2.5.2 Identify relevant influences of peers on mental emotional health practices and behaviors.
- MEH2.5.3 Identify relevant influences of community on mental and emotional health practices and behaviors.
- MEH2.5.4 Describe how relevant influences of family and culture affect mental and emotional health practices and behaviors.
- MEH2.5.5 Describe how relevant influences of school and community affect mental and emotional health practices and behaviors.
- MEH2.5.6 Describe how relevant influences of media and technology affect mental and emotional health practices and behaviors.
- MEH2.5.7 Describe how relevant influences of peers affect mental and emotional health practices and behaviors.

Personal Health and Wellness: Check the box next to each personal health and wellness-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- PHW2.5.1 Identify relevant influences of culture on personal health and wellness-related practices and behaviors.
- PHW2.5.2 Identify relevant influences of peers on personal health and wellness-related practices and behaviors.
- PHW2.5.3 Identify relevant influences of community on personal health and wellness-related practices and behaviors.
- PHW2.5.4 Describe how relevant influences of family and culture affect personal health and wellness-related practices and behaviors.
- PHW2.5.5 Describe how relevant influences of school and community affect personal health and wellness-related practices and behaviors.
- PHW2.5.6 Describe how relevant influences of media and technology affect personal health and wellness-related practices and behaviors.
- PHW2.5.7 Describe how relevant influences of peers affect personal health and wellness-related practices and behaviors.

Physical Activity: Check the box next to each physical activity-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- PA2.5.1 Identify relevant influences of culture on physical activity practices and behaviors.
- PA2.5.2 Identify relevant influences of peers on physical activity practices and behaviors.
- PA2.5.3 Identify relevant influences of community on physical activity practices and behaviors.
- PA2.5.4 Describe how relevant influences of family and culture affect personal physical activity practices and behaviors.

Standard 2, Grades 3–5 Skill Expectations (continued on next page)

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

Grades 3–5 Skill Expectations (continued)

- PA2.5.5 Describe how relevant influences of school and community affect personal physical activity practices and behaviors.
- PA2.5.6 Describe how relevant influences of media (e.g., advertising, social networks) and technology (e.g., time playing video games) affect personal physical activity practices and behaviors.
- PA2.5.7 Describe how relevant influences of peers affect personal physical activity practices and behaviors.

Safety/Injury Prevention: Check the box next to each safety-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- S2.5.1 Identify relevant influences of culture on safety and injury prevention practices and behaviors.
- S2.5.2 Identify relevant influences of peers on safety and injury prevention practices and behaviors.
- S2.5.3 Identify relevant influences of community on safety and injury prevention practices and behaviors.
- S2.5.4 Describe how relevant influences of family and culture affect personal safety and injury prevention practices and behaviors.
- S2.5.5 Describe how relevant influences of school and community affect personal safety and injury prevention practices and behaviors.
- S2.5.6 Describe how relevant influences of media and technology affect personal safety and injury prevention practices and behaviors.
- S2.5.7 Describe how relevant influences of peers affect personal safety and injury prevention practices and behaviors.

Sexual Health: Check the box next to each sexual health-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- SH2.5.1 Identify relevant influences of peers on relationships
- SH2.5.2 Identify relevant influences of culture on relationships.
- SH2.5.3 Describe how relevant influences of media and technology affect personal relationships.

Tobacco: Check the box next to each tobacco-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- T2.5.1 Identify relevant influences of culture on tobacco-related practices and behaviors.
- T2.5.2 Identify relevant influences of peers on tobacco-related practices and behaviors.
- T2.5.3 Identify relevant influences of community on tobacco-related practices and behaviors.
- T2.5.4 Describe how relevant influences of family and culture affect tobacco-related practices and behaviors.
- T2.5.5 Describe how relevant influences of school and community affect tobacco-related practices and behaviors.
- T2.5.6 Describe how relevant influences of media (e.g., tobacco advertising) and technology affect tobacco-use practices and behaviors.
- T2.5.7 Describe how relevant influences of peers affect tobacco-related practices and behaviors.

Standard 2, Grades 3–5 Skill Expectations (continued on next page)

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

Grades 3–5 Skill Expectations (continued)

Violence Prevention: Check the box next to each violence prevention-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- V2.5.1 Identify relevant influences of culture on violence prevention practices and behaviors.
- V2.5.2 Identify relevant influences of peers on violence prevention practices and behaviors.
- V2.5.3 Identify relevant influences of community on violence prevention practices and behaviors.
- V2.5.4 Describe how relevant influences of family and culture affect personal violence prevention practices and behaviors.
- V2.5.5 Describe how relevant influences of school and community affect personal violence prevention practices and behaviors.
- V2.5.6 Describe how relevant influences of media and technology affect personal violence prevention practices and behaviors.
- V2.5.7 Describe how relevant influences of peers affect personal violence prevention practices and behaviors.

**This is the end of Standard 2,, Skill Expectations for Grades 3–5. Grades 3–5,
Standard 2, Student Skill Practice Score begins on the next page.**

Notes:

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

Grades 3–5 Student Skill Practice

Grade 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 at least <u>three opportunities</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
2. The curriculum provides <u>three opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>four to five opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides <u>six or more opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<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:

This is the end of Grades 3–5, Standard 2. Grades 3–5, Standard 3, Skill Expectations Coverage Score begins on the next page.

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

Grades 3–5 Skill Expectations Coverage Score

The Standard 3 skill expectations for grades 3–5, across nine topic areas, are provided on pages CHE-76–CHE-78. Below are the scoring directions and forms for scoring the skill expectations for Standard 3. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-79.

Step 1: Review the Standard 3 skill expectations pages and select the topics that correspond with the health topics and grade group included in the curriculum.

On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)

Step 2: After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade group (pre-K–2; 3–5; 6–8; and 9–12).

Summary Coverage Chart

<p>Grades:</p> <p><input type="checkbox"/> Pre-K–2</p> <p><input type="checkbox"/> 3–5</p> <p><input type="checkbox"/> 6–8</p> <p><input type="checkbox"/> 9–12</p> <p>Content: (Check topics included in the curriculum)</p>	<p>Skill Expectations Summary:</p> <p>Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-76–CHE-78, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which Skill Expectations Summary Score for each topic, count the number checked and divide by the number listed.</p> <p>all = 100% most = 67% - 99% some = 34% - 66% few = 1% - 33% none = 0%</p>
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Healthy Eating	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Physical Activity	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Safety/Injury Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Sexual Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none

Proceed to Step 3 on next page.

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

Grades 3–5 Skill Expectations Coverage Score (continued)

Step 3: Based on the information in the completed Summary Coverage Chart in Step 2, complete the Skill Expectations Coverage Score below.

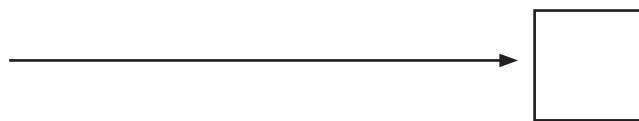
1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of “all” or “most”?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORE

- 81-100 % = 4**
- 61- 80 % = 3**
- 41- 60% = 2**
- 1- 40% = 1**
- 0% = 0**



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

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

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

Grades 3–5 Skill Expectations

Standard 3 skill expectations for grades 3–5 are listed below through page CHE-78. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of Grade 5, students will be able to meet the following Skill Expectations:

- Describe characteristics of accurate health information.
- Describe characteristics of appropriate and reliable health products.
- Describe characteristics of appropriate and trustworthy health services.
- Demonstrate how to locate sources of accurate health information.

The use of “valid” and “reliable,” in the context of these expectations does not imply statistical rigor. Valid means accurate, legitimate, authoritative, and authentic health information, health products, and health services. Reliable means trustworthy, dependable, and appropriate information, products, and services.

Alcohol and Other Drugs: Check the box next to each alcohol- and other drug-related Standard 3 skill expectation addressed in the curriculum. By the end of 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.

Healthy Eating: Check the box next to each healthy eating-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

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

Mental and Emotional Health: Check the box next to each mental and emotional health-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- MEH3.5.1 Describe characteristics of accurate mental and emotional health information.
- MEH3.5.2 Describe characteristics of appropriate and reliable mental and emotional health products.
- MEH3.5.3 Describe characteristics of appropriate and trustworthy mental and emotional health services.
- MEH3.5.4 Demonstrate how to locate sources of accurate mental and emotional health information.

Standard 3, Grades 3–5 Skill Expectations (continued on next page)

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

Grades 3–5 Skill Expectations (continued)

Personal Health and Wellness: Check the box next to each personal health and wellness-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- PHW3.5.1 Describe characteristics of accurate personal health and wellness information.
- PHW3.5.2 Describe characteristics of appropriate and reliable personal health and wellness products.
- PHW3.5.3 Describe characteristics of appropriate and trustworthy personal health and wellness services.
- PHW3.5.4 Demonstrate how to locate sources of accurate personal health and wellness information.

Physical Activity: Check the box next to each physical activity-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- PA3.5.1 Describe characteristics of accurate physical activity information.
- PA3.5.2 Describe characteristics of appropriate and reliable physical activity products.
- PA3.5.3 Describe characteristics of appropriate and reliable physical activity services.
- PA3.5.4 Demonstrate how to locate sources of accurate physical activity information.

Safety/Injury Prevention: Check the box next to each safety-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- S3.5.1 Describe characteristics of accurate safety and injury prevention information.
- S3.5.2 Describe characteristics of appropriate and reliable safety and injury prevention products.
- S3.5.3 Describe characteristics of appropriate and trustworthy safety and injury prevention services.
- S3.5.4 Demonstrate how to locate sources of accurate safety and injury prevention information.

Sexual Health: Check the box next to each sexual health-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- NA Skill expectations are not identified for this grade group.

Additional Skill Expectations

- _____
- _____

Tobacco: Check the box next to each tobacco-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- T3.5.1 Describe characteristics of accurate tobacco-use prevention information.
- T3.5.2 Demonstrate how to locate sources of accurate tobacco-use prevention information.

Violence Prevention: Check the box next to each violence prevention-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- V3.5.1 Describe characteristics of accurate violence prevention information.
- V3.5.2 Describe characteristics of appropriate and trustworthy health services that help reduce or avoid violence.
- V3.5.3 Demonstrate how to locate sources of accurate violence prevention information.

This is the end of Standard 3, Skill Expectations for Grades 3–5. Grades 3–5, Standard 3, Student Skill Practice Score begins on the next page.

Notes:

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

Grades 3–5 Student Skill Practice

Grade 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 at least <u>three opportunities</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
2. The curriculum provides <u>three opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>four to five opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides <u>six or more opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<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:

This is the end of Standard 3 for Grades 3–5. Grades 3–5, Standard 4, Skill Expectations Coverage Score begins on the next page.

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

Grades 3–5 Skill Expectations Coverage Score

The Standard 4 skill expectations for grades 3–5, across nine topic areas, are provided on pages CHE-82–CHE-84. Below are the scoring directions and forms for scoring the skill expectations for Standard 4. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-85.

Step 1: Review the Standard 4 skill expectations pages and select the topics that correspond with the health topics and grade group included in the curriculum.

On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)

Step 2: After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade group (pre-K–2; 3–5; 6–8; and 9–12).

Summary Coverage Chart

<p>Grades:</p> <p><input type="checkbox"/> Pre-K–2</p> <p><input type="checkbox"/> 3–5</p> <p><input type="checkbox"/> 6–8</p> <p><input type="checkbox"/> 9–12</p> <p>Content: (Check topics included in the curriculum)</p>	<p>Skill Expectations Summary:</p> <p>Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-82–CHE-84, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which Skill Expectations Summary Score for each topic, count the number checked and divide by the number listed.</p> <p>all = 100% most = 67% - 99% some = 34% - 66% few = 1% - 33% none = 0%</p>
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Healthy Eating	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Physical Activity	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Safety/Injury Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Sexual Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none

Proceed to Step 3 on next page.

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

Grades 3–5 Skill Expectations Coverage Score (continued)

Step 3: Based on the information in the completed Summary Coverage Chart in Step 2, complete the Skill Expectations Coverage Score below.

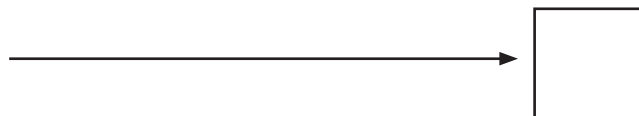
1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of “all” or “most”?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORE

- 81-100 % = 4**
- 61- 80 % = 3**
- 41- 60% = 2**
- 1- 40% = 1**
- 0% = 0**



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

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades 3–5 Skill Expectations

Standard 4 skill expectations for grades 3–5 are listed below through page CHE-84. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of Grade 5, students will be able to meet the following Skill Expectations:

- Demonstrate effective verbal and nonverbal communication skills.
- Explain how to be empathetic and compassionate toward others.
- Demonstrate effective peer resistance skills to avoid or reduce health risk.
- Demonstrate healthy ways to manage or resolve conflict.
- Demonstrate how to effectively ask for help to improve personal health.
- Demonstrate how to effectively communicate support for others.

Alcohol and Other Drugs: Check the box next to each alcohol- and other drug-related Standard 4 skill expectation addressed in the curriculum. By the end of 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.

Healthy Eating: Check the box next to each healthy eating-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

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

Standard 4, Grades 3–5 Skill Expectations (continued on next page)

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

Grades 3–5 Skill Expectations (continued)

Mental and Emotional Health: Check the box next to each mental and emotional health-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- MEH4.5.1 Demonstrate effective verbal and nonverbal communication skills.
- MEH4.5.2 Explain how to be empathetic and compassionate toward others.
- MEH4.5.3 Demonstrate effective peer resistance skills to avoid or reduce mental and emotional health risk.
- MEH4.5.4 Demonstrate healthy ways to manage or resolve interpersonal conflict.
- MEH4.5.5 Demonstrate how to effectively ask for help to improve personal mental and emotional health.
- MEH4.5.6 Demonstrate how to effectively communicate support for others.

Personal Health and Wellness: Check the box next to each personal health and wellness-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- PHW4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance personal health and wellness.
- PHW4.5.2 Explain how to be empathetic and compassionate toward others.
- PHW4.5.3 Demonstrate effective peer resistance skills to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.
- PHW4.5.4 Demonstrate healthy ways to manage to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.
- PHW4.5.5 Demonstrate how to effectively ask for help to improve personal health and wellness.
- PHW4.5.6 Demonstrate how to effectively communicate support for others to improve their personal health and wellness.

Physical Activity: Check the box next to each physical activity-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- PA4.5.1 Demonstrate effective verbal and nonverbal communication skills to avoid engaging in unsafe physical activities.
- PA4.5.2 Explain how to be empathetic and compassionate toward others who are trying to maintain or increase physical activity.
- PA4.5.3 Demonstrate effective peer resistance skills to avoid or reduce physical inactivity.
- PA4.5.4 Demonstrate how to effectively ask for help to improve personal physical activity.

Safety/Injury Prevention: Check the box next to each safety-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- S4.5.1 Demonstrate effective verbal and nonverbal communication skills to promote safety and avoid or reduce injury.
- S4.5.2 Demonstrate effective peer resistance skills to avoid or reduce injury.
- S4.5.3 Demonstrate healthy ways to manage or resolve conflict to avoid or reduce injury.
- S4.5.4 Demonstrate how to effectively ask for help to avoid or reduce personal injury.

Standard 4, Grades 3–5 Skill Expectations (continued on next page)

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

Grades 3–5 Skill Expectations (continued)

Sexual Health: Check the box next to each sexual health-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- SH4.5.1 Demonstrate effective verbal and nonverbal communication skills to promote healthy family and peer relationships.
- SH4.5.2 Explain how to be empathetic and compassionate toward others who are at a different stage of puberty from oneself.
- SH4.5.3 Demonstrate how to effectively ask for help to deal with physical and emotional changes that occur during puberty.
- SH4.5.4 Demonstrate how to effectively communicate support for peers who are progressing through puberty.

Tobacco: Check the box next to each tobacco-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- T4.5.1 Demonstrate effective verbal and nonverbal communication skills to avoid exposure to secondhand smoke.
- T4.5.2 Explain how to be empathetic and compassionate towards others who are trying to quit using tobacco.
- T4.5.3 Demonstrate effective peer resistance skills to prevent tobacco use.
- T4.5.4 Demonstrate how to effectively ask for help to avoid exposure to secondhand smoke.

Violence Prevention: Check the box next to each violence prevention-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- V4.5.1 Demonstrate effective verbal and nonverbal communication skills to prevent violence.
- V4.5.2 Explain how to be empathetic and compassionate toward others to prevent violence.
- V4.5.3 Demonstrate effective peer resistance skills to avoid or reduce violence.
- V4.5.4 Demonstrate healthy ways to manage or resolve conflict to prevent violence.
- V4.5.5 Demonstrate how to effectively ask for help to prevent violence.
- V4.5.6 Demonstrate how to effectively communicate support for others to prevent violence.

This is the end of Standard 4, Skill Expectations for Grades 3–5. Grades 3–5, Standard 4, Student Skill Practice Score begins on the next page.

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

Grades 3–5 Student Skill Practice

Grade 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 at least three opportunities for students to practice **the skills needed to meet this standard**. (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)

2. The curriculum provides three opportunities across multiple topic areas for students to practice **the skills needed to meet this standard**. (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)

3. The curriculum provides four to five opportunities across multiple topic areas for students to practice **the skills needed to meet this standard**. (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)

4. The curriculum provides six or more opportunities across multiple topic areas for students to practice **the skills needed to meet this standard**. (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)

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:

This is the end of Standard 4 for Grades 3–5. Grades 3–5, Standard 5, Skill Expectations Coverage Score begins on the next page.

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

Grades 3–5 Skill Expectations Coverage Score

The Standard 5 skill expectations for grades 3–5, across nine topic areas, are provided on pages CHE-88–CHE-90. Below are the scoring directions and forms for scoring the skill expectations for Standard 5. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-91.

Step 1: Review the Standard 5 skill expectations pages and select the topics that correspond with the health topics and grade group included in the curriculum.

On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)

Step 2: After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade group (pre-K–2; 3–5; 6–8; and 9–12).

Summary Coverage Chart

<p>Grades:</p> <p><input type="checkbox"/> Pre-K–2</p> <p><input type="checkbox"/> 3–5</p> <p><input type="checkbox"/> 6–8</p> <p><input type="checkbox"/> 9–12</p> <p>Content: (Check topics included in the curriculum)</p>	<p>Skill Expectations Summary:</p> <p>Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-88–CHE-90, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which Skill Expectations Summary Score for each topic, count the number checked and divide by the number listed.</p> <p>all = 100% most = 67% - 99% some = 34% - 66% few = 1% - 33% none = 0%</p>
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Healthy Eating	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Physical Activity	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Safety/Injury Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Sexual Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none

Proceed to Step 3 on next page.

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

Grades 3–5 Skill Expectations Coverage Score (continued)

Step 3: Based on the information in the completed Summary Coverage Chart in Step 2, complete the Skill Expectations Coverage Score below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of “all” or “most”?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORE

- 81-100 % = 4**
- 61- 80 % = 3**
- 41- 60% = 2**
- 1- 40% = 1**
- 0% = 0**



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

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades 3–5 Skill Expectations

Standard 5 skill expectations for grades 3–5 are listed below through page CHE-90. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of Grade 5, students will be able to meet the following Skill Expectations:

- Identify situations which need a health-related decision.
- Decide when help is needed and when it is not needed to make a healthy decision.
- Explain how family, culture, peers or media influence a health-related decision.
- Identify options and their potential outcomes when making a health-related decision.
- Choose a healthy option when making a decision.
- Describe the final outcome of a health-related decision.

Alcohol and Other Drugs: Check the box next to each alcohol- and other drug-related Standard 5 skill expectation addressed in the curriculum. By the end of 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.
-

Healthy Eating: Check the box next to each healthy eating-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

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

Standard 5, Grades 3–5 Skill Expectations (continued on next page)

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

Grades 3–5 Skill Expectations (continued)

Mental and Emotional Health: Check the box next to each mental and emotional health-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- MEH5.5.1 Identify situations which need a decision related to mental and emotional health (e.g., dealing with interpersonal conflict, managing emotional stress).
- MEH5.5.2 Decide when help is needed and when it is not needed to make a decision related to mental and emotional health (e.g., dealing with interpersonal conflict, managing emotional stress).
- MEH5.5.3 Explain how family, culture, peers or media influence a decision related to mental and emotional health (e.g., dealing with interpersonal conflict, managing emotional stress).
- MEH5.5.4 Identify options and their potential outcomes when making a decision related to mental and emotional health (e.g., dealing with interpersonal conflict, managing emotional stress).
- MEH5.5.5 Choose a healthy option when making a decision related to mental and emotional health.
- MEH5.5.6 Describe the final outcome of a decision related to mental and emotional health.

Personal Health and Wellness: Check the box next to each personal health and wellness-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- PHW5.5.1 Identify situations which need a decision related to personal health and wellness.
- PHW5.5.2 Decide when help is needed and when it is not needed to make a personal health and wellness-related decision.
- PHW5.5.3 Explain how family, culture, peers or media influence a personal health and wellness-related decision.
- PHW5.5.4 Identify options and their potential outcomes when making a personal health and wellness-related decision.
- PHW5.5.5 Choose a healthy option when making a personal health and wellness-related decision.
- PHW5.5.6 Describe the final outcome of a personal health and wellness-related decision.

Physical Activity: Check the box next to each physical activity-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- PA5.5.1 Identify situations which need a decision related to physical activity.
- PA5.5.2 Decide when help is needed and when it is not needed to make a decision related to physical activity.
- PA5.5.3 Explain how family, culture, peers, or media influence a decision related to physical activity.
- PA5.5.4 Identify options and their potential outcomes when making a decision related to physical activity.
- PA5.5.5 Choose a safe and healthy option when making a decision related to physically activity.
- PA5.5.6 Describe the final outcome of a decision related to physical activity.

Standard 5, Grades 3–5 Skill Expectations (continued on next page)

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

Grades 3–5 Skill Expectations (continued)

Safety/Injury Prevention: Check the box next to each safety-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- S5.5.1 Identify situations which need a decision related to safety and injury prevention.
- S5.5.2 Decide when help is needed and when it is not needed to make a decision related to safety and injury prevention.
- S5.5.3 Explain how family, culture, peers or media influence a decision related to safety and injury prevention.
- S5.5.4 Identify options and their potential outcomes when making a decision related to safety and injury prevention.
- S5.5.5 Choose a healthy option when making a decision related to safety and injury prevention.
- S5.5.6 Describe the final outcome of a decision related to safety and injury prevention.

Sexual Health: Check the box next to each sexual health-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- NA Skill expectations are not identified for this grade group.

Additional Skill Expectations

- _____
- _____

Tobacco: Check the box next to each tobacco-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- T5.5.1 Identify situations which need a decision related to tobacco use.
- T5.5.2 Decide when help is needed and when it is not needed to make a decision related to tobacco use.
- T5.5.3 Explain how family, culture, peers, or media influence a decision related to tobacco use.
- T5.5.4 Identify options and their potential outcomes when making a decision related to tobacco use.
- T5.5.5 Choose a healthy option when making a decision about tobacco use.
- T5.5.6 Describe the final outcome of a decision related to tobacco use.

Violence Prevention: Check the box next to each violence prevention-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- V5.5.1 Identify situations which need a decision to prevent violence.
- V5.5.2 Decide when help is needed and when it is not needed to make a decision that could lead to violence.
- V5.5.3 Explain how family, culture, peers or media influence a decision that could lead to violence.
- V5.5.4 Identify options and their potential outcomes when making a decision that could lead to violence.
- V5.5.5 Choose a healthy option when making a decision that could lead to violence.
- V5.5.6 Describe the final outcome of a decision related to violence prevention.

This is the end of Standard 5, Skill Expectations for Grades 3–5. Grades 3–5, Standard 5, Student Skill Practice Score begins on the next page.

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

Grades 3–5 Student Skill Practice

Grade 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 at least <u>three opportunities</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
2. The curriculum provides <u>three opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>four to five opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides <u>six or more opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<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:

This is the end of Standard 5 for Grades 3–5. Grades 3–5, Standard 6, Skill Expectations Coverage Score begins on the next page.

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

Grades 3–5 Skill Expectations Coverage Score

The Standard 6 skill expectations for grades 3–5, across nine topic areas, are provided on pages CHE-94–CHE-95. Below are the scoring directions and forms for scoring the skill expectations for Standard 6. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-97.

Step 1: Review the Standard 6 skill expectations pages and select the topics that correspond with the health topics and grade group included in the curriculum.

On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)

Step 2: After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade group (pre-K–2; 3–5; 6–8; and 9–12).

Summary Coverage Chart

<p>Grades:</p> <p><input type="checkbox"/> Pre-K–2</p> <p><input type="checkbox"/> 3–5</p> <p><input type="checkbox"/> 6–8</p> <p><input type="checkbox"/> 9–12</p> <p>Content: (Check topics included in the curriculum)</p>	<p>Skill Expectations Summary:</p> <p>Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-94–CHE-95, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which Skill Expectations Summary Score for each topic, count the number checked and divide by the number listed.</p> <p>all = 100% most = 67% - 99% some = 34% - 66% few = 1% - 33% none = 0%</p>
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Healthy Eating	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Physical Activity	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Safety/Injury Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Sexual Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none

Proceed to Step 3 on next page.

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

Grades 3–5 Skill Expectations Coverage Score (continued)

Step 3: Based on the information in the completed Summary Coverage Chart in Step 2, complete the Skill Expectations Coverage Score below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of “all” or “most”?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORE

- 81-100 % = 4**
- 61- 80 % = 3**
- 41- 60% = 2**
- 1- 40% = 1**
- 0% = 0**

→

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

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades 3–5 Skill Expectations

Standard 6 skill expectations for grades 3–5 are listed below through page CHE-95. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of Grade 5, students will be able to meet the following Skill Expectations:

- Set a realistic personal health goal.
- Track progress toward achieving a personal health goal.
- Identify resources that can help achieve a personal health goal.

Alcohol and Other Drugs: Check the box next to each alcohol- and other drug-related Standard 6 skill expectation addressed in the curriculum. By the end of 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.

Healthy Eating: Check the box next to each healthy eating-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

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

Mental and Emotional Health: Check the box next to each mental and emotional health-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- MEH6.5.1 Set a realistic goal to improve or maintain positive mental and emotional health.
- MEH6.5.2 Track progress to achieving the goal to improve or maintain positive mental and emotional health.
- MEH6.5.3 Identify resources that can help achieve a goal to improve or maintain positive mental and emotional health.

Personal Health and Wellness: Check the box next to each personal health and wellness-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- PHW6.5.1 Set a realistic goal to improve a personal health and wellness-related practice.
- PHW6.5.2 Track progress toward achieving a personal health and wellness-related goal.
- PHW6.5.3 Identify resources that can help achieve a personal health and wellness-related goal.

Physical Activity: Check the box next to each physical activity-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- PA6.5.1 Set a realistic personal goal to be physically active.
- PA6.5.2 Track progress toward achieving a personal goal to be physically active.
- PA6.5.3 Identify resources that can help to achieve a personal goal to be physically active.

Standard 6, Grades 3–5 Skill Expectations (continued on next page)

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

Grades 3–5 Skill Expectations (continued)

Safety/Injury Prevention: Check the box next to each safety-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- S6.5.1 Set a realistic personal goal to avoid or reduce injury.
 - S6.5.2 Track progress toward achieving a personal goal to avoid or reduce injury.
 - S6.5.3 Identify resources that can help achieve a personal goal to avoid or reduce injury.
-

Sexual Health: Check the box next to each sexual health-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- NA Skill expectations are not identified for this grade group.

Additional Skill Expectations

- _____
 - _____
-

Tobacco: Check the box next to each tobacco-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- NA Skill expectations are not identified for this grade group.

Additional Skill Expectations

- _____
 - _____
-

Violence Prevention: Check the box next to each violence prevention-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- V6.5.1 Set a realistic personal goal to prevent violence.
- V6.5.2 Track progress to achieving a personal goal to prevent violence.
- V6.5.3 Identify resources that can help achieve a personal goal to prevent violence.

This is the end of Standard 6, Skill Expectations for Grades 3–5. Grades 3–5, Standard 6, Student Skill Practice Score begins on the next page.

Notes:

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

Grades 3–5 Student Skill Practice

Grade 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 at least <u>three opportunities</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
2. The curriculum provides <u>three opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>four to five opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides <u>six or more opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<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:

This is the end of Standard 6 for Grades 3–5. Grades 3–5, Standard 7, Skill Expectations Coverage Score begins on the next page.

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

Grades 3–5 Skill Expectations Coverage Score

The Standard 7 skill expectations for grades 3–5, across nine topic areas, are provided on pages CHE-100–CHE-101. Below are the scoring directions and forms for scoring the skill expectations for Standard 7. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-103.

Step 1: Review the Standard 7 skill expectations pages and select the topics that correspond with the health topics and grade group included in the curriculum.

On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)

Step 2: After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade group (pre-K–2; 3–5; 6–8; and 9–12).

Summary Coverage Chart

<p>Grades:</p> <p><input type="checkbox"/> Pre-K–2</p> <p><input type="checkbox"/> 3–5</p> <p><input type="checkbox"/> 6–8</p> <p><input type="checkbox"/> 9–12</p> <p>Content: (Check topics included in the curriculum)</p>	<p>Skill Expectations Summary:</p> <p>Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-100–CHE-101, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which Skill Expectations Summary Score for each topic, count the number checked and divide by the number listed.</p> <p>all = 100% most = 67% - 99% some = 34% - 66% few = 1% - 33% none = 0%</p>
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Healthy Eating	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Physical Activity	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Safety/Injury Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Sexual Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none

Proceed to Step 3 on next page.

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

Grades 3–5 Skill Expectations Coverage Score (continued)

Step 3: Based on the information in the completed Summary Coverage Chart in Step 2, complete the Skill Expectations Coverage Score below.

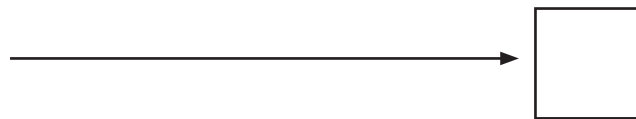
1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of “all” or “most”?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORE

- 81-100 % = 4**
- 61- 80 % = 3**
- 41- 60% = 2**
- 1- 40% = 1**
- 0% = 0**



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

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades 3–5 Skill Expectations

Standard 7 skill expectations for grades 3–5 are listed below through page CHE-101. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of Grade 5, students will be able to meet the following Skill Expectations:

- Describe practices and behaviors that reduce or prevent health risks.
- Demonstrate healthy practices and behaviors.
- Make a commitment to practice healthy behaviors.

Alcohol and Other Drugs: Check the box next to each alcohol- and other drug-related Standard 7 skill expectation addressed in the curriculum. By the end of 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.

Healthy Eating: Check the box next to each healthy eating-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

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

Mental and Emotional Health: Check the box next to each mental and emotional health-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- MEH7.5.1 Describe mental and emotional practices and behaviors that reduce or prevent health risks.
- MEH7.5.2 Demonstrate healthy mental and emotional health practices and behaviors.
- MEH7.5.3 Make a commitment to practice healthy mental and emotional health behaviors.

Personal Health and Wellness: Check the box next to each personal health and wellness-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- PHW7.5.1 Describe practices and behaviors that reduce or prevent personal health and wellness-related risks.
- PHW7.5.2 Demonstrate positive personal health and wellness-related practices and behaviors.
- PHW7.5.3 Make a commitment to practice positive personal health and wellness-related behaviors.

Physical Activity: Check the box next to each physical activity-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- PA7.5.1 Describe physical activity practices and behaviors that reduce or prevent health risks.
- PA7.5.2 Demonstrate healthy physical activity practices and behaviors.
- PA7.5.3 Make a commitment to be physically active.

Standard 7, Grades 3–5 Skill Expectations (continued on next page)

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

Grades 3–5 Skill Expectations (continued)

Safety/Injury Prevention: Check the box next to each safety-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- S7.5.1 Describe practices and behaviors that reduce or prevent injury.
 - S7.5.2 Demonstrate safety and injury prevention practices and behaviors.
 - S7.5.3 Make a commitment to practice safety and injury prevention.
-

Sexual Health: Check the box next to each sexual health-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- NA Skill expectations are not identified for this grade group.

Additional Skill Expectations

- _____
 - _____
-

Tobacco: Check the box next to each tobacco-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- NA Skill expectations are not identified for this grade group.

Additional Skill Expectations

- _____
 - _____
-

Violence Prevention: Check the box next to each violence prevention-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- V7.5.1 Describe practices and behaviors that reduce or prevent violence.
- V7.5.2 Demonstrate violence prevention practices and behaviors.
- V7.5.3 Make a commitment to practice violence prevention behaviors.

**This is the end of Standard 7, Skill Expectations for Grades 3–5.
Grades 3–5, Standard 7, Student Skill Practice Score begins on the next page.**

Notes:

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

Grades 3–5 Student Skill Practice

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 at least <u>three opportunities</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
2. The curriculum provides <u>three opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>four to five opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides <u>six or more opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<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:

This is the end of Standard 7 for Grades 3–5. Grades 3–5, Standard 8, Skill Expectations Coverage Score begins on the next page.

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

Grades 3–5 Skill Expectations Coverage Score

The Standard 8 skill expectations for grades 3–5, across nine topic areas, are provided on pages CHE-106–CHE-107. Below are the scoring directions and forms for scoring the skill expectations for Standard 8. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-108.

Step 1: Review the Standard 8 skill expectations pages and select the topics that correspond with the health topics and grade group included in the curriculum.

On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)

Step 2: After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade group (pre-K–2; 3–5; 6–8; and 9–12).

Summary Coverage Chart

<p>Grades:</p> <p><input type="checkbox"/> Pre-K–2</p> <p><input type="checkbox"/> 3–5</p> <p><input type="checkbox"/> 6–8</p> <p><input type="checkbox"/> 9–12</p> <p>Content: (Check topics included in the curriculum)</p>	<p>Skill Expectations Summary:</p> <p>Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-106–CHE-107, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which Skill Expectations Summary Score for each topic, count the number checked and divide by the number listed.</p> <p>all = 100% most = 67% - 99% some = 34% - 66% few = 1% - 33% none = 0%</p>
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Healthy Eating	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Physical Activity	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Safety/Injury Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Sexual Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none

Proceed to Step 3 on next page.

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

Grades 3–5 Skill Expectations Coverage Score (continued)

Step 3: Based on the information in the completed Summary Coverage Chart in Step 2, complete the Skill Expectations Coverage Score below.

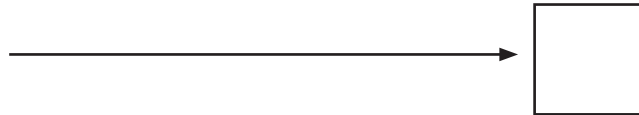
1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of “all” or “most”?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORE

- 81-100 % = 4**
- 61- 80 % = 3**
- 41- 60% = 2**
- 1- 40% = 1**
- 0% = 0**



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

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

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

Grades 3–5 Skill Expectations

Standard 8 skill expectations for grades 3–5 are listed below through page CHE-107. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of Grade 5, students will be able to meet the following Skill Expectations:

- Give factual information to improve the health of others.
- State personal beliefs to improve the health of others.
- Demonstrate how to persuade others to make positive health choices.

Alcohol and Other Drugs: Check the box next to each alcohol- and other drug-related Standard 8 skill expectation addressed in the curriculum. By the end of 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.

Healthy Eating: Check the box next to each healthy eating-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

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

Mental and Emotional Health: Check the box next to each mental and emotional health-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- MEH8.5.1 Give factual information to improve the mental and emotional health of others.
- MEH8.5.2 State personal beliefs to improve the mental and emotional health of others.
- MEH8.5.3 Demonstrate how to persuade others to make positive mental and emotional health choices.

Personal Health and Wellness: Check the box next to each personal health and wellness-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- PHW8.5.1 Give factual information to improve the personal health and wellness of others.
- PHW8.5.2 State personal beliefs to improve the personal health and wellness of others.
- PHW8.5.3 Demonstrate how to persuade others to make positive personal health and wellness-related choices.

Standard 8, Grades 3–5 Skill Expectations (continued on next page)

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

Grades 3–5 Skill Expectations (continued)

Physical Activity: Check the box next to each physical activity-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- PA8.5.1 Give factual information to improve the physical activity of others.
- PA8.5.2 State personal beliefs to improve the physical activity of others.
- PA8.5.3 Demonstrate how to persuade others to make healthy physical activity choices.

Safety/Injury Prevention: Check the box next to each safety-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- S8.5.1 Give factual information to improve the safety and injury prevention of others.
- S8.5.2 State personal beliefs to improve safety and injury prevention of others.
- S8.5.3 Demonstrate how to persuade others to make choices to promote safety and avoid or reduce injury.

Sexual Health: Check the box next to each sexual health-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- SH8.5.1 Demonstrate how to persuade others that is wrong to tease or bully others based on differences in gender or other personal characteristics.

Additional Skill Expectations

- _____
- _____

Tobacco: Check the box next to each tobacco-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- T8.5.1 Give factual information about the benefits of being tobacco-free to improve the health of others.
- T8.5.2 State personal beliefs about the dangers of behaviors related to tobacco use to improve the health of others.
- T8.5.3 Demonstrate how to persuade others to be tobacco-free.

Violence Prevention: Check the box next to each violence prevention-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- V8.5.1 Give factual information to others to prevent violence.
- V8.5.2 State personal beliefs to help others prevent violence.
- V8.5.3 Demonstrate how to persuade others to prevent violence.

This is the end of Standard 8, Skill Expectations for Grades 3–5. Grades 3–5, Standard 8, Student Skill Practice Score begins on the next page.

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

Grades 3–5 Student Skill Practice

Grade 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 at least <u>three opportunities</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
2. The curriculum provides <u>three opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>four to five opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides <u>six or more opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>

Student Skill Practice Score (total number of checks)



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

Notes:

**This is the end of Standard 8 and overall analysis for Grades 3–5.
Grades 6-8 begin on the next page, starting with Standard 1.**

Grades 6–8: Standard 1

The Standard 1 curriculum analysis will result in a single score that reflects the extent to which the curriculum addresses the knowledge required to achieve the selected Healthy Behavior Outcomes (HBO pgs. CHE-2 and CHE-3). This section lists the knowledge expectations to be completed by grade 5 (grade group 3–5).

It is unlikely that a comprehensive curriculum will cover every knowledge expectation aligned with every HBO at all grade levels in this grade group. It is important to identify the knowledge expectations that are most critical for students to know at each grade level, prior to your analysis, to make sure your analysis yields useful results.

Directions for Standard 1

- Decide if any of the knowledge expectations need to be deleted or modified or if any additional knowledge expectations should be added to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Some knowledge expectations may appear in more than one topic area.
- Delete unnecessary or redundant knowledge expectations. Review all other standards before making changes to the knowledge expectations in Standard 1.
- Read the curriculum to become familiar with its content, the information provided for students, and the methods used to convey information and knowledge content.
- Review the concepts included for each health topic and grade level in the curriculum. Review the applicable grade-level knowledge expectations for each health topic (CHE-112–CHE-119). The HECAT health topic titles might not be an identical match to those health topics found in the curriculum under review. However, if the curriculum is comprehensive, the expected HBOs and related knowledge expectations should be identifiable in the curriculum, regardless of topic titles.
- Complete the 3-step scoring process for Standard 1 (CHE-110) and the *Knowledge Expectations Coverage Score* (CHE-111). Note that Step 1 will require the analysis of individual topic knowledge expectations pages. Step 2 and 3 can be completed based on the analysis results from Step 1.
- Transfer the *Knowledge Expectations Coverage Score* to 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, conduct a separate analysis of Standard 1 for each group.
- Complete a separate *Overall Summary Form* for each curriculum and grade group.

Directions for Grade Group 6–8, Standards 2–8 are provided on page CHE-120.

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.

Grades 6–8 Knowledge Expectations Coverage Score

The knowledge expectations for grades 6–8, across nine topic areas, are provided on pages CHE-112–CHE-119. Below are the directions and forms for scoring Standard 1.

Step 1: Select the Standard 1 knowledge expectations aligned with the selected Healthy Behavior Outcomes (CHE-2 and CHE-3) and correspond with the grade level(s) included in the curriculum. Delete any knowledge expectations that are not aligned with the selected Healthy Behavior Outcomes.

On each relevant topic knowledge expectations page, check the boxes next to the knowledge expectations that are addressed within the curriculum. (A knowledge expectation is “addressed” if there is sufficient information provided in the curriculum for students to be able to demonstrate competency in this concept.)

Step 2: After completing the relevant knowledge expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade grouping (pre-K–2; 3–5; 6–8; and 9–12).

Summary Coverage Chart

<p>Grades:</p> <p><input type="checkbox"/> Pre-K–2</p> <p><input type="checkbox"/> 3–5</p> <p><input type="checkbox"/> 6–8</p> <p><input type="checkbox"/> 9–12</p> <p>Content: (Check topics included in the curriculum)</p>	<p>Knowledge Expectations Summary:</p> <p>Using the information gathered in Step 1 and in the analyses of relevant knowledge expectations on pages CHE-112–CHE-119, check the box that best applies to the percentage of knowledge expectations addressed for each topic. To determine the Knowledge Expectations Summary percent for each topic, count the number checked divided by the number of concepts listed.</p> <p>all = 100% most = 67% - 99% some = 34% - 66% few = 1% - 33% none = 0%</p>
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Healthy Eating	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Physical Activity	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Safety/Injury Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Sexual Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none

Proceed to Step 3 on next page.

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

Grades 6–8 Knowledge Expectations Coverage Score (continued)

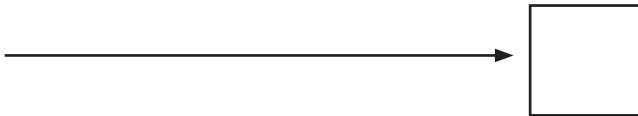
Step 3: Based on the information in the completed Summary Coverage Chart in Step 2, complete the Knowledge Expectations Coverage Score below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Knowledge Expectations Summary Score of “all” or “most”?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Knowledge Expectations Coverage Score.

KNOWLEDGE EXPECTATIONS COVERAGE SCORE

81-100 % = 4	
61- 80 % = 3	
41- 60% = 2	
1- 40% = 1	
0% = 0	

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

After completing Standard 1, move to Grades 6–8, Standard 2, starting on pg. CHE-120.

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.

Grades 6–8 Knowledge Expectations

Standard 1 knowledge expectations for grades 6–8 are listed, starting below and through pages CHE-119, in the following topical order:

- Alcohol and Other Drugs
- Healthy Eating
- Mental and Emotional Health
- Personal Health and Wellness
- Physical Activity
- Safety/Injury Prevention
- Sexual Health
- Tobacco
- Violence Prevention

Alcohol and Other Drugs: Check the box next to each alcohol- and other drug-related knowledge expectation addressed in the curriculum. By the end of 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)

Healthy Eating: Check the box next to each healthy eating-related knowledge expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- HE1.8.1 Classify the amount of food from each food group that a person needs each day. (HB0 1 & 2)
- HE1.8.2 Summarize a variety of nutritious food choices for each food group. (HB0 1, 2, 3, 4 & 13)
- HE1.8.3 Describe the U.S. Dietary Guidelines for Americans. (HB0 1, 2, 3, 4, 5, 6, 11, 12 & 13)

Grades 6–8 Knowledge Expectations (continued on next page)

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

Grades 6–8 Knowledge Expectations (continued)

- HE1.8.4 Explain why the recommended amount of food a person needs each day may be different for each food group. (HBO 1, 2 & 13)
- HE1.8.5 Summarize the benefits of eating plenty of fruits and vegetables.(HBO 1, 3 & 13)
- HE1.8.6 Describe the benefits of eating a variety of foods high in iron.(HBO 1 & 4)
- HE1.8.7 Explain the similarities and differences among protein, fats, and carbohydrates regarding nutritional value and food sources. (HBO 1 & 11)
- HE1.8.8 Describe the benefits of consuming an adequate amount of calcium and a variety of foods high in calcium. (HBO 2 & 13)
- HE1.8.9 Identify foods that are high in fiber.(HBO 3 & 4)
- HE1.8.10 Identify examples of whole grain foods. (HBO 4)
- HE1.8.11 Summarize the benefits of drinking plenty of water. (HBO 5 & 13)
- HE1.8.12 Differentiate between nutritious and non-nutritious beverages. (HBO 5, 6 & 13)
- HE1.8.13 Summarize the benefits of limiting the consumption of solid fat, added sugar, and sodium.(HBO 6, 8, 9 & 13)
- HE1.8.14 Identify food preparation methods that add less fat to food and use unsaturated fats and oils to replace solid saturated fats. (HBO 6 & 10)
- HE1.8.15 Describe the importance of eating breakfast every day. (HBO 7)
- HE1.8.16 Explain the relationship between access to healthy foods and personal food choices. (HBO 8, 9, 11 & 12)
- HE1.8.17 Explain how to select healthy foods when dining out. (HBO 8, 9, 11 & 12)
- HE1.8.18 Explain various methods available to evaluate body weight. (HBO 11)
- HE1.8.19 Describe major chronic diseases and their relationship to what people eat and their physical activity level. (HBO 11 & 12)
- HE1.8.20 Analyze the benefits of healthy eating. (HBO 11 & 12)
- HE1.8.21 Identify healthy and risky approaches to weight management. (HBO 11 & 12)
- HE1.8.22 Describe the benefits of eating in moderation. (HBO 11, 12 & 13)

Grades 6–8 Knowledge Expectations (continued on next page)

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

Grades 6–8 Knowledge Expectations (continued)

Mental and Emotional Health: Check the box next to each mental and emotional health-related knowledge expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- MEH1.8.1 Describe characteristics of a mentally and emotionally healthy person. (HBO 1 & 2)
- MEH1.8.2 Explain the interrelationship of physical, mental, emotional, social and spiritual health. (HBO 1 & 2)
- MEH1.8.3 Discuss how emotions change during adolescence. (HBO 1 & 2)
- MEH1.8.4 Explain appropriate ways to express needs, wants, emotions, and feelings. (HBO 1, 2, 3, 4 & 5)
- MEH1.8.5 Describe role models that demonstrate positive mental and emotional health. (HBO 1, 2, 3, 5, 7 & 8)
- MEH1.8.6 Summarize the benefits of talking with parents and other trusted adults about feelings. (HBO 1, 2 & 8)
- MEH1.8.7 Describe healthy ways to express affection, love, friendship, and concern. (HBO 1, 2 & 8)
- MEH1.8.8 Describe a variety of appropriate ways to respond to stress when angry or upset. (HBO 1, 3, 4 & 8)
- MEH1.8.9 Summarize feelings and emotions associated with loss and grief. (HBO 1 & 4)
- MEH1.8.10 Explain the importance of a positive body image. (HBO 2)
- MEH1.8.11 Describe how mental and emotional health can affect health-related behaviors. (HBO 2, 3 & 4)
- MEH1.8.12 Describe how sharing or posting personal information electronically about self or others on social media sites (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) can negatively impact mental and emotional health. (HBO 2, 3 & 7)
- MEH1.8.13 Explain the causes, symptoms, and effects of depression. (HBO 2, 3, 4 & 5)
- MEH1.8.14 Explain the causes, symptoms, and effects of anxiety. (HBO 2, 3, 4 & 5)
- MEH1.8.15 Describe the signs, symptoms, and consequences of common eating disorders. (HBO 2, 4 & 5)
- MEH1.8.16 Describe pro-social behaviors that help prevent violence. (HBO 2, 7 & 8)
- MEH1.8.17 Describe what it means to be a responsible person. (HBO 2 & 8)
- MEH1.8.18 Describe characteristics of a responsible family member. (HBO 2 & 8)
- MEH1.8.19 Describe examples of situations that require self control. (HBO 3, 4 & 5)
- MEH1.8.20 Describe how power and control differences in relationships can contribute to aggression and violence. (HBO 3, 5, 6 & 8)
- MEH1.8.21 Describe ways to manage interpersonal conflict nonviolently. (HBO 3, 5 & 7)
- MEH1.8.22 Explain why it is important to understand the perspectives of others in resolving interpersonal conflicts. (HBO 3 & 7)
- MEH1.8.23 Explain causes and effects of stress. (HBO 4)
- MEH1.8.24 Describe personal stressors at home, in school, and with friends. (HBO 4)
- MEH1.8.25 Explain positive and negative ways of dealing with stress. (HBO 4)
- MEH1.8.26 Analyze the risks of impulsive behaviors. (HBO 5)
- MEH1.8.27 Explain how the expression of emotions or feelings can help or hurt oneself and others. (HBO 5 & 6)
- MEH1.8.28 Explain why people with eating disorders need professional help. (HBO 6)
- MEH1.8.29 Examine the importance of being aware of one's own feelings and of being sensitive to the feelings of others. (HBO 6 & 8)
- MEH1.8.30 Explain how intolerance can affect others. (HBO 7)
- MEH1.8.31 Explain the benefits of living in a diverse society. (HBO 7)
- MEH1.8.32 Explain why it is wrong to tease or bully others based on their body type or other personal characteristics. (HBO 7)
- MEH1.8.33 Describe characteristics of healthy relationships. (HBO 8)

Grades 6–8 Knowledge Expectations (continued on next page)

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

Grades 6–8 Knowledge Expectations (continued)

- MEH1.8.34 Explain the qualities of a healthy dating relationship. (HBO 8)
- MEH1.8.35 Differentiate healthy and unhealthy relationships. (HBO 8)

Personal Health and Wellness: Check the box next to each personal health and wellness-related knowledge expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- PHW1.8.1 Summarize the benefits of good hygiene practices for promoting health and maintaining positive social relationships. (HBO 2)
- PHW1.8.2 Summarize the benefits of getting proper rest and sleep for healthy growth and development. (HBO 3)
- PHW1.8.3 Identify common causes of noise-induced hearing loss. (HBO 4)
- PHW1.8.4 Describe appropriate ways to protect vision and hearing. (HBO 4)
- PHW1.8.5 Summarize actions to take to protect oneself against potential damage from exposure to the sun. (HBO 5)
- PHW1.8.6 Explain the difference between infectious, noninfectious, acute and chronic diseases. (HBO 6 & 7)
- PHW1.8.7 Summarize the symptoms of someone who is sick or getting sick. (HBO 6 & 7)
- PHW1.8.8 Summarize the symptoms of someone who is seriously ill and needs immediate medical attention. (HBO 10)
- PHW1.8.9 Summarize ways that common infectious diseases are transmitted. (HBO 6 & 9)
- PHW1.8.10 Summarize health practices to prevent the spread of infectious diseases that are transmitted by food, air, indirect contact, and person-to-person contact. (HBO 6 & 9)
- PHW1.8.11 Describe food safety strategies that can control germs that causes foodborne illnesses. (HBO 6 & 9)
- PHW1.8.12 Explain ways to prevent the spread of germs that cause infectious diseases such as HIV by not having sex, not touching blood, and not touching used hypodermic or tattoo needles. (HBO 6 & 12)
- PHW1.8.13 Explain the behavioral and environmental factors that contribute to the major chronic diseases. (HBO 7 & 8)
- PHW1.8.14 Describe how an inactive lifestyle contributes to chronic disease. (HBO 7 & 8)
- PHW1.8.15 Describe the importance of seeking help and treatment for common infectious diseases and chronic diseases. (HBO 10)
- PHW1.8.16 Describe the potential health and social consequences of popular fads or trends such as body piercing and tattooing. (HBO 12)

Physical Activity: Check the box next to each physical activity-related knowledge expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- PA1.8.1 Describe the recommended amounts and types of moderate, vigorous, muscle strengthening, and bone strengthening physical activity for adolescents and adults. (HBO 1)
- PA1.8.2 Explain how physical activity can be incorporated into daily life without special exercise equipment. (HBO 1, 5 & 7)
- PA1.8.3 Describe ways to increase daily physical activity and decrease inactivity. (HBO 1 & 7)
- PA1.8.4 Summarize the mental and social benefits of physical activity. (HBO 1 & 7)
- PA1.8.5 Differentiate between physical activity, exercise, health-related fitness, and skill-related fitness. (HBO 2)
- PA1.8.6 Describe physical activities that contribute to maintaining or improving components of health-related fitness. (HBO 2 & 5)
- PA1.8.7 Explain the short- and long-term benefits of physical activity, including improving cardiovascular health, strength, endurance, and flexibility and reducing the risks for chronic diseases. (HBO 2 & 7)

Grades 6–8 Knowledge Expectations (continued on next page)

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

Grades 6–8 Knowledge Expectations (continued)

- PA1.8.8 Explain how an inactive lifestyle contributes to chronic disease. (HBO 2 & 7)
- PA1.8.9 Explain the importance of warming up and cooling down after physical activity. (HBO 3)
- PA1.8.10 Describe climate-related physical conditions that affect physical activity, such as heat exhaustion, sunburn, heat stroke, and hypothermia. (HBO 3, 4 & 6)
- PA1.8.11 Summarize the benefits of drinking water before, during, and after physical activity. (HBO 4, 6 & 7)
- PA1.8.12 Summarize how physical activity can contribute to maintaining a healthy body weight. (HBO 5 & 7)
- PA1.8.13 Describe the use of safety equipment for specific physical activities. (HBO 6 & 7)
- PA1.8.14 Describe ways to reduce risk of injuries from participation in sports and other physical activities. (HBO 6 & 7)

Safety/Injury Prevention: Check the box next to each safety-related knowledge expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- S1.8.1 Describe ways to reduce risk of injuries while riding in or on a motor vehicle. (HBO 1, 2, 3 & 8)
- S1.8.2 Identify protective equipment needed for sports and recreational activities. (HBO 1 & 3)
- S1.8.3 Explain the importance of helmets and other safety gear for biking, riding a scooter, skateboarding, and inline skating. (HBO 1, 3 & 8)
- S1.8.4 Explain the risks associated with using alcohol or other drugs and driving a motor vehicle. (HBO 2, 4 & 8)
- S1.8.5 Describe the relationship between using alcohol and other drugs and injuries. (HBO 2, 4 & 8)
- S1.8.6 Identify actions to take to prevent injuries during severe weather. (HBO 3, 4, 5 & 6)
- S1.8.7 Describe ways to reduce risk of injuries from falls. (HBO 3, 4, 5 & 6)
- S1.8.8 Describe ways to reduce risk of injuries around water. (HBO 3, 4, 5, 6 & 7)
- S1.8.9 Describe ways to reduce risk of injuries in case of fire. (HBO 3, 4, 5 & 7)
- S1.8.10 Describe ways to reduce risk of injury when playing sports. (HBO 3, 4, 5, 6 & 7)
- S1.8.11 Describe how sharing or posting personal information electronically about self or others on social media sites (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) can negatively impact personal safety of self or others. (HBO 4 & 8)
- S1.8.12 Explain climate-related physical conditions that affect personal safety, such as heat exhaustion, sunburn, heat stroke, and hypothermia. (HBO 4, 5 & 6)
- S1.8.13 Describe ways to reduce risk of injuries as a pedestrian. (HBO 4, 5, 6 & 8)
- S1.8.14 Describe actions to change unsafe situations at home. (HBO 4, 5, 6 & 8)
- S1.8.15 Describe actions to change unsafe situations at school. (HBO 4, 5, 6 & 8)
- S1.8.16 Describe actions to change unsafe situations in the community. (HBO 4, 5, 6 & 8)
- S1.8.17 Describe ways to reduce risk of injuries from firearms. (HBO 4, 5, 6 & 8)
- S1.8.18 Describe why household products are harmful if ingested or inhaled. (HBO 5, 6 & 8)
- S1.8.19 Describe potential risks associated with over the counter medicines. (HBO 5 & 8)
- S1.8.20 Describe first response procedures needed to treat injuries and other emergencies. (HBO 7)
- S1.8.21 Determine the benefits of reducing the risks for injury. (HBO 8)

Grades 6–8 Knowledge Expectations (continued on next page)

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

Grades 6–8 Knowledge Expectations (continued)

Sexual Health: Check the box next to each sexual health-related knowledge expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- SH1.8.1 Describe characteristics of healthy relationships. (HBO 1)
- SH1.8.2 Explain the qualities of a healthy dating relationship. (HBO 1)
- SH1.8.3 Differentiate healthy and unhealthy relationships. (HBO 1)
- SH1.8.4 Describe healthy ways to express affection, love, and friendship. (HBO 1)
- SH1.8.5 Explain the importance of talking with parents and other trusted adults about issues related to relationships, growth and development and sexual health. (HBO 1, 2, 3, 4, 7 & 8)
- SH1.8.6 Explain the negative consequences of sending sexually explicit pictures or messages by e-mail or cell phone or posting sexually explicit pictures on social media sites (e.g., chat groups, e-mail, texting, websites, phone and tablet applications). (HBO 1, 5 & 7)
- SH1.8.7 Determine the benefits of being sexually abstinent. (HBO 2)
- SH1.8.8 Explain why individuals have the right to refuse sexual contact. (HBO 2 & 5)
- SH1.8.9 Describe why sexual abstinence is the safest, most effective risk avoidance method of protection from HIV, other STDs, and pregnancy. (HBO 2)
- SH1.8.10 Describe the factors that contribute to engaging in sexual risk behaviors. (HBO 2, 3 & 4)
- SH1.8.11 Describe the factors that protect against engaging in sexual risk behaviors. (HBO 2, 3 & 4)
- SH1.8.12 Explain the importance of setting personal limits to avoid sexual risk behaviors. (HBO 2, 3, 4, 5, 6 & 7)
- SH1.8.13 Describe the relationship between using alcohol and other drugs and sexual risk behaviors. (HBO 2, 3, 4, 5, 6 & 7)
- SH1.8.14 Describe techniques that are used to coerce or pressure someone to engage in sexual behaviors. (HBO 2, 5 & 6)
- SH1.8.15 Analyze ways common infectious diseases are transmitted. (HBO 3)
- SH1.8.16 Explain how the most common STDs are transmitted. (HBO 3)
- SH1.8.17 Explain how HIV is transmitted. (HBO 3)
- SH1.8.18 Describe usual signs and symptoms of common STDs. (HBO 3)
- SH1.8.19 Describe usual signs and symptoms of HIV. (HBO 3)
- SH1.8.20 Explain that some STDs and HIV are asymptomatic. (HBO 3)
- SH1.8.21 Explain the short- and long-term consequences of common STDs. (HBO 3)
- SH1.8.22 Explain the short- and long-term consequences of HIV. (HBO 3)
- SH1.8.23 Summarize which STDs can be cured and which can be treated. (HBO 3)
- SH1.8.24 Summarize ways to decrease the spread of STDs and HIV by not having sex, using condoms consistently and correctly when having sex, not touching blood, and not touching used hypodermic needles. (HBO 3)
- SH1.8.25 Describe how the effectiveness of condoms can reduce the risk of HIV, and other STDs including HPV (Human Papillomavirus). (HBO 3)
- SH1.8.26 Describe ways sexually active people can reduce the risk of HIV, and other STDs including HPV (Human Papillomavirus). (HBO 3)
- SH1.8.27 Summarize basic male and female reproductive body parts and their functions. (HBO 3, 4 & 8)
- SH1.8.28 Describe conception and its relationship to the menstrual cycle. (HBO 4)

Grades 6–8 Knowledge Expectations (continued on next page)

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

Grades 6–8 Knowledge Expectations (continued)

- SH1.8.29 Identify the emotional, social, physical and financial effects of being a teen parent. (HB0 4)
- SH1.8.30 Summarize ways to prevent pregnancy, including not having sex and effective use of contraceptives. (HB0 4)
- SH1.8.31 Describe how the effectiveness of condoms can reduce the risk of pregnancy. (HB0 4)
- SH1.8.32 Describe ways sexually active people can reduce the risk of pregnancy. (HB0 4)
- SH1.8.33 Explain the benefits of respecting individual differences in aspects of sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender Identity), growth and development or physical appearance. (HB0 7)
- SH1.8.34 Explain why it is wrong to tease or bully others based on aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender Identity). (HB0 7)
- SH1.8.35 Describe how intolerance can affect others when aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender Identity) are different from one's own. (HB0 7)
- SH1.8.36 Describe ways to show courtesy and respect for others when aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender Identity) are different from one's own. (HB0 7)

Tobacco: Check the box next to each tobacco-related knowledge expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- T1.8.1 Describe short- and long- term physical effects of using tobacco. (HB0 1)
- T1.8.2 Summarize the dangers of experimenting with tobacco products. (HB0 1)
- T1.8.3 Describe situations that could lead to the use of tobacco. (HB0 1)
- T1.8.4 Describe the relationship between using tobacco and alcohol or other drugs. (HB0 1)
- T1.8.5 Summarize the benefits of being tobacco-free. (HB0 1)
- T1.8.6 Describe the social, economic, and cosmetic consequences of tobacco use. (HB0 1 & 2)
- T1.8.7 Explain reasons most individuals do not use tobacco products. (HB0 1 & 3)
- T1.8.8 Explain school policies and community laws related to the sale and use of tobacco products. (HB0 1, 3 & 4)
- T1.8.9 Summarize that tobacco use is an addiction that can be treated. (HB0 1 & 4)
- T1.8.10 Summarize the effects of secondhand smoke. (HB0 2)
- T1.8.11 Describe ways to support family and friends who are trying to stop using tobacco. (HB0 3 & 4)
- T1.8.12 Summarize how addiction to tobacco use can be treated. (HB0 4 & 5)
- T1.8.13 Summarize how smoking cessation programs can be successful. (HB0 4 & 5)

Violence Prevention: Check the box next to each violence-related knowledge expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- V1.8.1 Describe ways to manage interpersonal conflict nonviolently. (HB0 1)
- V1.8.2 Determine the benefits of using non-violence to solve interpersonal conflict. (HB0 1)
- V1.8.3 Explain why it is important to understand the perspectives of other in resolving conflict situations nonviolently. (HB0 1)
- V1.8.4 Analyze the risks of using violence as an impulsive behavior or response to stress or conflict. (HB0 1 & 2)
- V1.8.5 Describe how power and control differences in relationships can contribute to aggression and violence. (HB0 1, 4 & 5)

Grades 6–8 Knowledge Expectations (continued on next page)

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

Grades 6–8 Knowledge Expectations (continued)

- V1.8.6 Describe examples of self-control. (HBO 2)
- V1.8.7 Identify a variety of non-violent ways to respond to stress when angry or upset. (HBO 2)
- V1.8.8 Analyze how impulsive behaviors can lead to violence. (HBO 2)
- V1.8.9 Explain why it is wrong to tease others based on personal characteristics (such as body type, gender, appearance, mannerisms, and the way one dresses or acts). (HBO 3)
- V1.8.10 Explain the role of bystanders in escalating, preventing or stopping bullying, fighting, and violence. (HBO 3)
- V1.8.11 Describe pro-social behaviors that help prevent violence. (HBO 3 & 4)
- V1.8.12 Describe the similarities and differences between violent behaviors (e.g., bullying, hazing, fighting, dating violence, sexual assault, family violence, verbal abuse, acquaintance rape). (HBO 3 & 4)
- V1.8.13 Describe short- and long-term consequences of violence to perpetrators, victims, and bystanders. (HBO 3 & 4)
- V1.8.14 Describe how prejudice, discrimination, and bias can lead to violence. (HBO 3, 4 & 7)
- V1.8.15 Explain how intolerance can lead to violence. (HBO 4)
- V1.8.16 Recognize techniques that are used to coerce or pressure someone to have sex. (HBO 4)
- V1.8.17 Explain that acquaintance rape and sexual assault are illegal. (HBO 4)
- V1.8.18 Describe strategies to avoid physical fighting and violence. (HBO 4 & 5)
- V1.8.19 Describe examples of dangerous or risky behaviors that might lead to injuries. (HBO 4 & 5)
- V1.8.20 Describe how changing behavior or changing the environment interacts to increase or decrease the likelihood of violence. (HBO 4 & 5)
- V1.8.21 Analyze techniques that are used to coerce or pressure someone to use violence. (HBO 4, 5 & 6)
- V1.8.22 Describe how the presence of weapons increases the risk of serious violent injuries. (HBO 4, 5 & 6)
- V1.8.23 Explain why individuals have the right to refuse sexual contact. (HBO 4 & 8)
- V1.8.24 Describe actions to change unsafe situations at school that could lead to violence. (HBO 5 & 6)
- V1.8.25 Describe actions to change unsafe situations in the community that could lead to violence. (HBO 5 & 6)
- V1.8.26 Describe situations that could lead to physical fighting and violence. (HBO 5 & 6)
- V1.8.27 Summarize how participation in gangs can lead to violence. (HBO 6)
- V1.8.28 Explain that a person who has been sexually assaulted or raped is not at fault. (HBO 8)
- V1.8.29 Explain that rape and sexual assault should be reported to a trusted adult. (HBO 8)
- V1.8.30 Explain the importance of telling an adult if there are people who are in danger of hurting themselves or others. (HBO 10)
- V1.8.31 Describe the signs and symptoms of people who are in danger of hurting themselves or others. (HBO 10)

This is the end of Standard 1, Knowledge Expectations for Grades 6–8. Grades 6–8, Standards 2–8 begin on next page.

Grades 6–8: Standards 2–8

The Standards 2–8 analysis will result in **two** ratings for each standard: one rating reflects the extent to which the curriculum addresses important skill expectations students should be able to perform; the second reflects the extent to which the curriculum provides opportunities for students to practice each skill.

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 begins with score pages. These are followed by the generic and the topic-specific skill expectations for that standard. The topic-specific skill expectations are based on the generic skill expectations also listed in *Appendix 3: HECAT Skill Expectations for Skill Standards 2–8*. There are some grade groups for which topic-specific skill expectations are not applicable. These include the statement “NA - Skill expectations are not identified for this grade group.”

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.

Skill Analysis in Comprehensive Curricula

A comprehensive health education curriculum should address the skills and skill expectations reflected in Standards 2–8. It is important that a comprehensive curriculum focus on each skill standard across all grade groups and among a variety of topics. While it should address the skill expectations for every standard across all grade groups, it is unlikely that every skill expectation in all topics at every grade group will be addressed.

It might be most appropriate to ensure some skills are achieved in certain topic areas at a particular grade group. For example, it might be more appropriate for students to develop skills to analyze influences (Standard 2) on personal safety in grades pre-K–2 and 3–5, rather than analyzing influences on sexual health at these grades. It might be more appropriate for students to develop decision-making skills (Standard 5) to avoid alcohol use in grades 6–8, rather than develop decision-making skills to promote mental and emotional health in these grades. It is essential that the analysis of a CHE curriculum determine the extent to which the curriculum addresses the skills at the grade levels and topics where they make most sense. *Appendix 4: Using the HECAT to Develop a Scope and Sequence for Health Education* provides an example as to how essential skill learning might be achieved across topics and grade groups (*Appendix 4, Figure 2*).

Directions for Standards 2–8

Skill Expectations Coverage Score

Decide if any of the skill expectations need to be deleted or modified or if any additional skill expectations should be added to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Some skill expectations may appear in more than one topic area. Delete unnecessary or redundant skill expectations. Review all other standards before making changes to skill expectations in one Standard.

- Read the curriculum to become familiar with its content, the information provided for students, and the methods used to convey skill expectations.
- Review the skill focus for each health topic and grade level in the curriculum. Review the applicable grade-level skill expectations for each health standard and health topic found on the following pages:

- ~ Standard 2 (CHE-124–CHE-128)
- ~ Standard 3 (CHE-132–CHE-134)
- ~ Standard 4 (CHE-138–CHE-140)
- ~ Standard 5 (CHE-144–CHE-148)
- ~ Standard 6 (CHE-152–CHE-154)
- ~ Standard 7 (CHE-158–CHE-160)
- ~ Standard 8 (CHE-164–CHE-166)

The HECAT health topic titles might not be an identical match to those health topics found in the curriculum. However, if the curriculum is comprehensive, the expected related skill expectations should be identifiable in the curriculum, regardless of topic titles.

- Complete the 3-step skill expectations scoring process and the *Skill Expectations Coverage Score* for each Standard found on the following pages.
 - ~ Standard 2 (CHE-123) -
 - ~ Standard 3 (CHE-131) -
 - ~ Standard 4 (CHE-137) -
 - ~ Standard 5 (CHE-143) -
 - ~ Standard 6 (CHE-151) -
 - ~ Standard 7 (CHE-157) -
 - ~ Standard 8 (CHE-163) -

Note that Step 1 will require the analysis of individual topic skill expectations pages. Step 2 and 3 can be completed based on the analysis results from Step 1.

- Transfer the *Skill Expectations Coverage Score* to the *Overall Summary Form* (Chapter 3).
- Record notes to justify scores and to inform group discussions and curriculum decisions.
- Analyze Standard 2-8 for each curriculum being reviewed. If the curriculum addresses more than one grade group, conduct a separate analysis of Standard 2-8 for each group.
- Complete a separate *Overall Summary Form* for each curriculum and grade group.
- Student Skill Practice Score
- During the analysis of each topic area's skill expectations, note the number of times that students are provided opportunities to practice each skill.
- Complete the 3-step student skill practice scoring process and the *Student Skill Practice Score* at the end of each Standard's analysis pages.
- Transfer the *Student Skill Practice Score* to the *Overall Summary Form* (Chapter 3).
- Record notes to justify scores and to inform group discussions and curriculum decisions.
- Analyze Standard 2-8 for each curriculum being reviewed. If the curriculum addresses more than one grade group, conduct a separate analysis of Standard 2-8 for each group.
- Complete a separate *Overall Summary Form* for each curriculum and grade group.

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades 6–8 Skill Expectations Coverage Score

The Standard 2 skill expectations for grades 6–8, across nine topic areas, are provided on pages CHE-124–CHE-128. Below are the scoring directions and forms for scoring the skill expectations for Standard 2. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-129.

Step 1: Review the Standard 2 skill expectations pages and select the topics that correspond with the health topics and grade group included in the curriculum.

On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)

Step 2: After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade group (pre-K–2; 3–5; 6–8; and 9–12).

Summary Coverage Chart

<p>Grades:</p> <p><input type="checkbox"/> Pre-K–2</p> <p><input type="checkbox"/> 3–5</p> <p><input type="checkbox"/> 6–8</p> <p><input type="checkbox"/> 9–12</p> <p>Content: (Check topics included in the curriculum)</p>	<p>Skill Expectations Summary:</p> <p>Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-124–CHE-128, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which Skill Expectations Summary Score for each topic, count the number checked and divide by the number listed.</p> <p>all = 100% most = 67% - 99% some = 34% - 66% few = 1% - 33% none = 0%</p>
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Healthy Eating	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Physical Activity	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Safety/Injury Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Sexual Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none

Proceed to Step 3 on next page.

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

Grades 6–8 Skill Expectations Coverage Score (continued)

Step 3: Based on the information in the completed Summary Coverage Chart in Step 2, complete the Skill Expectations Coverage Score below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of “all” or “most”?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORE

- 81-100 % = 4**
- 61- 80 % = 3**
- 41- 60% = 2**
- 1- 40% = 1**
- 0% = 0**

→

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

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades 6–8 Skill Expectations

Standard 2 skill expectations for grades 6–8 are listed below through page CHE-128. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of Grade 8, students will be able to meet the following Skill Expectations:

- Explain the influence of school rules and community laws on health practices and behaviors.
- Explain how perceptions of norms influence healthy and unhealthy practices and behaviors.
- Explain how social expectations influence healthy and unhealthy practices and behaviors.
- Explain how personal values and beliefs influence personal health practices and behaviors.
- Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors (e.g., how alcohol use influences sexual risk behavior).
- Analyze how relevant influences of family and culture affect personal health practices and behaviors.
- Analyze how relevant influences of school and community affect personal health practices and behaviors.
- Analyze how relevant influences of media and technology affect personal health practices and behaviors.
- Analyze how relevant influences of peers affect personal health practices and behaviors.

Alcohol and Other Drugs: Check the box next to each alcohol- and other drug-related Standard 2 skill expectation addressed in the curriculum. By the end of 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.

Standard 2, Grades 6–8 Skill Expectations (continued on next page)

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

Grades 6–8 Skill Expectations (continued)

Healthy Eating: Check the box next to each healthy eating-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

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

Mental and Emotional Health: Check the box next to each mental and emotional health-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- MEH2.8.1 Explain the influence of school rules and community laws on mental and emotional health practices and behaviors.
- MEH2.8.2 Explain how perceptions of norms influence healthy and unhealthy mental health practices and behaviors.
- MEH2.8.3 Explain how social expectations influence healthy and unhealthy mental and emotional health practices and behaviors.
- MEH2.8.4 Explain how personal values and beliefs influence personal mental and emotional health practices and behaviors.
- MEH2.8.5 Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy mental and emotional health behaviors (e.g., how using alcohol and other drugs increase the risk of suicide and self-injury).
- MEH2.8.6 Analyze how relevant influences of family and culture affect mental and emotional health practices and behaviors.
- MEH2.8.7 Analyze how relevant influences of school and community affect mental and emotional health practices and behaviors.
- MEH2.8.8 Analyze how relevant influences of media and technology affect mental and emotional health practices and behaviors.
- MEH2.8.9 Analyze how relevant influences of peers affect mental and emotional health practices and behaviors.

Standard 2, Grades 6–8 Skill Expectations (continued on next page)

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

Grades 6–8 Skill Expectations (continued)

Personal Health and Wellness: Check the box next to each personal health and wellness-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- PHW2.8.1 Explain the influence of school rules and community laws on personal health and wellness-related practices and behaviors.
- PHW2.8.2 Explain how perceptions of norms influence healthy and unhealthy personal health and wellness-related practices and behaviors.
- PHW2.8.3 Explain how social expectations influence healthy and unhealthy personal health and wellness-related practices and behaviors.
- PHW2.8.4 Explain how personal values and beliefs influence personal health and wellness-related practices and behaviors.
- PHW2.8.5 Describe how some personal health risk behaviors, such as using alcohol and other drugs, influence the likelihood of engaging in other unhealthy personal health and wellness-related behaviors.
- PHW2.8.6 Analyze how relevant influences of family and culture affect personal health and wellness-related practices and behaviors.
- PHW2.8.7 Analyze how relevant influences of school and community affect personal health and wellness-related practices and behaviors.
- PHW2.8.8 Analyze how relevant influences of media and technology affect personal health and wellness-related practices and behaviors.
- PHW2.8.9 Analyze how relevant influences of peers affect personal health and wellness-related practices and behaviors.

Physical Activity: Check the box next to each physical activity-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- PA2.8.1 Explain the influence of school rules and community laws (e.g., bicycling riding laws) on physical activity practices and behaviors.
- PA2.8.2 Explain how perceptions of norms influence healthy and unhealthy physical activity practices and behaviors.
- PA2.8.3 Explain how social expectations influence healthy and unhealthy behaviors related to physical activity practices and behaviors.
- PA2.8.4 Explain how personal values and beliefs influence physical activity practices and behaviors.
- PA2.8.5 Describe how some health risk behaviors influence the likelihood of engaging in physical inactivity practices and behaviors.
- PA2.8.6 Analyze how relevant influences of family and culture affect personal physical activity practices and behaviors.
- PA2.8.7 Analyze how relevant influences of school and community affect personal physical activity practices and behaviors.
- PA2.8.8 Analyze how relevant influences of media (e.g., advertising, social networks) and technology (e.g., internet shopping) affect personal physical activity practices and behaviors.
- PA2.8.9 Analyze how relevant influences of peers affect personal physical activity practices and behaviors.

Standard 2, Grades 6–8 Skill Expectations (continued on next page)

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

Grades 6–8 Skill Expectations (continued)

Safety/Injury Prevention: Check the box next to each safety-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- S2.8.1 Explain the influence of school rules and community laws on safety and injury prevention practices and behaviors.
- S2.8.2 Explain how perceptions of norms influence healthy and unhealthy safety and injury prevention practices and behaviors.
- S2.8.3 Explain how social expectations influence healthy and unhealthy safety and injury prevention practices and behaviors.
- S2.8.4 Explain how personal values and beliefs influence personal safety and injury prevention practices and behaviors.
- S2.8.5 Describe how some health risk behaviors influence safety and injury prevention practices and behaviors (e.g., how alcohol and other drug use increased the risk of unintentional injury).
- S2.8.6 Analyze how relevant influences of family and culture affect personal safety and injury prevention practices and behaviors.
- S2.8.7 Analyze how relevant influences of school and community affect personal safety and injury prevention practices and behaviors.
- S2.8.8 Analyze how relevant influences of media and technology affect personal safety and injury prevention practices and behaviors.
- S2.8.9 Analyze how relevant influences of peers affect personal safety and injury prevention practices.

Sexual Health: Check the box next to each safety-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- SH2.8.1 Explain how perceptions of norms influence healthy and unhealthy sexual practices, behaviors, and relationships.
- SH2.8.2 Explain how social expectations influence healthy and unhealthy sexual practices, behaviors, and relationships.
- SH2.8.3 Explain how personal values and beliefs influence sexual health practices, behaviors, and relationships.
- SH2.8.4 Describe how some health risk behaviors influence the likelihood of engaging in sexual risk behaviors (e.g., how alcohol use influences sexual risk behavior).
- SH2.8.5 Analyze how relevant influences of family and culture affect sexual health practices, behaviors, and relationships.
- SH2.8.6 Analyze how relevant influences of school and community affect sexual health practices, behaviors, and relationships.
- SH2.8.7 Analyze how relevant influences of media and technology affect sexual health practices, behaviors, and relationships.
- SH2.8.8 Analyze how relevant influences of peers affect sexual health practices, behaviors, and relationships.

Standard 2, Grades 6–8 Skill Expectations (continued on next page)

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

Grades 6–8 Skill Expectations (continued)

Tobacco: Check the box next to each tobacco-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- T2.8.1 Explain the influence of school rules and community laws on tobacco-related practices and behaviors.
 - T2.8.2 Explain how perceptions of norms influence behaviors related to tobacco-related practices and behaviors.
 - T2.8.3 Explain how social expectations influence behaviors related to tobacco-related practices and behaviors.
 - T2.8.4 Explain how personal values and beliefs influence tobacco-related practices and behaviors.
 - T2.8.5 Describe how some health risk behaviors, such as alcohol use, influence the likelihood of engaging in tobacco use.
 - T2.8.6 Analyze how relevant influences of family and culture affect tobacco-related practices and behaviors.
 - T2.8.7 Analyze how relevant influences of school and community affect tobacco-related practices and behaviors.
 - T2.8.8 Analyze how relevant influences of media (e.g., tobacco advertising) and technology affect tobacco-related practices and behaviors.
 - T2.8.9 Analyze how relevant influences of peers affect tobacco-related practices and behaviors.
-

Violence Prevention: Check the box next to each violence prevention-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- V2.8.1 Explain the influence of school rules and community laws on violence prevention practices and behaviors.
 - V2.8.2 Explain how perceptions of norms influence healthy and unhealthy violence and violence prevention practices and behaviors.
 - V2.8.3 Explain how social expectations influence healthy and unhealthy violence and violence prevention practices and behaviors.
 - V2.8.4 Explain how personal values and beliefs influence personal violence prevention practices and behaviors.
 - V2.8.5 Describe how some health risk behaviors influence the likelihood of engaging in violent behaviors (e.g., how alcohol and other drug use influence violent behaviors).
 - V2.8.6 Analyze how relevant influences of family and culture affect personal violence practices and behaviors.
 - V2.8.7 Analyze how relevant influences of school and community affect personal violence practices and behaviors.
 - V2.8.8 Analyze how relevant influences of media and technology affect personal violence practices and behaviors.
 - V2.8.9 Analyze how relevant influences of peers affect personal violence prevention practices and behaviors.
-

**This is the end of Standard 2, Skill Expectations for Grades 6–8.
Grades 6–8, Standard 2, Student Skill Practice Score begins on the next page.**

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

Grades 6–8 Student Skill Practice

Grade 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 at least <u>three opportunities</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
2. The curriculum provides <u>three opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>four to five opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides <u>six or more opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<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:

This is the end of Standard 2 for Grades 6–8. Grades 6–8, Standard 3, Skill Expectations Coverage Score begins on the next page.

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

Grades 6–8 Skill Expectations Coverage Score

The Standard 3 skill expectations for grades 6–8, across nine topic areas, are provided on pages CHE-132–CHE-134. Below are the scoring directions and forms for scoring the skill expectations for Standard 3. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-135.

Step 1: Review the Standard 3 skill expectations pages and select the topics that correspond with the health topics and grade group included in the curriculum.

On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)

Step 2: After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade group (pre-K–2; 3–5; 6–8; and 9–12).

Summary Coverage Chart

<p>Grades:</p> <p><input type="checkbox"/> Pre-K–2</p> <p><input type="checkbox"/> 3–5</p> <p><input type="checkbox"/> 6–8</p> <p><input type="checkbox"/> 9–12</p> <p>Content: (Check topics included in the curriculum)</p>	<p>Skill Expectations Summary:</p> <p>Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-132–CHE-134, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which Skill Expectations Summary Score for each topic, count the number checked and divide by the number listed.</p> <p>all = 100% most = 67% - 99% some = 34% - 66% few = 1% - 33% none = 0%</p>
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Healthy Eating	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Physical Activity	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Safety/Injury Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Sexual Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none

Proceed to Step 3 on next page.

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

Grades 6–8 Skill Expectations Coverage Score (continued)

Step 3: Based on the information in the completed Summary Coverage Chart in Step 2, complete the Skill Expectations Coverage Score below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of “all” or “most”?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORE

- 81-100 % = 4**
- 61- 80 % = 3**
- 41- 60% = 2**
- 1- 40% = 1**
- 0% = 0**

→

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

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

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

Grades 6–8 Skill Expectations

Standard 3 skill expectations for grades 6–8 are listed below through page CHE-134. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of Grade 8, students will be able to meet the following Skill Expectations:

- Analyze the validity and reliability of health information.
- Analyze the validity and reliability of health products.
- Analyze the validity and reliability of health services.
- Describe situations that call for professional health services.
- Determine the availability of valid and reliable health products.
- Access valid and reliable health information from home, school or community.
- Locate valid and reliable health products.
- Locate valid and reliable health services.

The use of “valid” and “reliable,” in the context of these expectations does not imply statistical rigor. Valid means accurate, legitimate, authoritative, and authentic health information, health products, and health services. Reliable means trustworthy, dependable, and appropriate information, products, and services.

Alcohol and Other Drugs: Check the box next to each alcohol- and other drug-related Standard 3 skill expectation addressed in the curriculum. By the end of 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.

Healthy Eating: Check the box next to each healthy eating-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

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

Standard 3, Grades 6–8 Skill Expectations (continued on next page)

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

Grades 6–8 Skill Expectations (continued)

Mental and Emotional Health: Check the box next to each mental and emotional health-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- MEH3.8.1 Analyze the validity and reliability of mental and emotional health information.
- MEH3.8.2 Analyze the validity and reliability of mental and emotional health products.
- MEH3.8.3 Analyze the validity and reliability of mental and emotional health services.
- MEH3.8.4 Describe situations that call for professional mental and emotional health services.
- MEH3.8.5 Determine the availability of valid and reliable mental and emotional health products.
- MEH3.8.6 Access valid and reliable mental and emotional health information from home, school or community.
- MEH3.8.7 Locate valid and reliable mental and emotional health products.
- MEH3.8.8 Locate valid and reliable mental and emotional health services.

Personal Health and Wellness: Check the box next to each personal health and wellness-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- PHW3.8.1 Analyze the validity and reliability of personal health and wellness information.
- PHW3.8.2 Analyze the validity and reliability of personal health and wellness products.
- PHW3.8.3 Analyze the validity and reliability of personal health and wellness services.
- PHW3.8.4 Describe situations that call for professional personal health and wellness services.
- PHW3.8.5 Determine the availability of valid and reliable personal health and wellness products.
- PHW3.8.6 Access valid and reliable personal health and wellness information from home, school or community.
- PHW3.8.7 Locate valid and reliable personal health and wellness products.
- PHW3.8.8 Locate valid and reliable personal health and wellness services.

Physical Activity: Check the box next to each physical activity-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- PA3.8.1 Analyze the validity and reliability of physical activity information.
- PA3.8.2 Analyze the validity and reliability of physical activity products.
- PA3.8.3 Analyze the validity and reliability of physical activity services.
- PA3.8.4 Determine the availability of valid and reliable physical activity products.
- PA3.8.5 Access valid and reliable physical activity information from home, school, or community.
- PA3.8.6 Locate valid and reliable physical activity products.
- PA3.8.7 Locate valid and reliable physical activity services.

Safety/Injury Prevention: Check the box next to each safety-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- S3.8.1 Analyze the validity and reliability of safety and injury prevention information.
- S3.8.2 Analyze the validity and reliability of safety and injury prevention products.

Standard 3, Grades 6–8 Skill Expectations (continued on next page)

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

Grades 6–8 Skill Expectations (continued)

- S3.8.3 Analyze the validity and reliability of safety and injury prevention services.
- S3.8.4 Describe situations that call for professional safety and injury prevention services.
- S3.8.5 Determine the availability of valid and reliable safety and injury prevention products.
- S3.8.6 Access valid and reliable safety and injury prevention information from home, school or community.
- S3.8.7 Locate valid and reliable safety and injury prevention products.
- S3.8.8 Locate valid and reliable safety and injury prevention services.

Sexual Health: Check the box next to each sexual health-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- SH3.8.1 Analyze the validity and reliability of sexual health information.
- SH3.8.2 Analyze the validity and reliability of sexual healthcare products.
- SH3.8.3 Analyze the validity and reliability of sexual healthcare services.
- SH3.8.4 Describe situations that call for professional sexual healthcare services.
- SH3.8.5 Determine the availability of valid and reliable sexual healthcare products.
- SH3.8.6 Access valid and reliable sexual health information from home, school or community.
- SH3.8.7 Locate valid and reliable sexual healthcare products.
- SH3.8.8 Locate valid and reliable sexual healthcare services.

Tobacco: Check the box next to each tobacco-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- T3.8.1 Analyze the validity and reliability of tobacco-related prevention information.
- T3.8.2 Analyze the validity and reliability of tobacco-related cessation products.
- T3.8.3 Analyze the validity and reliability of tobacco cessation services.
- T3.8.4 Describe situations that call for professional tobacco cessation services.
- T3.8.5 Determine the availability of valid and reliable tobacco cessation products.
- T3.8.6 Access valid and reliable tobacco-related prevention and cessation information from home, school, or community.
- T3.8.7 Locate valid and reliable tobacco cessation products.
- T3.8.8 Locate valid and reliable tobacco cessation services.

Violence Prevention: Check the box next to each violence prevention-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- V3.8.1 Analyze the validity and reliability of violence prevention information.
- V3.8.2 Analyze the validity and reliability of violence prevention or intervention services.
- V3.8.3 Describe situations that call for professional violence prevention or intervention services.
- V3.8.4 Access valid and reliable violence prevention information from home, school or community.
- V3.8.5 Locate valid and reliable violence prevention or intervention services.

**This is the end of Standard 3, Skill Expectations for Grades 6–8.
Grades 6–8, Standard 3, Student Skill Practice Score begins on the next page.**

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

Grades 6–8 Student Skill Practice

Grade 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 at least <u>three opportunities</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
2. The curriculum provides <u>three opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>four to five opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides <u>six or more opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<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:

This is the end of Standard 3 for Grades 6–8. Grades 6–8, Standard 4, Skill Expectations Coverage Score begins on the next page.

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

Grades 6–8 Skill Expectations Coverage Score

The Standard 4 skill expectations for grades 6–8, across nine topic areas, are provided on pages CHE-138–CHE-140. Below are the scoring directions and forms for scoring the skill expectations for Standard 4. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-141.

Step 1: Review the Standard 3 skill expectations pages and select the topics that correspond with the health topics and grade group included in the curriculum.

On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)

Step 2: After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade group (pre-K–2; 3–5; 6–8; and 9–12).

Summary Coverage Chart

<p>Grades:</p> <p><input type="checkbox"/> Pre-K–2</p> <p><input type="checkbox"/> 3–5</p> <p><input type="checkbox"/> 6–8</p> <p><input type="checkbox"/> 9–12</p> <p>Content: (Check topics included in the curriculum)</p>	<p>Skill Expectations Summary:</p> <p>Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-138–CHE-140, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which Skill Expectations Summary Score for each topic, count the number checked and divide by the number listed.</p> <p>all = 100% most = 67% - 99% some = 34% - 66% few = 1% - 33% none = 0%</p>
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Healthy Eating	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Physical Activity	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Safety/Injury Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Sexual Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none

Proceed to Step 3 on next page.

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

Grades 6–8 Skill Expectations Coverage Score (continued)

Step 3: Based on the information in the completed Summary Coverage Chart in Step 2, complete the Skill Expectations Coverage Score below.

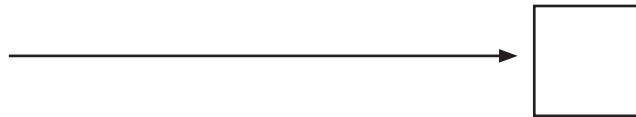
1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of “all” or “most”?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORE

- 81-100 % = 4**
- 61- 80 % = 3**
- 41- 60% = 2**
- 1- 40% = 1**
- 0% = 0**



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

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades 6–8 Skill Expectations

Standard 4 skill expectations for grades 6–8 are listed below through page CHE-140. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of Grade 8, students will be able to meet the following Skill Expectations:

- Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.
- Demonstrate how to manage personal information in electronic communications and when using social media to protect the personal health and safety of oneself and others.
- Demonstrate effective peer resistance skills to avoid or reduce health risks.
- Demonstrate effective negotiation skills to avoid or reduce health risks.
- Demonstrate healthy ways to manage or resolve conflict.
- Demonstrate how to effectively ask for assistance to improve personal health.
- Demonstrate how to effectively communicate empathy and support for others.

Alcohol and Other Drugs: Check the box next to each alcohol- and other drug-related Standard 4 skill expectation addressed in the curriculum. By the end of 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.

Healthy Eating: Check the box next to each healthy eating-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

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

Mental and Emotional Health: Check the box next to each mental and emotional health-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- MEH4.8.1 Demonstrate the effective use of verbal and nonverbal communication skills to enhance mental and emotional health.

Standard 4, Grades 6–8 Skill Expectations (continued on next page)

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

Grades 6–8 Skill Expectations (continued)

- MEH4.8.2 Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to prevent interpersonal conflict.
- MEH4.8.3 Demonstrate effective peer resistance skills to avoid or reduce mental and emotional health risks.
- MEH4.8.4 Demonstrate effective negotiation skills to avoid or reduce mental and emotional health risk.
- MEH4.8.5 Demonstrate healthy ways to manage or resolve interpersonal conflict.
- MEH4.8.6 Demonstrate how to effectively ask for assistance to improve personal mental and emotional health.
- MEH4.8.7 Demonstrate how to effectively communicate empathy and support for others.

Personal Health and Wellness: Check the box next to each personal health and wellness-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- PHW4.8.1 Demonstrate the use of effective verbal and nonverbal communication skills to enhance personal health and wellness.
- PHW4.8.2 Demonstrate effective peer resistance skills to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.
- PHW4.8.3 Demonstrate effective negotiation skills to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.
- PHW4.8.4 Demonstrate how to effectively ask for assistance to improve personal health and wellness and the health of others.
- PHW4.8.5 Demonstrate how to effectively communicate empathy and support for others to improve their personal health and wellness.

Physical Activity: Check the box next to each physical activity-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- PA4.8.1 Demonstrate the use of effective verbal and nonverbal communication skills to enhance physical activity.
- PA4.8.2 Demonstrate effective peer resistance skills to avoid or reduce physical inactivity.
- PA4.8.3 Demonstrate effective negotiation skills that avoid or reduce participation in unsafe physical activities.
- PA4.8.4 Demonstrate how to effectively ask for assistance in accessing equipment necessary to safely engage in physical activities.
- PA4.8.5 Demonstrate how to effectively ask for assistance to improve physical activity.
- PA4.8.6 Demonstrate how to effectively communicate empathy and support to others who are trying to maintain or improve physical activity.

Safety/Injury Prevention: Check the box next to each safety-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- S4.8.1 Demonstrate the use of effective verbal and nonverbal communication skills to enhance safety and injury prevention.
- S4.8.2 Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to protect the personal safety of oneself and others.

Standard 4, Grades 6–8 Skill Expectations (continued on next page)

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

Grades 6–8 Skill Expectations (continued)

- S4.8.3 Demonstrate effective peer resistance skills to avoid or reduce injury.
- S4.8.4 Demonstrate effective negotiation skills to avoid or reduce injury.
- S4.8.5 Demonstrate healthy ways to manage or resolve conflict to avoid or reduce injury.
- S4.8.6 Demonstrate how to effectively ask for assistance to avoid or reduce personal injury.

Sexual Health: Check the box next to each sexual health-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- SH4.8.1 Demonstrate the effective use of verbal and nonverbal communication skills to promote sexual health and healthy relationships.
- SH4.8.2 Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to protect the sexual health of oneself and others
- SH4.8.3 Demonstrate effective peer resistance skills to avoid or reduce sexual risk behaviors.
- SH4.8.4 Demonstrate effective negotiation skills to avoid or reduce sexual risk behaviors.
- SH4.8.5 Demonstrate how to effectively ask for assistance to improve and/or maintain sexual health and healthy relationships.
- SH4.8.6 Demonstrate how to effectively communicate support for peers when aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity) are different from one's own.

Tobacco: Check the box next to each tobacco-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- T4.8.1 Demonstrate the use of effective verbal and nonverbal communication skills to avoid or reduce exposure to secondhand smoke and tobacco use.
- T4.8.2 Demonstrate effective peer resistance skills to avoid or reduce exposure to secondhand smoke and tobacco use.
- T4.8.3 Demonstrate effective negotiation skills to avoid or reduce exposure to secondhand smoke and tobacco use.
- T4.8.4 Demonstrate how to effectively ask for assistance to quit using tobacco.
- T4.8.5 Demonstrate how to effectively communicate empathy and support for others who are trying to quit using tobacco.

Violence Prevention: Check the box next to each violence prevention-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- V4.8.1 Demonstrate the use of effective verbal and nonverbal communication skills to prevent violence.
- V4.8.2 Demonstrate effective peer resistance skills to avoid or reduce violence.
- V4.8.3 Demonstrate effective negotiation skills to avoid or reduce violence.
- V4.8.4 Demonstrate healthy ways to manage or resolve conflict to prevent violence.
- V4.8.5 Demonstrate how to effectively ask for assistance to prevent violence.
- V4.8.6 Demonstrate how to communicate empathy and support for others to prevent violence.

**This is the end of Standard 4, Skill Expectations for Grades 6–8.
Grades 6–8, Standard 4, Student Skill Practice Score begins on the next page.**

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

Grades 6–8 Student Skill Practice

Grade 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 at least three opportunities for students to practice **the skills needed to meet this standard**. (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)
2. The curriculum provides three opportunities across multiple topic areas for students to practice **the skills needed to meet this standard**. (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)
3. The curriculum provides four to five opportunities across multiple topic areas for students to practice **the skills needed to meet this standard**. (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)
4. The curriculum provides six or more opportunities across multiple topic areas for students to practice **the skills needed to meet this standard**. (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)

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:

This is the end of Standard 4 for Grades 6–8. Grades 6–8, Standard 5, Skill Expectations Coverage Score begins on the next page.

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

Grades 6–8 Skill Expectations Coverage Score

The Standard 5 skill expectations for grades 6–8, across nine topic areas, are provided on pages CHE-144–CHE-148. Below are the scoring directions and forms for scoring the skill expectations for Standard 5. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-149.

Step 1: Review the Standard 5 skill expectations pages and select the topics that correspond with the health topics and grade group included in the curriculum.

On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)

Step 2: After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade group (pre-K–2; 3–5; 6–8; and 9–12).

Summary Coverage Chart

<p>Grades:</p> <p><input type="checkbox"/> Pre-K–2</p> <p><input type="checkbox"/> 3–5</p> <p><input type="checkbox"/> 6–8</p> <p><input type="checkbox"/> 9–12</p> <p>Content: (Check topics included in the curriculum)</p>	<p>Skill Expectations Summary:</p> <p>Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-144–CHE-148, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which Skill Expectations Summary Score for each topic, count the number checked and divide by the number listed.</p> <p>all = 100% most = 67% - 99% some = 34% - 66% few = 1% - 33% none = 0%</p>
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Healthy Eating	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Physical Activity	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Safety/Injury Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Sexual Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none

Proceed to Step 3 on next page.

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

Grades 6–8 Skill Expectations Coverage Score (continued)

Step 3: Based on the information in the completed Summary Coverage Chart in Step 2, complete the Skill Expectations Coverage Score below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of “all” or “most”?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORE

- 81-100 % = 4**
- 61- 80 % = 3**
- 41- 60% = 2**
- 1- 40% = 1**
- 0% = 0**

→

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

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades 6–8 Skill Expectations

Standard 5 skill expectations for grades pre-K–2 are listed below through page CHE-148. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of Grade 8, students will be able to meet the following Skill Expectations:

- Identify circumstances that help or hinder healthy decision making.
- Determine when situations require a health-related decision.
- Distinguish when health-related decisions should be made individually or with the help of others.
- Explain how family, culture, media, peers, and personal beliefs affect a health-related decision.
- Distinguish between healthy and unhealthy alternatives of a health-related decision.
- Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision.
- Choose a healthy alternative when making a health-related decision.
- Analyze the effectiveness of a final outcome of a health-related decision.

Alcohol and Other Drugs: Check the box next to each alcohol- and other drug-related Standard 5 skill expectation addressed in the curriculum. By the end of 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.

Standard 5, Grades 6–8 Skill Expectations (continued on next page)

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

Grades 6–8 Skill Expectations (continued)

Healthy Eating: Check the box next to each healthy eating-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

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

Mental and Emotional Health: Check the box next to each mental and emotional health-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- MEH5.8.1 Identify circumstances that help or hinder making a healthy decision related to mental and emotional health.
- MEH5.8.2 Determine when situations require a decision related to mental and emotional health (e.g., dealing with interpersonal conflict, managing emotional stress).
- MEH5.8.3 Distinguish when decisions about a mental or emotional health problem should be made individually or with the help of others.
- MEH5.8.4 Explain how family, culture, media, peers, and personal beliefs affect a mental or emotional health-related decision (e.g., dealing with interpersonal conflict, acceptance of differences in others).
- MEH5.8.5 Distinguish between healthy and unhealthy alternatives of a mental and emotional health-related decision.
- MEH5.8.6 Predict the potential outcomes of healthy and unhealthy alternatives of a mental and emotional health-related decision (e.g., response when angry, dealing with interpersonal conflict).
- MEH5.8.7 Choose a healthy alternative when making a decision related to mental and emotional health.
- MEH5.8.8 Analyze the effectiveness of a final outcome of a mental and emotional health-related decision (e.g., response when angry, dealing with interpersonal conflict).

Standard 5, Grades 6–8 Skill Expectations (continued on next page)

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

Grades 6–8 Skill Expectations (continued)

Personal Health and Wellness: Check the box next to each personal health and wellness-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- PHW5.8.1 Identify circumstances that help or hinder making a healthy decision related to personal health and wellness.
- PHW5.8.2 Determine when personal health and wellness situations require a decision.
- PHW5.8.3 Distinguish when decisions about personal health and wellness should be made individually or with the help of others.
- PHW5.8.4 Explain how family, culture, media, peers, and personal beliefs affect a personal health and wellness-related decision.
- PHW5.8.5 Distinguish between healthy and unhealthy alternatives of a personal health and wellness-related decision.
- PHW5.8.6 Predict the potential outcomes of healthy and unhealthy alternatives to a personal health and wellness-related decision.
- PHW5.8.7 Choose a healthy alternative when making a personal health and wellness-related decision.
- PHW5.8.8 Analyze the effectiveness of a final outcome of a personal health and wellness-related decision.

Physical Activity: Check the box next to each physical activity-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- PA5.8.1 Identify circumstances that help or hinder making a decision to be physically active.
- PA5.8.2 Determine when situations related to physical activity require a decision (e.g., when a peer suggests watching television, a friend suggests riding bikes without a helmet).
- PA5.8.3 Distinguish when decisions related to physical activity can be made individually or with the help of others.
- PA5.8.4 Explain how family, culture, media, peers, and personal beliefs affect a decision related to physical activity.
- PA5.8.5 Distinguish between healthy and unhealthy alternatives to a decision related to physical activity.
- PA5.8.6 Predict the potential healthy and unhealthy alternatives to a decision related to physical activity.
- PA5.8.7 Choose a healthy alternative when making a decision related to physical activity.
- PA5.8.8 Analyze the effectiveness of a final outcome of a decision related to physical activity.

Standard 4, Grades 6–8 Skill Expectations (continued on next page)

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

Grades 6–8 Skill Expectations (continued)

Safety/Injury Prevention: Check the box next to each safety-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- S5.8.1 Identify circumstances that help or hinder healthy decision making related to safety and injury prevention.
- S5.8.2 Determine when situations require a decision related to safety and injury prevention.
- S5.8.3 Distinguish when safety and injury prevention decisions should be made individually or with the help of others.
- S5.8.4 Explain how family, culture, media, peers, and personal beliefs affect a decision related to safety and injury prevention.
- S5.8.5 Distinguish between healthy and unhealthy alternatives to a decision related to safety and injury prevention.
- S5.8.6 Predict the potential outcomes of healthy and unhealthy alternatives to a decision that could lead to injury.
- S5.8.7 Choose a healthy alternative when making a decision related to safety and injury prevention.
- S5.8.8 Analyze the effectiveness of a final outcome of a decision related to safety and injury prevention.

Sexual Health: Check the box next to each sexual health-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- SH5.8.1 Identify circumstances that help or hinder making a decision related to a potentially risky sexual situation.
- SH5.8.2 Determine when potentially risky sexual health-related situations require a decision.
- SH5.8.3 Distinguish when decisions about potentially risky sexual health-related situations should be made individually or with others.
- SH5.8.4 Explain how family, culture, media, peers, and personal beliefs affect a sexual health-related decision.
- SH5.8.5 Distinguish between healthy and unhealthy alternatives of a sexual health-related decision.
- SH5.8.6 Predict the potential outcomes of healthy and unhealthy alternatives to a sexual health-related decision.
- SH5.8.7 Choose a healthy alternative when making a sexual health-related decision.
- SH5.8.8 Analyze the effectiveness of a sexual health-related decision.

Standard 4, Grades 6–8 Skill Expectations (continued on next page)

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

Grades 6–8 Skill Expectations (continued)

Tobacco: Check the box next to each tobacco-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- T5.8.1 Identify circumstances that help or hinder making a decision related to being tobacco-free.
 - T5.8.2 Determine when situations require a decision related to tobacco use (e.g., when offered a cigarette by a peer).
 - T5.8.3 Distinguish when decisions related to tobacco use should be made individually or with help of others.
 - T5.8.4 Explain how family, culture, media, peers, and personal beliefs affect a decision related to tobacco use.
 - T5.8.5 Distinguish between healthy and unhealthy alternatives of a decision related to tobacco use.
 - T5.8.6 Predict the potential outcomes of healthy and unhealthy alternatives to a decision related to tobacco use.
 - T5.8.7 Choose a healthy alternative when making a decision related to tobacco use.
 - T5.8.8 Analyze the effectiveness of a final outcome of a decision related to tobacco use.
-

Violence Prevention: Check the box next to each violence prevention-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- V5.8.1 Identify circumstances that help or hinder making a decision to prevent violence.
- V5.8.2 Determine when potentially violent situations require a decision.
- V5.8.3 Distinguish when decisions about potentially violent situations should be made individually or with others.
- V5.8.4 Explain how family, culture, media, peers, and personal beliefs affect a decision that could lead to violence.
- V5.8.5 Distinguish between healthy and unhealthy alternatives of a decision that could lead to violence.
- V5.8.6 Predict the potential outcomes of healthy and unhealthy alternatives to a decision that could lead to violence.
- V5.8.7 Choose a healthy alternative when making a decision that could lead to violence.
- V5.8.8 Analyze the effectiveness of a final outcome of a decision that could lead to violence.

**This is the end of Standard 5, Skill Expectations for Grades 6–8.
Grades 6–8, Standard 5, Student Skill Practice Score begins on the next page.**

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

Grades 6–8 Student Skill Practice

Grade 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 at least <u>three opportunities</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
2. The curriculum provides <u>three opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>four to five opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides <u>six or more opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<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:

This is the end of Standard 5 for Grades 6–8. Grades 6–8, Standard 6, Skill Expectations Coverage Score begins on the next page.

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

Grades 6–8 Skill Expectations Coverage Score

The Standard 6 skill expectations for grades 6–8, across nine topic areas, are provided on pages CHE-152–CHE-154. Below are the scoring directions and forms for scoring the skill expectations for Standard 6. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-155.

Step 1: Review the Standard 6 skill expectations pages and select the topics that correspond with the health topics and grade group included in the curriculum.

On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)

Step 2: After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade group (pre-K–2; 3–5; 6–8; and 9–12).

Summary Coverage Chart

<p>Grades:</p> <p><input type="checkbox"/> Pre-K–2</p> <p><input type="checkbox"/> 3–5</p> <p><input type="checkbox"/> 6–8</p> <p><input type="checkbox"/> 9–12</p> <p>Content: (Check topics included in the curriculum)</p>	<p>Skill Expectations Summary:</p> <p>Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-152–CHE-154, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which Skill Expectations Summary Score for each topic, count the number checked and divide by the number listed.</p> <p>all = 100% most = 67% - 99% some = 34% - 66% few = 1% - 33% none = 0%</p>
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Healthy Eating	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Physical Activity	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Safety/Injury Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Sexual Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none

Proceed to Step 3 on next page.

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

Grades 6–8 Skill Expectations Coverage Score (continued)

Step 3: Based on the information in the completed Summary Coverage Chart in Step 2, complete the Skill Expectations Coverage Score below.

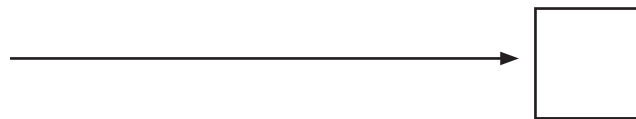
1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of “all” or “most”?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORE

- 81-100 % = 4**
- 61- 80 % = 3**
- 41- 60% = 2**
- 1- 40% = 1**
- 0% = 0**



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

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades 6–8 Skill Expectations

Standard 6 skill expectations for grades 6–8 are listed below through page CHE-154. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of Grade 8, students will be able to meet the following Skill Expectations:

- Assess personal health practices.
- Set a realistic personal health goal.
- Assess the barriers to achieving a personal health goal.
- Apply strategies to overcome barriers to achieving a personal health goal.
- Use strategies and skills to achieve a personal health goal.

Alcohol and Other Drugs: Check the box next to each alcohol- and other drug-related Standard 6 skill expectation addressed in the curriculum. By the end of 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.
-

Healthy Eating: Check the box next to each healthy eating-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

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

Standard 6, Grades 6–8 Skill Expectations (continued on next page)

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

Grades 6–8 Skill Expectations (continued)

Mental and Emotional Health: Check the box next to each mental and emotional health-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- MEH6.8.1 Assess personal mental and emotional health practices.
 - MEH6.8.2 Set a realistic goal to improve or maintain positive mental and emotional health.
 - MEH6.8.3 Assess the barriers to achieving a goal to improve or maintain positive mental and emotional health.
 - MEH6.8.4 Apply strategies to overcome barriers to achieving a goal to improve or maintain positive mental and emotional health.
 - MEH6.8.5 Use strategies and skills to achieve a goal to improve or maintain positive mental and emotional health.
-

Personal Health and Wellness: Check the box next to each personal health and wellness-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- PHW6.8.1 Assess personal health and wellness-related practices.
 - PHW6.8.2 Set a realistic goal to improve a positive personal health and wellness-related practice.
 - PHW6.8.3 Assess the barriers to achieving a personal health and wellness-related goal.
 - PHW6.8.4 Apply strategies to overcome barriers to achieving a personal health and wellness-related goal.
 - PHW6.8.5 Use strategies and skills to achieve a personal health and wellness-related goal.
-

Physical Activity: Check the box next to each physical activity-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- PA6.8.1 Assess personal physical activity practices.
 - PA6.8.2 Set a realistic personal goal to be physically active.
 - PA6.8.3 Assess the barriers to achieving a personal goal to be physically active.
 - PA6.8.4 Apply strategies to overcome barriers to achieving a personal goal to be physically active.
 - PA6.8.5 Use strategies and skills to achieve a personal goal to be physically active.
-

Safety/Injury Prevention: Check the box next to each safety-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- S6.8.1 Assess personal safety and injury prevention practices.
 - S6.8.2 Set a realistic personal goal to avoid or reduce injury.
 - S6.8.3 Assess the barriers to achieving a personal goal to avoid or reduce injury.
 - S6.8.4 Apply strategies to overcome barriers to achieving a personal goal to avoid or reduce injuries.
 - S6.8.5 Use strategies and skills to achieve a goal to personal avoid or reduce injuries.
-

Standard 6, Grades 6–8 Skill Expectations (continued on next page)

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

Grades 6–8 Skill Expectations (continued)

Sexual Health: Check the box next to each sexual health-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- SH6.8.1 Assess sexual health practices.
- SH6.8.2 Set a personal goal to reduce the risk of pregnancy and transmission of HIV and other STDs.
- SH6.8.3 Assess the barriers to achieving a personal goal to reduce the risk of pregnancy and transmission of HIV and other STDs.
- SH6.8.4 Apply strategies to overcome barriers to achieving a personal goal to reduce the risk of pregnancy and transmission of HIV and other STDs.
- SH6.8.5 Use strategies and skills to achieve a personal goal to reduce the risk of pregnancy and transmission of HIV and other STDs.

Tobacco: Check the box next to each tobacco-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- T6.8.1 Assess personal tobacco-use practices.
- T6.8.2 Set a realistic personal goal to be tobacco-free.
- T6.8.3 Assess the barriers to achieving a personal goal to be tobacco-free.
- T6.8.4 Apply strategies to overcome barriers to achieving a personal goal to be tobacco-free.
- T6.8.5 Use strategies and skills to achieve a personal goal to be tobacco-free.

Violence Prevention: Check the box next to each violence prevention-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- V6.8.1 Assess personal violent and non-violent practices.
- V6.8.2 Set a realistic personal goal to prevent violence.
- V6.8.3 Assess the barriers to achieving a personal goal to prevent violence.
- V6.8.4 Apply strategies to overcome barriers to achieving a personal goal to prevent violence.
- V6.8.5 Use strategies and skills to achieve a personal goal to prevent violence.

**This is the end of Standard 6, Skill Expectations for Grades 6–8.
Grades 6–8, Standard 6, Student Skill Practice Score begins on the next page.**

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

Grades 6–8 Student Skill Practice

Grade 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 at least <u>three opportunities</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
2. The curriculum provides <u>three opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>four to five opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides <u>six or more opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<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:

This is the end of Standard 6 for Grades 6–8. Grades 6–8, Standard 7, Skill Expectations Coverage Score begins on the next page.

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

Grades 6–8 Skill Expectations Coverage Score

The Standard 7 skill expectations for grades 6–8, across nine topic areas, are provided on pages CHE-158–CHE-160. Below are the scoring directions and forms for scoring the skill expectations for Standard 7. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-161.

Step 1: Review the Standard 7 skill expectations pages and select the topics that correspond with the health topics and grade group included in the curriculum.

On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)

Step 2: After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade group (pre-K–2; 3–5; 6–8; and 9–12).

Summary Coverage Chart

<p>Grades:</p> <p><input type="checkbox"/> Pre-K–2</p> <p><input type="checkbox"/> 3–5</p> <p><input type="checkbox"/> 6–8</p> <p><input type="checkbox"/> 9–12</p> <p>Content: (Check topics included in the curriculum)</p>	<p>Skill Expectations Summary:</p> <p>Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-158–CHE-160, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which Skill Expectations Summary Score for each topic, count the number checked and divide by the number listed.</p> <p>all = 100% most = 67% - 99% some = 34% - 66% few = 1% - 33% none = 0%</p>
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Healthy Eating	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Physical Activity	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Safety/Injury Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Sexual Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none

Proceed to Step 3 on next page.

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

Grades 6–8 Skill Expectations Coverage Score (continued)

Step 3: Based on the information in the completed Summary Coverage Chart in Step 2, complete the Skill Expectations Coverage Score below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of “all” or “most”?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORE

81-100 % = 4

61- 80 % = 3

41- 60% = 2

1- 40% = 1

0% = 0

→

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

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades 6–8 Skill Expectations

Standard 7 skill expectations for grades 6–8 are listed below through page CHE-160. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of Grade 8, students will be able to meet the following Skill Expectations:

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

Alcohol and Other Drugs: Check the box next to each alcohol- and other drug-related Standard 7 skill expectation addressed in the curriculum. By the end of 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.

Healthy Eating: Check the box next to each healthy eating-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

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

Mental and Emotional Health: Check the box next to each mental and emotional health-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- MEH7.8.1 Explain the importance of being responsible for personal mental and emotional health behaviors.
- MEH7.8.2 Analyze personal mental and emotional health practices and behaviors that reduce or prevent health risks.
- MEH7.8.3 Demonstrate healthy mental and emotional health practices and behaviors to improve the health of oneself and others.
- MEH7.8.4 Make a commitment to practice healthy mental and emotional health behaviors.

Standard 7, Grades 6–8 Skill Expectations (continued on next page)

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

Grades 6–8 Skill Expectations (continued)

Personal Health and Wellness: Check the box next to each personal health and wellness-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- PHW7.8.1 Explain the importance of being responsible for personal health and wellness-related behaviors.
- PHW7.8.2 Analyze personal health and wellness-related practices and behaviors that reduce or prevent health risks.
- PHW7.8.3 Demonstrate healthy practices and behaviors to improve the personal health and wellness of oneself and others.
- PHW7.8.4 Make a commitment to practice positive personal health and wellness-related behaviors.

Physical Activity: Check the box next to each physical activity-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- PA7.8.1 Explain the importance of being responsible for being physically active.
- PA7.8.2 Analyze personal practices and behaviors that reduce or prevent physical inactivity.
- PA7.8.3 Demonstrate healthy practices and behaviors to improve the physical activity of oneself and others.
- PA7.8.4 Make a commitment to be physically active.

Safety/Injury Prevention: Check the box next to each safety-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- S7.8.1 Explain the importance of being responsible for promoting safety and avoiding or reducing injury.
- S7.8.2 Analyze practices and behaviors that reduce or prevent injuries.
- S7.8.3 Demonstrate healthy practices and behaviors to improve safety and injury prevention of oneself and others.
- S7.8.4 Make a commitment to practice safety and injury prevention.

Sexual Health: Check the box next to each sexual health-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- SH7.8.1 Explain the importance of being responsible for practicing sexual abstinence.
- SH7.8.2 Analyze personal practices and behaviors that reduce or prevent sexual risk behaviors.
- SH7.8.3 Demonstrate practices and behaviors to improve the sexual health of oneself and others.
- SH7.8.4 Make a commitment to practice healthy sexual behaviors.

Tobacco: Check the box next to each tobacco-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- T7.8.1 Explain the importance of being responsible for being tobacco-free.
- T7.8.2 Analyze personal practices and behaviors that prevent tobacco use.
- T7.8.3 Demonstrate tobacco prevention practices and behaviors to improve the health of oneself and others.
- T7.8.4 Make a commitment to be tobacco-free.

Standard 7, Grades 6–8 Skill Expectations (continued on next page)

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

Grades 6–8 Skill Expectations (continued)

Violence Prevention: Check the box next to each violence prevention-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- V7.8.1 Explain the importance of being responsible for practicing violence prevention behaviors.
- V7.8.2 Analyze personal practices and behaviors that reduce or prevent violence.
- V7.8.3 Demonstrate violence prevention practices and behaviors to improve the health of oneself and others.
- V7.8.4 Make a commitment to practice violence prevention behaviors.

This is the end of Standard 7, Skill Expectations for Grades 6–8. Grades 6–8, Standard 7, Student Skill Practice Score begins on the next page.

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

Grades 6–8 Student Skill Practice

Grade 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 at least <u>three opportunities</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
2. The curriculum provides <u>three opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>four to five opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides <u>six or more opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<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:

This is the end of Standard 7 for Grades 6–8. Grades 6–8, Standard 8, Skill Expectations Coverage Score begins on the next page.

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

Grades 6–8 Skill Expectations Coverage Score

The Standard 8 skill expectations for grades 6–8, across nine topic areas, are provided on pages CHE-164–CHE-166. Below are the scoring directions and forms for scoring the skill expectations for Standard 8. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-168.

Step 1: Review the Standard 8 skill expectations pages and select the topics that correspond with the health topics and grade group included in the curriculum.

On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)

Step 2: After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade group (pre-K–2; 3–5; 6–8; and 9–12).

Summary Coverage Chart

<p>Grades:</p> <p><input type="checkbox"/> Pre-K–2</p> <p><input type="checkbox"/> 3–5</p> <p><input type="checkbox"/> 6–8</p> <p><input type="checkbox"/> 9–12</p> <p>Content: (Check topics included in the curriculum)</p>	<p>Skill Expectations Summary:</p> <p>Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-164–CHE-166, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which Skill Expectations Summary Score for each topic, count the number checked and divide by the number listed.</p> <p>all = 100% most = 67% - 99% some = 34% - 66% few = 1% - 33% none = 0%</p>
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Healthy Eating	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Physical Activity	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Safety/Injury Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Sexual Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none

Proceed to Step 3 on next page.

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

Grades 6–8 Skill Expectations Coverage Score (continued)

Step 3: Based on the information in the completed Summary Coverage Chart in Step 2, complete the Skill Expectations Coverage Score below.

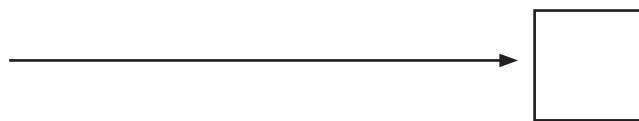
1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of “all” or “most”?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORE

- 81-100 % = 4
- 61- 80 % = 3
- 41- 60% = 2
- 1- 40% = 1
- 0% = 0



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

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades 6–8 Skill Expectations

Standard 8 skill expectations for grades 6–8 are listed below through page CHE-166. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of Grade 8, students will be able to meet the following Skill Expectations:

- State a health-enhancing position, supported with accurate information, to improve the health of others.
- Persuade others to make positive health choices.
- Collaborate with others to advocate for healthy individuals, families and schools.
- Demonstrate how to adapt positive health-related messages for different audiences.

Alcohol and Other Drugs: Check the box next to each alcohol- and other drug-related Standard 8 skill expectation addressed in the curriculum. By the end of 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.

Healthy Eating: Check the box next to each healthy eating-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

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

Mental and Emotional Health: Check the box next to each mental and emotional health-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- MEH8.8.1 State a health-enhancing position on a mental and emotional health topic, supported with accurate information, to improve the health of others.
- MEH8.8.2 Persuade others to make positive mental and emotional health choices.
- MEH8.8.3 Collaborate with others to advocate for improving mental and emotional health of individuals, families, and schools.
- MEH8.8.4 Demonstrate how to adapt a positive mental and emotional health message for different audiences.

Standard 8, Grades 6–8 Skill Expectations (continued on next page)

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

Grades 6–8 Skill Expectations (continued)

Personal Health and Wellness: Check the box next to each personal health and wellness-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- PHW8.8.1 State a health-enhancing position, supported with accurate information, to improve the personal health and wellness of others.
- PHW8.8.2 Persuade others to make positive personal health and wellness-related choices.
- PHW8.8.3 Collaborate with others to advocate for individuals, families and schools to be healthy.
- PHW8.8.4 Demonstrate how to adapt a personal health and wellness-related message for different audiences.

Physical Activity: Check the box next to each physical activity-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- PA8.8.1 State a health-enhancing position about being physically active, supported with accurate information, to improve the health of others.
- PA8.8.2 Persuade others to make healthy and safe physical activity choices.
- PA8.8.3 Collaborate with others to advocate for individuals, families, and schools to be physically active.
- PA8.8.4 Demonstrate how to adapt a positive physical activity messages for different audiences.

Safety/Injury Prevention: Check the box next to each safety-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- S8.8.1 State a health enhancing position, supported with accurate information, to improve the safety of others.
- S8.8.2 Persuade others to make positive safety and injury prevention choices.
- S8.8.3 Collaborate with others to advocate for individuals, families and school safety and injury prevention.
- S8.8.4 Demonstrate how to adapt safety and injury prevention messages for different audiences.

Sexual Health: Check the box next to each sexual health-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- SH8.8.1 State a health-enhancing position on a sexual health-related topic, supported with accurate information, to improve the health of others.
- SH8.8.2 Persuade others to avoid or reduce risky sexual behaviors.
- SH8.8.3 Persuade others to avoid teasing, bullying, or stigmatizing others based on their personal characteristics or aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity).
- SH8.8.4 Collaborate with others to advocate for safe, respectful, and responsible relationships.
- SH8.8.5 Collaborate with others to advocate for opportunities to avoid or reduce risky sexual behaviors.
- SH8.8.6 Demonstrate how to adapt positive sexual health-related messages for different audiences.

Standard 8, Grades 6–8 Skill Expectations (continued on next page)

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

Grades 6–8 Skill Expectations (continued)

Tobacco: Check the box next to each tobacco-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- T8.8.1 State a health-enhancing position about tobacco prevention, supported with accurate information, to improve the health of others.
 - T8.8.2 Persuade others to be tobacco-free and avoid exposure to second-hand smoke.
 - T8.8.3 Collaborate with others to advocate for individuals, families, and schools to be tobacco-free.
 - T8.8.4 Demonstrate how to adapt tobacco-free messages for different audiences.
-

Violence Prevention: Check the box next to each violence prevention-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- V8.8.1 State a health-enhancing position on a violence prevention topic, supported with accurate information, to improve the health of others.
- V8.8.2 Persuade others to prevent violence.
- V8.8.3 Collaborate with others to advocate for individuals, families and schools to prevent violence.
- V8.8.4 Demonstrate how to adapt violence prevention messages for different audiences.

**This is the end of Standard 8, Skill Expectations for Grades 6–8.
Grades 6–8, Standard 8, Student Skill Practice Score begins on the next page.**

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

Grades 6–8 Student Skill Practice

Grade 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 at least <u>three opportunities</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
2. The curriculum provides <u>three opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>four to five opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides <u>six or more opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>

Student Skill Practice Score (total number of checks)



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

Notes:

**This is the end of Standard 8 and overall analysis for Grades 6–8.
Grades 9-12 begin on the next page, starting with Standard 1.**

Grades 9–12: Standard 1

The Standard 1 curriculum analysis will result in a single score that reflects the extent to which the curriculum addresses the knowledge required to achieve the selected Healthy Behavior Outcomes (HBO pgs. CHE-2 and CHE-3). This section lists the knowledge expectations to be completed by grade 12 (grade group 9–12).

It is unlikely that a comprehensive curriculum will cover every knowledge expectation aligned with every HBO at all grade levels in this grade group. It is important to identify the knowledge expectations that are most critical for students to know at each grade level, prior to your analysis, to make sure your analysis yields useful results.

Directions for Standard 1

- Decide if any of the knowledge expectations need to be deleted or modified or if any additional knowledge expectations should be added to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Some knowledge expectations may appear in more than one topic area.
- Delete unnecessary or redundant knowledge expectations. Review all other standards before making changes to the knowledge expectations in Standard 1.
- Read the curriculum to become familiar with its content, the information provided for students, and the methods used to convey information and knowledge content.
- Review the concepts included for each health topic and grade level in the curriculum. Review the applicable grade-level knowledge expectations for each health topic (CHE-172–CHE-179). The HECAT health topic titles might not be an identical match to those health topics found in the curriculum under review. However, if the curriculum is comprehensive, the expected HBOs and related knowledge expectations should be identifiable in the curriculum, regardless of topic titles.
- Complete the 3-step scoring process for Standard 1 (CHE-6) and the *Knowledge Expectations Coverage Score* (CHE-7). Note that Step 1 will require the analysis of individual topic knowledge expectations pages. Step 2 and 3 can be completed based on the analysis results from Step 1.
- Transfer the *Knowledge Expectations Coverage Score* to 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, conduct a separate analysis of Standard 1 for each group.
- Complete a separate *Overall Summary Form* for each curriculum and grade group.

Directions for Grade 9–12, Standards 2–8 are provided on page CHE-180.

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.

Grades 9–12 Knowledge Expectations Coverage Score

The knowledge expectations for grades 9–12, across nine topic areas, are provided on pages CHE-172–CHE-179. Below are the directions and forms for scoring Standard 1.

Step 1: Select the Standard 1 knowledge expectations aligned with the selected Healthy Behavior Outcomes (CHE-2 and CHE-3) and correspond with the grade level(s) included in the curriculum. Delete any knowledge expectations that are not aligned with the selected Healthy Behavior Outcomes.

On each relevant topic knowledge expectations page, check the boxes next to the knowledge expectations that are addressed within the curriculum. (A knowledge expectation is “addressed” if there is sufficient information provided in the curriculum for students to be able to demonstrate competency in this concept.)

Step 2: After completing the relevant knowledge expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade group (pre-K–2; 3–5; 6–8; and 9–12).

Summary Coverage Chart

<p>Grades:</p> <p><input type="checkbox"/> Pre-K–2</p> <p><input type="checkbox"/> 3–5</p> <p><input type="checkbox"/> 6–8</p> <p><input type="checkbox"/> 9–12</p> <p>Content: (Check topics included in the curriculum)</p>	<p>Knowledge Expectations Summary:</p> <p>Using the information gathered in Step 1 and in the analyses of relevant knowledge expectations on pages CHE-172–CHE-179, check the box that best applies to the percentage of knowledge expectations addressed for each topic. To determine the Knowledge Expectations Summary percent for each topic, count the number checked divided by the number of concepts listed.</p> <p>all = 100% most = 67% - 99% some = 34% - 66% few = 1% - 33% none = 0%</p>
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Healthy Eating	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Physical Activity	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Safety/Injury Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Sexual Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none

Proceed to Step 3 on next page.

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

Grades 9–12 Knowledge Expectations Coverage Score (continued)


Step 3: Based on the information in the completed Summary Coverage Chart in Step 2, complete the Knowledge Expectations Coverage Score below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Knowledge Expectations Summary Score of “all” or “most”?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Knowledge Expectations Coverage Score.

KNOWLEDGE EXPECTATIONS COVERAGE SCORE

81-100 % = 4	
61- 80 % = 3	
41- 60% = 2	
1- 40% = 1	
0% = 0	

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

After completing Standard 1, move to Grades 9–12, Standard 2, starting on pg. CHE-180.

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.

Grades 9–12 Knowledge Expectations

Standard 1 knowledge expectations for grades 9–12 are listed, starting below and through pages CHE-179, in the following topical order:

- Alcohol and Other Drugs
- Healthy Eating
- Mental and Emotional Health
- Personal Health and Wellness
- Physical Activity
- Safety/Injury Prevention
- Sexual Health
- Tobacco
- Violence Prevention

Alcohol and Other Drugs: Check the box next to each alcohol- and other drug-related knowledge expectation addressed in the curriculum. By the end of 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- 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)

Grades 9–12 Knowledge Expectations (continued on next page)

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

Grades 9–12 Knowledge Expectations (continued)

- AOD1.12.17 Summarize the relationship between intravenous drug use and transmission of blood-borne diseases, such as HIV and hepatitis. (HBO 2 & 4)
- AOD1.12.18 Summarize long-term health benefits of abstaining from or discontinuing alcohol use. (HBO 3 & 7)
- AOD1.12.19 Analyze the dangers of driving while under the influence of alcohol and other drugs. (HBO 5 & 8)
- AOD1.12.20 Summarize the importance of not riding with a driver who has been using alcohol or other drugs. (HBO 6 & 8)
- AOD1.12.21 Analyze how the addiction to alcohol or other drug use can be treated. (HBO 7 & 8)
- AOD1.12.22 Analyze how alcohol- and other drug-use cessation programs can be successful. (HBO 7 & 8)

Healthy Eating: Check the box next to each healthy eating-related knowledge expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- HE1.12.1 Describe the recommendations of the U.S. Dietary Guidelines for Americans. (HBO 1, 2, 3, 4, 5, 6, 11, 12 & 13)
- HE1.12.2 Describe the relationship between diet and chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis. (HBO 1, 2, 3, 4, 5, 6, 12 & 13)
- HE1.12.3 Explain how the U.S. Dietary Guidelines for Americans are useful in planning a healthy diet. (HBO 1, 2, 3, 4, 5, 6, 11, 12 & 13)
- HE1.12.4 Explain how to incorporate foods that are high in fiber into a healthy daily diet. (HBO 1, 2, 3, 4, 12 & 13)
- HE1.12.5 Distinguish food sources that provide key nutrients. (HBO 1, 2, 3, 4 & 13)
- HE1.12.6 Explain how to incorporate an adequate amount of calcium into a healthy daily diet. (HBO 1, 2, 3, 4 & 13)
- HE1.12.7 Explain how to incorporate an adequate amount of iron into a healthy daily diet. (HBO 1, 2, 3, 12 & 13)
- HE1.12.8 Describe the importance of eating a variety of appropriate foods to meet daily nutrient and caloric needs. (HBO 1, 2 & 13)
- HE1.12.9 Describe how to make a vegetarian diet healthy. (HBO 3, 10, & 12)
- HE1.12.10 Summarize food preparation methods that add less fat, sugar, and sodium to food. (HBO 6, 10 & 13)
- HE1.12.11 Summarize the physical, mental, social, and academic benefits of eating breakfast every day. (HBO 7)
- HE1.12.12 Summarize how to make healthy food selections when dining out. (HBO 8, 9, 11 & 12)
- HE1.12.13 Describe the benefits of limiting the consumption of energy drinks. (HBO 6, 8, 11 & 12)
- HE1.12.14 Summarize the relationship between access to healthy foods and personal food choices. (HBO 8, 9, 11, 12 & 13)
- HE1.12.15 Summarize food safety strategies that can control germs that cause foodborne illnesses. (HBO 10 & 13)
- HE1.12.16 Summarize the importance of healthy eating and physical activity in maintaining a healthy weight. (HBO 11, 12 & 13)
- HE1.12.17 Describe the relationship between nutrition and overall health. (HBO 11, 12 & 13)
- HE1.12.18 Analyze healthy and risky approaches to weight management. (HBO 11, 12 & 13)
- HE1.12.19 Explain the effects of eating disorders on healthy growth and development. (HBO 11, 12 & 13)
- HE1.12.20 Analyze the benefits of healthy eating. (HBO 12)

Grades 9–12 Knowledge Expectations (continued on next page)

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

Grades 9–12 Knowledge Expectations (continued)

Mental and Emotional Health: Check the box next to each mental and emotional health-related knowledge expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- MEH1.12.1 Analyze the interrelationship of physical, mental, emotional, social and spiritual health. (HBO 1 & 2)
- MEH1.12.2 Analyze characteristics of a mentally and emotionally healthy person. (HBO 1 & 2)
- MEH1.12.3 Analyze how mental and emotional health can affect health-related behaviors. (HBO 1, 2, 3 & 4)
- MEH1.12.4 Summarize healthy ways to express affection, love, friendship, and concern. (HBO 1, 2 & 8)
- MEH1.12.5 Summarize strategies for coping with loss and grief. (HBO 1 & 4)
- MEH1.12.6 Differentiate between a positive and negative body image. (HBO 2)
- MEH1.12.7 Analyze the causes, symptoms, and effects of depression. (HBO 2, 3, 4 & 5)
- MEH1.12.8 Analyze the causes, symptoms, and effects of anxiety. (HBO 2, 3, 4 & 5)
- MEH1.12.9 Analyze strategies for managing and reducing interpersonal conflicts. (HBO 2, 3 & 8)
- MEH1.12.10 Analyze how sharing or posting personal information electronically about self or others on social media sites (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) can negatively impact mental and emotional health. (HBO 2, 3 & 7)
- MEH1.12.11 Explain the effects of eating disorders on healthy growth and development. (HBO 2, 4, 5 & 8)
- MEH1.12.12 Summarize characteristics of someone who has self-respect and self-control. (HBO 2 & 5)
- MEH1.12.13 Analyze how pro-social behaviors can benefit overall health. (HBO 2, 7 & 8)
- MEH1.12.14 Summarize personal stressors at home, in school, and with friends. (HBO 4)
- MEH1.12.15 Explain the body's physical and psychological responses to stressful situations. (HBO 4)
- MEH1.12.16 Evaluate effective strategies for dealing with stress. (HBO 4)
- MEH1.12.17 Summarize impulsive behaviors and strategies for controlling them. (HBO 5)
- MEH1.12.18 Justify why people with eating disorders need professional help. (HBO 6)
- MEH1.12.19 Determine when to seek help for mental and emotional health problems. (HBO 6)
- MEH1.12.20 Describe personal characteristics that make people unique. (HBO 7)
- MEH1.12.21 Summarize the benefits of living in a diverse society. (HBO 7)
- MEH1.12.22 Summarize how intolerance can affect others. (HBO 7)
- MEH1.12.23 Explain how to build and maintain healthy family and peer relationships. (HBO 8)
- MEH1.12.24 Analyze characteristics of healthy relationships. (HBO 8)
- MEH1.12.25 Summarize the qualities of a healthy dating relationship. (HBO 8)
- MEH1.12.26 Evaluate effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends. (HBO 8)

Personal Health and Wellness: Check the box next to each personal health and wellness-related knowledge expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- PHW1.12.1 Analyze the personal physical, emotional, mental, and social health; educational; and vocational performance benefits of rest and sleep. (HBO 3)
- PHW1.12.2 Summarize personal strategies for reducing hearing damage due to exposure to loud sounds. (HBO 4)
- PHW1.12.3 Summarize personal strategies for avoiding vision damage. (HBO 4)

Grades 9–12 Knowledge Expectations (continued on next page)

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

Grades 9–12 Knowledge Expectations (continued)

- PHW1.12.4 Summarize personal strategies for minimizing potential harm from sun exposure. (HBO 5)
- PHW1.12.5 Summarize how common infectious diseases are transmitted by indirect contact and person-to-person contact. (HBO 6 & 9)
- PHW1.12.6 Analyze how common foodborne diseases are transmitted. (HBO 6 & 9)
- PHW1.12.7 Explain the relationship between intravenous drug use and transmission of bloodborne diseases such as HIV and hepatitis. (HBO 6 & 12)
- PHW1.12.8 Summarize ways to prevent the spread of germs that cause infectious diseases such as HIV by not having sex, not touching blood, and not touching used hypodermic or tattoo needles. (HBO 6 & 12)
- PHW1.12.9 Analyze the behavioral and environmental factors that contribute to the major chronic diseases. (HBO 7 & 8)
- PHW1.12.10 Describe the relationship between poor personal health and wellness habits and chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis. (HBO 7 & 8)
- PHW1.12.11 Justify why it is important to seek help and treatment for common infectious diseases and chronic diseases. (HBO 10)
- PHW1.12.12 Summarize important health screenings, immunizations, checkups, examinations, and health screenings necessary to maintain good health. (HBO 11)
- PHW1.12.13 Summarize the potential health and social consequences of popular fads or trends such as body piercing and tattooing. (HBO 6 & 12)

Physical Activity: Check the box next to each physical activity-related knowledge expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- PA1.12.1 Analyze how an inactive lifestyle contributes to chronic disease. (HBO 1 & 2)
- PA1.12.2 Analyze ways to increase physical activity and decrease inactivity. (HBO 1 & 5)
- PA1.12.3 Summarize the mental and social benefits of physical activity. (HBO 1 & 7)
- PA1.12.4 Summarize the recommended amounts and types of moderate, vigorous, muscle strengthening, and bone-strengthening physical activity for adolescents and adults. (HBO 1 & 7)
- PA1.12.5 Summarize how a person can incorporate physical activity into daily life (without relying on a structured exercise plan or special equipment). (HBO 1 & 7)
- PA1.12.6 Differentiate various sports and physical activities in terms of health and skill-related fitness. (HBO 2)
- PA1.12.7 Evaluate the short- and long-term benefits of physical activity, including improving cardiovascular health, strength, endurance, and flexibility; healthy weight management; and reducing chronic diseases. (HBO 2, 5 & 7)
- PA1.12.8 Summarize physical activities that contribute to maintaining or improving components of health-related fitness. (HBO 2, 5 & 7)
- PA1.12.9 Describe methods for avoiding and responding to climate-related physical conditions during physical activity. (HBO 3 & 4)
- PA1.12.10 Summarize the importance of warming up before and cooling down after physical activity. (HBO 3, 6 & 7)
- PA1.12.11 Explain the ways to reduce the risk of injuries from participation in sports and other physical activities. (HBO 3, 6 & 7)
- PA1.12.12 Describe the effects of hydration and dehydration on physical performance. (HBO 4)
- PA1.12.13 Determine the necessary protective gear for wheel sports and activities, including biking, inline skating, riding a scooter, and skateboarding. (HBO 6)
- PA1.12.14 Describe the use of safety equipment for specific physical activities. (HBO 6 & 7)

Grades 9–12 Knowledge Expectations (continued on next page)

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

Grades 9–12 Knowledge Expectations (continued)

Safety/Injury Prevention: Check the box next to each safety-related knowledge expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- S1.12.1 Summarize ways to reduce the risk of injuries while riding in or driving a motor vehicle. (HBO 1, 2 & 3)
- S1.12.2 Summarize the necessary protective gear for biking, motorcycling, snowmobiling, inline skating, riding a scooter, and/or skateboarding. (HBO 1 & 3)
- S1.12.3 Explain ways to reduce the risk of injuries when using tools or machinery. (HBO 1, 3, 4 & 5)
- S1.12.4 Explain ways to reduce the risk of work-related injuries. (HBO 1, 3, 4, 5, 6 & 8)
- S1.12.5 Analyze the dangers of driving while under the influence of alcohol and other drugs. (HBO 2)
- S1.12.6 Summarize the importance of not riding with a driver who has been using alcohol or other drugs. (HBO 2)
- S1.12.7 Analyze the relationship between unintentional injuries and using alcohol and other drugs. (HBO 2, 4 & 8)
- S1.12.8 Prioritize actions to take to prevent injuries during severe weather. (HBO 3, 4, 5, 6 & 7)
- S1.12.9 Explain ways to reduce the risk of injuries around water. (HBO 3, 4, 5, 6 & 8)
- S1.12.10 Summarize ways to reduce injuries when playing sports. (HBO 3, 4, 5, 6 & 8)
- S1.12.11 Summarize ways to reduce the risk of injuries from firearms. (HBO 4, 5, 6 & 8)
- S1.12.12 Summarize ways to reduce safety hazards in the home. (HBO 4, 5, 6 & 8)
- S1.12.13 Summarize ways to reduce safety hazards in the community. (HBO 4, 5, 6 & 8)
- S1.12.14 Explain ways to reduce the risk of injuries due to poisoning. (HBO 4, 5 & 8)
- S1.12.15 Summarize ways to reduce safety hazards at school. (HBO 4, 6 & 8)
- S1.12.16 Analyze how sharing or posting personal information electronically about self or others on social media sites (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) can negatively impact personal safety of self or others. (HBO 4 & 8)
- S1.12.17 Describe actions to take in case of mass trauma. (HBO 7 & 8)
- S1.12.18 Explain accepted procedures for basic emergency care and lifesaving. (HBO 7)
- S1.12.19 Analyze the benefits of reducing the risks of injury. (HBO 8)

Sexual Health: Check the box next to each sexual health-related knowledge expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- SH1.12.1 Explain how to build and maintain healthy family and peer relationships. (HBO 1)
- SH1.12.2 Analyze characteristics of healthy relationships. (HBO 1)
- SH1.12.3 Summarize the qualities of a healthy dating relationship. (HBO 1)
- SH1.12.4 Evaluate effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends. (HBO 1)
- SH1.12.5 Summarize the importance of talking with parents and other trusted adults about issues related to relationships, growth and development and sexual health. (HBO 1, 2, 3, 4, 7 & 8)
- SH1.12.6 Evaluate the negative consequences of sending sexually explicit pictures or messages by e-mail or cell phone or posting sexually explicit pictures on social media sites (e.g., chat groups, e-mail, texting, websites, phone and tablet applications). (HBO 1, 5 & 7)
- SH1.12.7 Justify why abstinence from sex and drugs are the safest, most effective risk avoidance methods of protection from HIV, other STDs, and pregnancy. (HBO 2)
- SH1.12.8 Analyze the factors that contribute to engaging in sexual risk behaviors. (HBO 2, 3 & 4)

Grades 9–12 Knowledge Expectations (continued on next page)

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

Grades 9–12 Knowledge Expectations (continued)

- SH1.12.9 Analyze the factors that protect one against engaging in sexual risk behaviors. (HBO 2, 3 & 4)
- SH1.12.10 Summarize ways to prevent pregnancy and the sexual transmission of HIV and other common STDs. (HBO 2, 3 & 4)
- SH1.12.11 Summarize the importance of setting personal limits to avoid risky sexual behavior. (HBO 2, 3 & 4)
- SH1.12.12 Describe the importance of shared responsibilities for avoiding sexual activity and preventing sexual risk behaviors. (HBO 2, 3, 4, 5 & 6)
- SH1.12.13 Analyze the relationship between using alcohol and other drugs and sexual risk behaviors. (HBO 2, 3, 4, 5, 6 & 7)
- SH1.12.14 Analyze the effectiveness of perfect use vs. typical use of condoms in reducing the risk of pregnancy, HIV, and other infection by STDs, including HPV (Human Papillomavirus). (HBO 3)
- SH1.12.15 Summarize how common STDs are transmitted. (HBO 3)
- SH1.12.16 Summarize how HIV is transmitted. (HBO 3)
- SH1.12.17 Summarize the signs and symptoms of common STDs. (HBO 3)
- SH1.12.18 Summarize the signs and symptoms of HIV. (HBO 3)
- SH1.12.19 Summarize the problems associated with asymptomatic STDs and HIV. (HBO 3)
- SH1.12.20 Summarize the short- and long-term consequences of common STDs. (HBO 3)
- SH1.12.21 Summarize the short- and long-term consequences of HIV. (HBO 3)
- SH1.12.22 Summarize the importance of proper adherence to contraceptive methods to reduce the risk of pregnancy. (HBO 3)
- SH1.12.23 Summarize the importance of using condoms consistently and correctly to reduce risk of pregnancy and infection of HIV and common STDs. (HBO 3 & 4)
- SH1.12.24 Explain the value of using a condom at the same time as using another form of contraceptive to reduce the risk of infection of HIV and common STDs and reduce the risk of pregnancy. (HBO 3 & 4)
- SH1.12.25 Explain the basic side effects and costs of treatment for STDs. (HBO 3 & 8)
- SH1.12.26 Explain the basic side effects and costs of treatment for HIV. (HBO 3 & 8)
- SH1.12.27 Describe the increased risks associated with having multiple sexual partners including serial monogamy. (HBO 3 & 4)
- SH1.12.28 Analyze situations that could lead to being pressured to having sex. (HBO 3 & 4)
- SH1.12.29 Analyze techniques that are used to coerce or pressure someone to have sex. (HBO 3 & 4)
- SH1.12.30 Explain why it is an individual's responsibility to verify that all sexual contact is consensual. (HBO 3 & 4)
- SH1.12.31 Summarize why individuals have the right to refuse sexual contact. (HBO 3 & 4)
- SH1.12.32 Explain why it is wrong to trick, threaten, or coerce another person into having sex. (HBO 3, 4 & 5)
- SH1.12.33 Explain the importance of contraceptive counseling and services if sexually active. (HBO 3, 4 & 8)
- SH1.12.34 Explain why it important to know the STD/HIV status of oneself and of a potential sexual partner. (HBO 3, 4 & 8)
- SH1.12.35 Explain the importance of STDs and HIV testing and counseling if sexually active. (HBO 3 & 8)
- SH1.12.36 Analyze the effectiveness of perfect use vs. typical use of a variety of contraceptive methods in reducing the risk of pregnancy. (HBO 4)
- SH1.12.37 Summarize the relationship between the menstrual cycle and conception. (HBO 4 & 8)
- SH1.12.38 Analyze the emotional, social, physical and financial effects of being a teen parent. (HBO 4 & 8)

Grades 9–12 Knowledge Expectations (continued on next page)

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

Grades 9–12 Knowledge Expectations (continued)

- SH1.12.39 Summarize the benefits of respecting individual differences in aspects of sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity), growth and development, and physical appearance. (HBO 7)
- SH1.12.40 Summarize why it is wrong to tease or bully others based on aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity). (HBO 7)
- SH1.12.41 Summarize how intolerance can affect others when aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity) are different from one's own. (HBO 7)
- SH1.12.42 Summarize ways to show courtesy and respect for others when aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity) are different from one's own. (HBO 7)
- SH1.12.43 Explain the importance of immunizations, checkups, examinations, and health screenings, such as breast self-examination, testicular self-examination, and Pap smears necessary to maintain sexual and reproductive health. (HBO 8)

Tobacco: Check the box next to each tobacco-related knowledge expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- T1.12.1 Examine situations that could lead to tobacco use. (HBO 1)
- T1.12.2 Analyze short- and long-term physical effects of tobacco use. (HBO 1)
- T1.12.3 Analyze short- and long-term psychological and social effects of tobacco use. (HBO 1)
- T1.12.4 Analyze the relationship between using tobacco and using alcohol or other drugs. (HBO 1)
- T1.12.5 Summarize long-term health benefits of abstaining from or discontinuing tobacco use. (HBO 1)
- T1.12.6 Describe the effects of tobacco use on the fetus. (HBO 1 & 2)
- T1.12.7 Summarize why individuals choose to use or not use tobacco. (HBO 1, 2 & 3)
- T1.12.8 Evaluate community laws and policies related to the sale and use of tobacco products. (HBO 1, 3 & 4)
- T1.12.9 Evaluate the financial costs of tobacco use to the individual and society. (HBO 1 & 3)
- T1.12.10 Summarize the effects of secondhand smoke. (HBO 2)
- T1.12.11 Distinguish appropriate ways to support family and friends who are trying to stop using tobacco. (HBO 3 & 4)
- T1.12.12 Analyze how the addiction to tobacco use can be treated. (HBO 4 & 5)
- T1.12.13 Analyze how smoking cessation programs can be successful. (HBO 4 & 5)

Violence Prevention: Check the box next to each violence-related knowledge expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- V1.12.1 Analyze why pro-social behaviors can help prevent violence. (HBO 1)
- V1.12.2 Describe ways to express anger non-violently. (HBO 1 & 2)
- V1.12.3 Summarize non-violent ways to respond to stress when angry or upset. (HBO 2)
- V1.12.4 Analyze why it is important to understand the perspectives of others in resolving a conflict situation. (HBO 2)
- V1.12.5 Summarize the qualities of a healthy dating relationship. (HBO 2)
- V1.12.6 Evaluate effective non-violent strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends. (HBO 2)

Grades 9–12 Knowledge Expectations (continued on next page)

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

Grades 9–12 Knowledge Expectations (continued)

- V1.12.7 Summarize impulsive behaviors that can lead to violence and strategies for controlling them. (HBO 2 & 3)
- V1.12.8 Analyze how power and control differences in relationships (peer, dating, or family relationships) can contribute to aggression and violence. (HBO 2 & 5)
- V1.12.9 Analyze how mental and emotional health can affect violence-related related behaviors. (HBO 3)
- V1.12.10 Analyze the negative consequences of violence to perpetrators, victims, and bystanders. (HBO 3)
- V1.12.11 Explain how bystanders can help prevent violence by reporting dangerous situations or actions. (HBO 3 & 7)
- V1.12.12 Analyze the consequences of prejudice, discrimination, racism, sexism, and hate crimes. (HBO 3 & 7)
- V1.12.13 Explain why it is an individual's responsibility to verify that all sexual contact is consensual. (HBO 4)
- V1.12.14 Explain why it is wrong to trick, threaten, or coerce another person into having sex. (HBO 4)
- V1.12.15 Analyze techniques that are used to coerce or pressure someone to have sex. (HBO 4 & 8)
- V1.12.16 Summarize why individuals have the right to refuse sexual contact. (HBO 4 & 8)
- V1.12.17 Analyze the relationship between using alcohol and other drugs and violence. (HBO 5)
- V1.12.18 Describe characteristics of the school or community that can increase or decrease the likelihood of violence. (HBO 5)
- V1.12.19 Analyze situations that could lead to different types of violence. (HBO 5)
- V1.12.20 Summarize why the presence of weapons increases the likelihood of violent injury. (HBO 5 & 6)
- V1.12.21 Analyze how changing behavior or changing the environment interacts to increase or decrease the likelihood of violence. (HBO 5 & 6)
- V1.12.22 Analyze how gang involvement can contribute to violence. (HBO 6)
- V1.12.23 Describe actions to take if weapons are seen or suspected in school or outside the supervision of a parent or guardian. (HBO 7 & 9)
- V1.12.24 Explain why a person who has been sexual assaulted or raped is not at fault. (HBO 8)
- V1.12.25 Explain why rape and sexual assault should be reported to a trusted adult. (HBO 8 & 9)
- V1.12.26 Describe actions to take in case of a disaster, emergency, or act of terrorism. (HBO 9 & 10)
- V1.12.27 Describe federal, state, and local laws intended to prevent violence. (HBO 9 & 10)
- V1.12.28 Summarize why it is important to tell an adult if there are people who are in danger of hurting themselves or others. (HBO 10)
- V1.12.29 Explain that self-directed violence is the result of the accumulation of multiple problems rather than just one problem. (HBO 1 & 10)
- V1.12.30 Explain when to seek help for mental health problems that contribute to violence. (HBO 10)

**This is the end of Standard 1, Knowledge Expectations for Grades 9–12.
Grades 9–12, Standards 2–8 begin on next page.**

Grades 9–12: Standards 2–8

The Standards 2–8 analysis will result in **two** ratings for each standard: one rating reflects the extent to which the curriculum addresses important skill expectations students should be able to perform; the second reflects the extent to which the curriculum provides opportunities for students to practice each skill.

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 begins with score pages. These are followed by the generic and the topic-specific skill expectations for that standard. The topic-specific skill expectations are based on the generic skill expectations also listed in *Appendix 3: HECAT Skill Expectations for Skill Standards 2–8*. There are some grade groups for which topic-specific skill expectations are not applicable. These include the statement “*NA - Skill expectations are not identified for this grade group.*”

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.

Skill Analysis in Comprehensive Curricula

A comprehensive health education curriculum should address the skills and skill expectations reflected in Standards 2–8. It is important that a comprehensive curriculum focus on each skill standard across all grade groups and among a variety of topics. While it should address the skill expectations for every standard across all grade groups, it is unlikely that every skill expectation in all topics at every grade group will be addressed.

It might be most appropriate to ensure some skills are achieved in certain topic areas at a particular grade group. For example, it might be more appropriate for students to develop skills to analyze influences (Standard 2) on personal safety in grades pre-K–2 and 3–5, rather than analyzing influences on sexual health at these grades. It might be more appropriate for students to develop decision-making skills (Standard 5) to avoid alcohol use in grades 6–8, rather than develop decision-making skills to promote mental and emotional health in these grades. It is essential that the analysis of a CHE curriculum determine the extent to which the curriculum addresses the skills at the grade levels and topics where they make most sense. *Appendix 4: Using the HECAT to Develop a Scope and Sequence for Health Education* provides an example as to how essential skill learning might be achieved across topics and grade groups (*Appendix 4, Figure 2*).

Directions for Standards 2–8

Skill Expectations Coverage Score

Decide if any of the skill expectations need to be deleted or modified or if any additional skill expectations should be added to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Some skill expectations may appear in more than one topic area. Delete unnecessary or redundant skill expectations. Review all other standards before making changes to skill expectations in one Standard.

- Read the curriculum to become familiar with its content, the information provided for students, and the methods used to convey skill expectations.
- Review the skill focus for each health topic and grade level in the curriculum. Review the applicable grade-level skill expectations for each health standard and health topic found on the following pages:
 - ~ Standard 2 (CHE-184–CHE-188)
 - ~ Standard 3 (CHE-192–CHE-195) -

- ~ Standard 4 (CHE-200–CHE-202)
- ~ Standard 5 (CHE-206–CHE-209)
- ~ Standard 6 (CHE-214–CHE-217)
- ~ Standard 7 (CHE-222–CHE-224)
- ~ Standard 8 (CHE-228–CHE-231)

The HECAT health topic titles might not be an identical match to those health topics found in the curriculum. However, if the curriculum is comprehensive, the expected related skill expectations should be identifiable in the curriculum, regardless of topic titles.

- Complete the 3-step skill expectations scoring process and the *Skill Expectations Coverage Score* for each Standard found on the following pages.
 - ~ Standard 2 (CHE-183) -
 - ~ Standard 3 (CHE-191) -
 - ~ Standard 4 (CHE-199) -
 - ~ Standard 5 (CHE-205) -
 - ~ Standard 6 (CHE-213) -
 - ~ Standard 7 (CHE-221) -
 - ~ Standard 8 (CHE-227) -

Note that Step 1 will require the analysis of individual topic skill expectations pages. Step 2 and 3 can be completed based on the analysis results from Step 1.

- Transfer the *Skill Expectations Coverage Score* to the *Overall Summary Form* (Chapter 3).

- Record notes to justify scores and to inform group discussions and curriculum decisions.
- Analyze Standard 2-8 for each curriculum being reviewed. If the curriculum addresses more than one grade group, conduct a separate analysis of Standard 2-8 for each group.
- Complete a separate *Overall Summary Form* for each curriculum and grade group.

Student Skill Practice Score

- During the analysis of each topic area's skill expectations, note the number of times that students are provided opportunities to practice each skill.
- Complete the 3-step student skill practice scoring process and the *Student Skill Practice Score* at the end of each Standard's analysis pages.
- Transfer the *Student Skill Practice Score* to the *Overall Summary Form* (Chapter 3).
- Record notes to justify scores and to inform group discussions and curriculum decisions.
- Analyze Standard 2-8 for each curriculum being reviewed. If the curriculum addresses more than one grade group, conduct a separate analysis of Standard 2-8 for each group.
- Complete a separate *Overall Summary Form* for each curriculum and grade group.

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades 9–12 Skill Expectations Coverage Score

The Standard 2 skill expectations for grades 9–12, across nine topic areas, are provided on pages CHE-184–CHE-188. Below are the scoring directions and forms for scoring the skill expectations for Standard 2. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-189.

Step 1: Review the Standard 2 skill expectations pages and select the topics that correspond with the health topics and grade group included in the curriculum.

On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)

Step 2: After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade group (pre-K–2; 3–5; 6–8; and 9–12).

Summary Coverage Chart

<p>Grades:</p> <p><input type="checkbox"/> Pre-K–2</p> <p><input type="checkbox"/> 3–5</p> <p><input type="checkbox"/> 6–8</p> <p><input type="checkbox"/> 9–12</p> <p>Content: (Check topics included in the curriculum)</p>	<p>Skill Expectations Summary:</p> <p>Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-184–CHE-188, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which Skill Expectations Summary Score for each topic, count the number checked and divide by the number listed.</p> <p>all = 100% most = 67% - 99% some = 34% - 66% few = 1% - 33% none = 0%</p>
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Healthy Eating	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Physical Activity	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Safety/Injury Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Sexual Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none

Proceed to Step 3 on next page.

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

Grades 9–12 Skill Expectations Coverage Score (continued)

Step 3: Based on the information in the completed Summary Coverage Chart in Step 2, complete the Skill Expectations Coverage Score below.

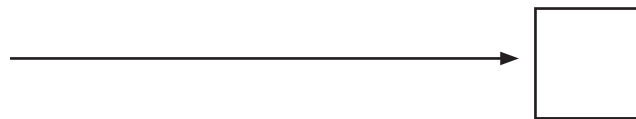
1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of “all” or “most”?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORE

- 81-100 % = 4**
- 61- 80 % = 3**
- 41- 60% = 2**
- 1- 40% = 1**
- 0% = 0**



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

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades 9–12 Skill Expectations

Standard 2 skill expectations for grades 9–12 are listed below through page CHE-188. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of Grade 12, students will be able to meet the following Skill Expectations:

- Explain the influence of public health policies on health practices and behaviors.
- Analyze how culture supports and challenges health beliefs, practices, and behaviors.
- Analyze how peers and perceptions of norms influence healthy and unhealthy behaviors.
- Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy behaviors.
- Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.
- Analyze how laws, rules, and regulations influence health promotion and disease prevention.
- Analyze how school and community affect personal health practices and behaviors.
- Analyze the effect of media and technology on personal, family, and community health.
- Differentiate the relevant influences, including family, culture, peers, school, community, media, technology and public health policies, on personal health practices and behaviors.
- Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support health practices and behaviors for oneself and others.

Alcohol and Other Drugs: Check the box next to each alcohol- and other drug-related Standard 2 skill expectation addressed in the curriculum. By the end of 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.

Standard 2, Grades 9–12 Skill Expectations (continued on next page)

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

Grades 9–12 Skill Expectations (continued)

Healthy Eating: Check the box next to each healthy eating-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

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

Mental and Emotional Health: Check the box next to each mental and emotional health-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- MEH2.12.1 Explain the influences of public health policies on mental and emotional health practices and behaviors.
- MEH2.12.2 Analyze how culture supports and challenges mental and emotional health beliefs, practices and behaviors.
- MEH2.12.3 Analyze how peers and perceptions of norms influence healthy and unhealthy mental and emotional health behaviors.
- MEH2.12.4 Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy mental and emotional health behaviors.
- MEH2.12.5 Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy mental and emotional health behaviors (e.g., how using alcohol and other drugs increase the risk of suicide and self-injury).
- MEH2.12.6 Analyze how laws, rules, and regulations influence mental and emotional health promotion and disease prevention.
- MEH2.12.7 Analyze how school and community affect mental and emotional health practices and behaviors.
- MEH2.12.8 Analyze the effect of media and technology on personal, family, and community mental and emotional health.
- MEH2.12.9 Differentiate the relevant influences, including family, culture, peers, school, community, media, technology, and public health policies, on mental and emotional health practices and behaviors.

Standard 2, Grades 9–12 Skill Expectations (continued on next page)

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

Grades 9–12 Skill Expectations (continued)

- MEH2.12.10 Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support mental and emotional health for oneself and others.

Personal Health and Wellness: Check the box next to each personal health and wellness-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- PHW2.12.1 Explain the influence of public health policies on personal health and wellness-related practices and behaviors.
- PHW2.12.2 Analyze how culture supports and challenges health and wellness-related beliefs, practices, and behaviors.
- PHW2.12.3 Analyze how peers and perceptions of norms influence healthy and unhealthy personal health and wellness-related behaviors.
- PHW2.12.4 Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy personal health and wellness-related behaviors.
- PHW2.12.5 Analyze how some health risk behaviors, such as using alcohol and other drugs, influence the likelihood of engaging in other unhealthy personal health and wellness-related behaviors.
- PHW2.12.6 Analyze how laws, rules, and regulations influence health promotion and disease prevention.
- PHW2.12.7 Analyze how school and community affect personal health and wellness practices and behaviors.
- PHW2.12.8 Analyze the effect of media and technology on personal, family, and community health and wellness.
- PHW2.12.9 Differentiate the relevant influences, including family, culture, peers, school, community, media, technology and public health policies, on personal health and wellness-related practices and behaviors.
- PHW2.12.10 Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support health and wellness for oneself and others.

Physical Activity: Check the box next to each physical activity-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- PA2.12.1 Explain the influence of public health policies on physical activity practices and behaviors.
- PA2.12.2 Analyze how culture supports and challenges physical activity beliefs, practices, and behaviors.
- PA2.12.3 Analyze how peers and perceptions of norms influence healthy and unhealthy personal physical activity behaviors.
- PA2.12.4 Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy physical activity behaviors.
- PA2.12.5 Analyze how some health risk behaviors influence the likelihood of engaging in physical inactivity practices and behaviors.
- PA2.12.6 Analyze how laws, rules, and regulations (e.g., transportation) influence personal physical activity practices and behaviors.
- PA2.12.7 Analyze how school and community affect personal physical activity practices and behaviors.
- PA2.12.8 Analyze the effect of media and technology on personal, family, and community on physical activity practices and behaviors.
- PA2.12.9 Differentiate the relevant influences, including family, culture, peers, school, community, media, technology, and public health policies on personal physical activity practices and behaviors.

Standard 2, Grades 9–12 Skill Expectations (continued on next page)

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

Grades 9–12 Skill Expectations (continued)

- PA2.12.10 Analyze the factors that influence opportunities to obtain safe, accessible, and affordable products and services that support physical activity practices and behaviors for oneself and others.

Safety/Injury Prevention: Check the box next to each safety-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- S2.12.1 Explain the influence of public health policies on safety and injury prevention practices and behaviors.
- S2.12.2 Analyze how culture supports and challenges safety and injury prevention beliefs, practices, and behaviors.
- S2.12.3 Analyze how peers and perceptions of norms influence healthy and unhealthy safety and injury prevention practices and behaviors.
- S2.12.4 Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy safety and injury prevention practices and behaviors.
- S2.12.5 Analyze how some health risk behaviors influence the likelihood of engaging in unsafe practices and behaviors (e.g., how alcohol and other drug use increase the risk of a motor vehicle crash).
- S2.12.6 Analyze how laws, rules, and regulations influence safety and injury prevention behaviors.
- S2.12.7 Analyze how school and community affect safety and injury prevention practices and behaviors.
- S2.12.8 Analyze the effect of media and technology on personal, family, and community safety and injury prevention practices and behaviors.
- S2.12.9 Differentiate the relevant influences, including family, culture, peers, school, community, media, technology and public health policies, on safety and injury prevention practices and behaviors.
- S2.12.10 Analyze the factors that influence opportunities to obtain safe, accessible and affordable products and services that support safety and injury prevention practices and behaviors for oneself and others.

Sexual Health: Check the box next to each safety-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- SH2.12.1 Explain the influence of public health policies and state laws on sexual health practices, behaviors, and relationships.
- SH2.12.2 Analyze how culture supports and challenges sexual health beliefs, practices, behaviors, and relationships.
- SH2.12.3 Analyze how peers and perceptions of norms influence healthy and unhealthy sexual health practices, behaviors, and relationships.
- SH2.12.4 Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy sexual health practices, behaviors, and relationships.
- SH2.12.5 Analyze how some health risk behaviors influence the likelihood of engaging in risky sexual behaviors (e.g., alcohol and other drug use).
- SH2.12.6 Analyze how laws, rules and regulations influence behaviors related to sexual health.
- SH2.12.7 Analyze how school and community affect personal sexual health practices, behaviors, and relationships.
- SH2.12.8 Analyze the effect of media and technology on personal, family, and community sexual health practices, behaviors, and relationships.
- SH2.12.9 Differentiate the relevant influences, including family, culture, peers, school, community, media, technology and public health policies, on sexual health practices and behaviors.

Standard 2, Grades 9–12 Skill Expectations (continued on next page)

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

Grades 9–12 Skill Expectations (continued)

- SH2.12.10 Analyze the factors that influence opportunities to obtain safe, accessible, equitable and affordable products and services that support sexual health for oneself and others.

Tobacco: Check the box next to each tobacco-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- T2.12.1 Explain the influence of public health policies on tobacco-related practices and behaviors.
- T2.12.2 Analyze how culture supports and challenges tobacco-related beliefs, practices and behaviors.
- T2.12.3 Analyze how peers and perceptions of norms influence healthy or unhealthy tobacco-related behaviors.
- T2.12.4 Analyze how personal attitudes, values, and beliefs influence healthy or unhealthy tobacco-related behaviors.
- T2.12.5 Analyze how some health risk behaviors, like alcohol and other drug use, influence likelihood of engaging in tobacco use.
- T2.12.6 Analyze how laws, rules, and regulations influence behaviors related to tobacco use.
- T2.12.7 Analyze how school and community affect tobacco-related practices and behaviors.
- T2.12.8 Analyze the effect of media and technology on personal, family, and community behaviors related to tobacco-use practices and behaviors.
- T2.12.9 Differentiate the relevant influences, including family, culture, peers, school, community, media, technology, and public health policies on personal tobacco-related practices and behaviors.
- T2.12.10 Analyze the factors that influence the opportunities to obtain safe, accessible, and affordable products and services that support tobacco-use prevention and cessation for oneself and others.

Violence Prevention: Check the box next to each violence prevention-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- V2.12.1 Explain the influence of public health policies on violence practices and behaviors.
- V2.12.2 Analyze how culture supports and challenges violence prevention beliefs, practices, and behaviors.
- V2.12.3 Analyze how peers and perceptions of norms influence healthy and unhealthy violence and violence prevention practices and behaviors.
- V2.12.4 Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy violence and violence prevention practices and behaviors.
- V2.12.5 Analyze how some health risk behaviors influence the likelihood of engaging in violent behaviors (e.g., how alcohol and other drug use influence violent behaviors).
- V2.12.6 Analyze how laws, rules, and regulations influence personal violence practices and behaviors.
- V2.12.7 Analyze how school and community affect personal violence practices and behaviors.
- V2.12.8 Analyze the effect of media and technology on personal, family, and community violence prevention practices and behaviors.
- V2.12.9 Differentiate the relevant influences, including family, culture, peers, school, community, media, technology and public health policies, on violence prevention practices and behaviors.
- V2.12.10 Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support violence prevention practices and behaviors for oneself and others (e.g., rape crisis center, bystander training, anger management counseling).

This is the end of Standard 2, Skill Expectations for Grades 9–12. Grades 9–12, Standard 2, Student Skill Practice Score begins on the next page.

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

Grades 9–12 Student Skill Practice

Grade 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 at least <u>three opportunities</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
2. The curriculum provides <u>three opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>four to five opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides <u>six or more opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<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:

This is the end of Standard 2 for Grades 9–12. Grades 9–12, Standard 3, Skill Expectations Coverage Score begins on the next page.

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

Grades 9–12 Skill Expectations Coverage Score

The Standard 3 skill expectations for grades 9–12, across nine topic areas, are provided on pages CHE-192–CHE-195. Below are the scoring directions and forms for scoring the skill expectations for Standard 3. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-197.

Step 1: Review the Standard 3 skill expectations pages and select the topics that correspond with the health topics and grade group included in the curriculum.

On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)

Step 2: After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade group (pre-K–2; 3–5; 6–8; and 9–12).

Summary Coverage Chart

<p>Grades:</p> <p><input type="checkbox"/> Pre-K–2</p> <p><input type="checkbox"/> 3–5</p> <p><input type="checkbox"/> 6–8</p> <p><input type="checkbox"/> 9–12</p> <p>Content: (Check topics included in the curriculum)</p>	<p>Skill Expectations Summary:</p> <p>Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-192–CHE-195, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which Skill Expectations Summary Score for each topic, count the number checked and divide by the number listed.</p> <p>all = 100% most = 67% - 99% some = 34% - 66% few = 1% - 33% none = 0%</p>
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Healthy Eating	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Physical Activity	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Safety/Injury Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Sexual Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none

Proceed to Step 3 on next page.

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

Grades 9–12 Skill Expectations Coverage Score (continued)

Step 3: Based on the information in the completed Summary Coverage Chart in Step 2, complete the Skill Expectations Coverage Score below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of “all” or “most”?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORE

- 81-100 % = 4**
- 61- 80 % = 3**
- 41- 60% = 2**
- 1- 40% = 1**
- 0% = 0**



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

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

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

Grades 9–12 Skill Expectations

Standard 3 skill expectations for grades 9–12 are listed below through page CHE-195. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of Grade 12, students will be able to meet the following Skill Expectations:

- Evaluate the validity and reliability of health information.
- Evaluate the validity and reliability of health products.
- Evaluate the validity and reliability of health services.
- Determine the accessibility of valid and reliable health products.
- Determine when professional health services may be required.
- Determine the accessibility of valid and reliable health services.
- Use resources that provide valid and reliable health information.
- Use valid and reliable health products.
- Use valid and reliable health services.

The use of “valid” and “reliable,” in the context of these expectations does not imply statistical rigor. Valid means accurate, legitimate, authoritative, and authentic health information, health products, and health services. Reliable means trustworthy, dependable, and appropriate information, products, and services.

Alcohol and Other Drugs: Check the box next to each alcohol- and other drug-related Standard 3 skill expectation addressed in the curriculum. By the end of 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.

Healthy Eating: Check the box next to each healthy eating-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

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

Standard 3, Grades 9–12 Skill Expectations (continued on next page)

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

Grades 9–12 Skill Expectations (continued)

- HE3.12.8 Use valid and reliable nutrition products.
- HE3.12.9 Use valid and reliable nutrition services.

Mental and Emotional Health: Check the box next to each mental and emotional health-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- MEH3.12.1 Evaluate the validity and reliability of mental and emotional health information.
- MEH3.12.2 Evaluate the validity and reliability of mental and emotional health products.
- MEH3.12.3 Evaluate the validity and reliability of mental and emotional health services.
- MEH3.12.4 Determine the accessibility of valid and reliable mental and emotional health products.
- MEH3.12.5 Determine when professional mental and emotional health services may be required.
- MEH3.12.6 Determine the accessibility of valid and reliable mental and emotional health services.
- MEH3.12.7 Use resources that provide valid and reliable mental and emotional health information.
- MEH3.12.8 Use valid and reliable mental and emotional health products.
- MEH3.12.9 Use valid and reliable mental and emotional health services.

Personal Health and Wellness: Check the box next to each personal health and wellness-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- PHW3.12.1 Evaluate the validity and reliability of personal health and wellness information.
- PHW3.12.2 Evaluate the validity and reliability of personal health and wellness products.
- PHW3.12.3 Evaluate the validity and reliability of personal health and wellness services.
- PHW3.12.4 Determine the accessibility of valid and reliable personal health and wellness products.
- PHW3.12.5 Determine when professional personal health and wellness services may be required.
- PHW3.12.6 Determine the accessibility of valid and reliable personal health and wellness services.
- PHW3.12.7 Use resources that provide valid and reliable personal health and wellness information.
- PHW3.12.8 Use valid and reliable personal health and wellness products.
- PHW3.12.9 Use valid and reliable personal health and wellness services.

Physical Activity: Check the box next to each physical activity-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- PA3.12.1 Evaluate the validity and reliability of physical activity information.
- PA3.12.2 Evaluate the validity and reliability of physical activity products.
- PA3.12.3 Evaluate the validity and reliability of physical activity services.
- PA3.12.4 Determine the accessibility of valid and reliable physical activity products.
- PA3.12.5 Determine when professional physical activity services may be required.
- PA3.12.6 Determine the accessibility of valid and reliable physical activity services.
- PA3.12.7 Use resources that provide valid and reliable physical activity information.
- PA3.12.8 Use valid and reliable physical activity products.
- PA3.12.9 Use valid and reliable physical activity services.

Standard 3, Grades 9–12 Skill Expectations (continued on next page)

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

Grades 9–12 Skill Expectations (continued)

Safety/Injury Prevention: Check the box next to each safety-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- S3.12.1 Evaluate the validity and reliability of safety and injury prevention information.
- S3.12.2 Evaluate the validity and reliability of safety and injury prevention products.
- S3.12.3 Evaluate the validity and reliability of safety and injury prevention services.
- S3.12.4 Determine the accessibility of valid and reliable safety and injury prevention products.
- S3.12.5 Determine when professional safety and injury prevention services may be required.
- S3.12.6 Determine the accessibility of valid and reliable safety and injury prevention services.
- S3.12.7 Use resources that provide valid and reliable safety and injury prevention information.
- S3.12.8 Use valid and reliable safety and injury prevention products.
- S3.12.9 Use valid and reliable safety and injury prevention services.

Sexual Health: Check the box next to each sexual health-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- SH3.12.1 Evaluate the validity and reliability of sexual health information.
- SH3.12.2 Evaluate the validity and reliability of sexual healthcare products.
- SH3.12.3 Evaluate the validity and reliability of sexual healthcare services.
- SH3.12.4 Determine the accessibility of valid and reliable sexual healthcare products.
- SH3.12.5 Determine when professional sexual healthcare services may be required.
- SH3.12.6 Determine the accessibility of valid and reliable sexual healthcare services.
- SH3.12.7 Use resources that provide valid and reliable sexual health information.
- SH3.12.8 Use valid and reliable sexual healthcare products.
- SH3.12.9 Use valid and reliable sexual healthcare services.

Tobacco: Check the box next to each tobacco-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- T3.12.1 Evaluate the validity and reliability of tobacco-related prevention and cessation information.
- T3.12.2 Evaluate the validity and reliability of tobacco cessation products.
- T3.12.3 Evaluate the validity and reliability of tobacco cessation services.
- T3.12.4 Determine the accessibility of valid and reliable tobacco cessation products.
- T3.12.5 Determine when professional tobacco cessation services may be required.
- T3.12.6 Determine the accessibility of valid and reliable tobacco cessation services.
- T3.12.7 Use resources that provide valid and reliable tobacco-related prevention and cessation information.
- T3.12.8 Use valid and reliable tobacco cessation products when needed or appropriate.
- T3.12.9 Use valid and reliable tobacco cessation services when needed or appropriate.

Standard 3, Grades 9–12 Skill Expectations (continued on next page)

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

Grades 9–12 Skill Expectations (continued)

Violence Prevention: Check the box next to each violence prevention-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- V3.12.1 Evaluate the validity and reliability of violence prevention information.
- V3.12.2 Evaluate the validity and reliability of violence prevention or intervention services.
- V3.12.3 Determine when professional violence prevention or intervention services may be required.
- V3.12.4 Determine the accessibility of valid and reliable violence prevention or intervention services.
- V3.12.5 Use resources that provide valid and reliable violence prevention information.
- V3.12.6 Use valid and reliable violence prevention or intervention services.

**This is the end of Standard 3, Skill Expectations for Grades 9–12.
Grades 9–12, Standard 3, Student Skill Practice Score begins on the next page.**

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

Grades 9–12 Student Skill Practice

Grade 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 at least <u>three opportunities</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
2. The curriculum provides <u>three opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>four to five opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides <u>six or more opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<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:

This is the end of Standard 3 for Grades 9–12. Grades 9–12, Standard 4, Skill Expectations Coverage Score begins on the next page.

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

Grades 9–12 Skill Expectations Coverage Score

The Standard 4 skill expectations for grades 9–12, across nine topic areas, are provided on pages CHE-200–CHE-202. Below are the scoring directions and forms for scoring the skill expectations for Standard 4. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-203.

Step 1: Review the Standard 4 skill expectations pages and select the topics that correspond with the health topics and grade group included in the curriculum.

On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)

Step 2: After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade group (pre-K–2; 3–5; 6–8; and 9–12).

Summary Coverage Chart

<p>Grades:</p> <p><input type="checkbox"/> Pre-K–2</p> <p><input type="checkbox"/> 3–5</p> <p><input type="checkbox"/> 6–8</p> <p><input type="checkbox"/> 9–12</p> <p>Content: (Check topics included in the curriculum)</p>	<p>Skill Expectations Summary:</p> <p>Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-200–CHE-202, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which Skill Expectations Summary Score for each topic, count the number checked and divide by the number listed.</p> <p>all = 100% most = 67% - 99% some = 34% - 66% few = 1% - 33% none = 0%</p>
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Healthy Eating	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Physical Activity	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Safety/Injury Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Sexual Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none

Proceed to Step 3 on next page.

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

Grades 9–12 Skill Expectations Coverage Score (continued)

Step 3: Based on the information in the completed Summary Coverage Chart in Step 2, complete the Skill Expectations Coverage Score below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of “all” or “most”?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORE

- 81-100 % = 4**
- 61- 80 % = 3**
- 41- 60% = 2**
- 1- 40% = 1**
- 0% = 0**

→

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

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades 9–12 Skill Expectations

Standard 4 skill expectations for grades 9–12 are listed below through page CHE-202. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of Grade 12, students will be able to meet the following Skill Expectations:

- Demonstrate effective communication skills to enhance health.
- Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to protect the personal health and safety of oneself and others.
- Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in unhealthy behaviors.
- Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict.
- Demonstrate how to effectively ask for assistance to improve personal health.
- Demonstrate how to effectively offer assistance to improve the health of others.

Alcohol and Other Drugs: Check the box next to each alcohol- and other drug-related Standard 4 skill expectation addressed in the curriculum. By the end of 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.

Healthy Eating: Check the box next to each healthy eating-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

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

Standard 4, Grades 9–12 Skill Expectations (continued on next page)

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

Grades 9–12 Skill Expectations (continued)

Mental and Emotional Health: Check the box next to each mental and emotional health-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- MEH4.12.1 Demonstrate effective communication skills to enhance mental and emotional health.
- MEH4.12.2 Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to prevent interpersonal conflict.
- MEH4.12.3 Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in mentally and emotionally unhealthy behaviors.
- MEH4.12.4 Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict.
- MEH4.12.5 Demonstrate how to effectively ask for assistance to improve personal mental and emotional health.
- MEH4.12.6 Demonstrate how to effectively offer assistance to improve the mental and emotional health of others.

Personal Health and Wellness: Check the box next to each personal health and wellness-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- PHW4.12.1 Demonstrate effective communication skills to enhance personal health and wellness.
- PHW4.12.2 Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in practices and behaviors that can negatively affect personal health and wellness.
- PHW4.12.3 Demonstrate how to effectively ask for assistance to improve personal health and wellness.
- PHW4.12.4 Demonstrate how to effectively offer assistance to improve the personal health and wellness of others.

Physical Activity: Check the box next to each physical activity-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- PA4.12.1 Demonstrate effective communication skills to enhance physical activity.
- PA4.12.2 Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid being physically inactive.
- PA4.12.3 Demonstrate how to effectively ask for assistance to improve physical activity.
- PA4.12.4 Demonstrate how to effectively offer assistance or improve the physical activity of others.

Safety/Injury Prevention: Check the box next to each safety-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- S4.12.1 Demonstrate effective communication skills to enhance safety and injury prevention.
- S4.12.2 Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to protect the personal safety of oneself and others.

Standard 4, Grades 9–12 Skill Expectations (continued on next page)

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

Grades 9–12 Skill Expectations (continued)

- S4.12.3 Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid or reduce injuries.
- S4.12.4 Demonstrate how to effectively ask for assistance to improve personal safety and injury prevention.
- S4.12.5 Demonstrate how to effectively offer assistance to improve the safety and injury prevention of others.

Sexual Health: Check the box next to each sexual health-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- SH4.12.1 Demonstrate effective communication skills to promote sexual health and healthy relationships.
- SH4.12.2 Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to protect the sexual health of oneself and others.
- SH4.12.3 Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in sexual risk behaviors.
- SH4.12.4 Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflicts.
- SH4.12.5 Demonstrate how to effectively ask for assistance to improve and/or maintain sexual health.
- SH4.12.6 Demonstrate how to effectively communicate support for peers whose aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity) are different from one's own.

Tobacco: Check the box next to each tobacco-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- T4.12.1 Demonstrate effective communication skills to be tobacco-free.
- T4.12.2 Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid tobacco use.
- T4.12.3 Demonstrate how to effectively ask for assistance to quit using tobacco.
- T4.12.4 Demonstrate how to effectively offer assistance to help others quit tobacco use.

Violence Prevention: Check the box next to each violence prevention-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- V4.12.1 Demonstrate effective communication skills to prevent violence.
- V4.12.2 Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in violence.
- V4.12.3 Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict to prevent violence.
- V4.12.4 Demonstrate how to effectively ask for assistance to prevent violence.
- V4.12.5 Demonstrate how to effectively offer assistance to help others prevent violence.

**This is the end of Standard 4, Skill Expectations for Grades 9–12.
Grades 9–12, Standard 4, Student Skill Practice Score begins on the next page.**

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

Grades 9–12 Student Skill Practice

Grade 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 at least <u>three opportunities</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
2. The curriculum provides <u>three opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>four to five opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides <u>six or more opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<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:

This is the end of Standard 4 for Grades 9–12. Grades 9–12, Standard 5, Skill Expectations Coverage Score begins on the next page.

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

Grades 9–12 Skill Expectations Coverage Score

The Standard 5 skill expectations for grades 9–12, across nine topic areas, are provided on pages CHE-206–CHE-209. Below are the scoring directions and forms for scoring the skill expectations for Standard 5. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-211.

Step 1: Review the Standard 5 skill expectations pages and select the topics that correspond with the health topics and grade group included in the curriculum.

On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)

Step 2: After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade group (pre-K–2; 3–5; 6–8; and 9–12).

Summary Coverage Chart

<p>Grades:</p> <p><input type="checkbox"/> Pre-K–2</p> <p><input type="checkbox"/> 3–5</p> <p><input type="checkbox"/> 6–8</p> <p><input type="checkbox"/> 9–12</p> <p>Content: (Check topics included in the curriculum)</p>	<p>Skill Expectations Summary:</p> <p>Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-206–CHE-209, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which Skill Expectations Summary Score for each topic, count the number checked and divide by the number listed.</p> <p>all = 100% most = 67% - 99% some = 34% - 66% few = 1% - 33% none = 0%</p>
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Healthy Eating	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Physical Activity	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Safety/Injury Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Sexual Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none

Proceed to Step 3 on next page.

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

Grades 9–12 Skill Expectations Coverage Score (continued)

Step 3: Based on the information in the completed Summary Coverage Chart in Step 2, complete the Skill Expectations Coverage Score below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of “all” or “most”?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORE

- 81-100 % = 4**
- 61- 80 % = 3**
- 41- 60% = 2**
- 1- 40% = 1**
- 0% = 0**



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

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades 9–12 Skill Expectations

Standard 5 skill expectations for grades 9–12 are listed below through page CHE-209. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of Grade 12, students will be able to meet the following Skill Expectations:

- Examine barriers to healthy decision making.
- Determine the value of applying thoughtful decision making.
- Justify when individual or collaborative decision making is appropriate.
- Analyze how family, culture, media, peers, and personal beliefs affect a health-related decision.
- Generate alternatives when making a health-related decision.
- Predict potential short- and long-term consequences of alternatives to health-related decisions.
- Choose a healthy alternative when making a health-related decision.
- Evaluate the effectiveness of health-related decisions.

Alcohol and Other Drugs: Check the box next to each alcohol- and other drug-related Standard 5 skill expectation addressed in the curriculum. By the end of 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- 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.

Healthy Eating: Check the box next to each healthy eating-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

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

Standard 5, Grades 9–12 Skill Expectations (continued on next page)

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

Grades 9–12 Skill Expectations (continued)

Mental and Emotional Health: Check the box next to each mental and emotional health-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- MEH5.12.1 Examine barriers to making a healthy decision related to mental and emotional health (e.g., dealing with interpersonal conflict, managing emotional stress).
 - MEH5.12.2 Determine the value of applying thoughtful decision making regarding a mental and emotional health problem.
 - MEH5.12.3 Justify when individual or collaborative decision making is appropriate regarding an emotional or mental health problem.
 - MEH5.12.4 Analyze how family, culture, media, peers, and personal beliefs affect a mental or emotional health-related decision (e.g., dealing with interpersonal conflict, managing emotional stress).
 - MEH5.12.5 Generate alternatives when making a mental and emotional health-related decision.
 - MEH5.12.6 Predict potential short- and long-term consequences of alternatives to mental and emotional health-related decisions (e.g., to seek or not seek help).
 - MEH5.12.7 Choose a healthy alternative when making a mental and emotional health-related decision.
 - MEH5.12.8 Evaluate the effectiveness of mental and emotional health-related decisions.
-

Personal Health and Wellness: Check the box next to each personal health and wellness-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- PHW5.12.1 Examine barriers that can hinder choosing healthy alternatives in making a personal health and wellness-related decision.
- PHW5.12.2 Determine the value of applying thoughtful decision making regarding a personal health and wellness-related problem.
- PHW5.12.3 Justify when individual or collaborative decision making is appropriate for a personal health and wellness-related problem.
- PHW5.12.4 Analyze how family, culture, media, peers, and personal beliefs affect a personal health and wellness-related decision.
- PHW5.12.5 Generate alternatives when making a decision related to personal health and wellness.
- PHW5.12.6 Predict potential short- and long-term consequences of alternatives to a health and wellness-related decision.
- PHW5.12.7 Choose a healthy alternative when making a personal health and wellness-related decision.
- PHW5.12.8 Evaluate the effectiveness of personal health and wellness-related decisions.

Standard 5, Grades 9–12 Skill Expectations (continued on next page)

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

Grades 9–12 Skill Expectations (continued)

Physical Activity: Check the box next to each physical activity-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- PA5.12.1 Examine barriers to making a decision to be physically active.
 - PA5.12.2 Determine the value of applying thoughtful decision making to a situation related to physical activity.
 - PA5.12.3 Justify when individual or collaborative decision making is appropriate regarding a situation related to physical activity.
 - PA5.12.4 Analyze how family, culture, media, peers, and personal beliefs affect a decision related to physical activity.
 - PA5.12.5 Generate alternatives when making a decision related to physical activity.
 - PA5.12.6 Predict the potential short- and long-term consequences of alternatives to decisions related to physical activity.
 - PA5.12.7 Choose a healthy alternative when making a decision related to physical activity.
 - PA5.12.8 Evaluate the effectiveness of decisions related to physical activity.
-

Safety/Injury Prevention: Check the box next to each safety-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- S5.12.1 Examine barriers to making a decision related to safety and injury prevention.
- S5.12.2 Determine the value of applying thoughtful decision making regarding a situation related to safety and injury prevention.
- S5.12.3 Justify when individual or collaborative decision making is appropriate regarding a situation related to safety and injury prevention.
- S5.12.4 Analyze how family, culture, media, peers, and personal beliefs affect a decision related to safety and injury prevention.
- S5.12.5 Generate alternatives when making a decision related to safety and injury prevention.
- S5.12.6 Predict potential short- and long-term consequences of alternatives to decisions related to safety and injury prevention.
- S5.12.7 Choose a healthy alternative when making a decision related to safety and injury prevention.
- S5.12.8 Evaluate the effectiveness of decisions related to safety and injury prevention.

Standard 5, Grades 9–12 Skill Expectations (continued on next page)

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

Grades 9–12 Skill Expectations (continued)

Sexual Health: Check the box next to each sexual health-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- SH5.12.1 Examine barriers to making a decision related to relationships or sexual health.
- SH5.12.2 Determine the value of applying thoughtful decision making regarding a potentially risky sexual health-related situation.
- SH5.12.3 Justify when individual or collaborative decision making is appropriate regarding a potentially risky sexual situation.
- SH5.12.4 Analyze how family, culture, media, peers, and personal beliefs affect a sexual health-related decision.
- SH5.12.5 Generate alternatives when making a decision related to relationships or sexual health.
- SH5.12.6 Predict potential short- and long-term consequences of alternatives of sexual health-related decisions.
- SH5.12.7 Choose a healthy alternative when making a sexual health-related decision.
- SH5.12.8 Evaluate the effectiveness of sexual health-related decisions.

Tobacco: Check the box next to each tobacco-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- T5.12.1 Examine barriers to making a decision related to being tobacco-free.
- T5.12.2 Determine the value of applying thoughtful decision making related to tobacco use.
- T5.12.3 Justify when individual or collaborative decision making related to tobacco use is appropriate.
- T5.12.4 Analyze how family, culture, media, peers, and personal beliefs affect a decision related to tobacco use.
- T5.12.5 Generate alternatives when making a decision related to tobacco use.
- T5.12.6 Predict the potential short- and long-term consequences of alternatives to a decision related to tobacco use.
- T5.12.7 Choose a healthy alternative when making a decision related to tobacco use.
- T5.12.8 Evaluate the effectiveness of decisions related to tobacco use.

Violence Prevention: Check the box next to each violence prevention-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- V5.12.1 Examine barriers to making a decision that could lead to violence.
- V5.12.2 Determine the value of applying thoughtful decision making to a potentially violent situation.
- V5.12.3 Justify when individual or collaborative decision making regarding a potentially violent situation is appropriate.
- V5.12.4 Analyze how family, culture, media, peers, and personal beliefs affect a decision that could lead to violence.
- V5.12.5 Generate alternatives when making a decision that could lead to violence.
- V5.12.6 Predict potential short- and long-term consequences of alternatives to decisions that could lead to violence.
- V5.12.7 Choose a healthy alternative when making a decision that could lead to violence.
- V5.12.8 Evaluate the effectiveness of decisions that could lead to violence.

Standard 4, Grades 9–12 Skill Expectations (continued on next page)

**This is the end of Standard 5, Skill Expectations for Grades 9–12.
Grades 9–12, Standard 5, Student Skill Practice Score begins on the next page.**

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

Grades 9–12 Student Skill Practice

Grade 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 at least <u>three opportunities</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
2. The curriculum provides <u>three opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>four to five opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides <u>six or more opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<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:

This is the end of Standard 5 for Grades 9–12. Grades 9–12, Standard 6, Skill Expectations Coverage Score begins on the next page.

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

Grades 9–12 Skill Expectations Coverage Score

The Standard 6 skill expectations for grades 9–12, across nine topic areas, are provided on pages CHE-214–CHE-217. Below are the scoring directions and forms for scoring the skill expectations for Standard 6. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-225.

Step 1: Review the Standard 6 skill expectations pages and select the topics that correspond with the health topics and grade group included in the curriculum.

On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)

Step 2: After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade group (pre-K–2; 3–5; 6–8; and 9–12).

Summary Coverage Chart

<p>Grades:</p> <p><input type="checkbox"/> Pre-K–2</p> <p><input type="checkbox"/> 3–5</p> <p><input type="checkbox"/> 6–8</p> <p><input type="checkbox"/> 9–12</p> <p>Content: (Check topics included in the curriculum)</p>	<p>Skill Expectations Summary:</p> <p>Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-214–CHE-219, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which Skill Expectations Summary Score for each topic, count the number checked and divide by the number listed.</p> <p>all = 100% most = 67% - 99% some = 34% - 66% few = 1% - 33% none = 0%</p>
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Healthy Eating	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Physical Activity	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Safety/Injury Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Sexual Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none

Proceed to Step 3 on next page.

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

Grades 9–12 Skill Expectations Coverage Score (continued)

Step 3: Based on the information in the completed Summary Coverage Chart in Step 2, complete the Skill Expectations Coverage Score below.

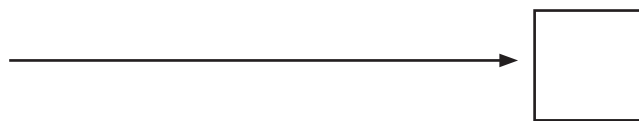
1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of “all” or “most”?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORE

- 81-100 % = 4**
- 61- 80 % = 3**
- 41- 60% = 2**
- 1- 40% = 1**
- 0% = 0**



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

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades 9–12 Skill Expectations

Standard 6 skill expectations for grades 9–12 are listed below through page CHE-217. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of Grade 12, students will be able to meet the following Skill Expectations:

- Assess personal health practices and behaviors.
- Set a realistic personal health goal.
- Assess the barriers to achieving a personal health goal.
- Develop a plan to attain a personal health goal.
- Implement strategies, including self monitoring, to achieve a personal health goal.
- Use strategies to overcome barriers to achieving a personal health goal.
- Formulate an effective long-term plan to achieve a health goal.

Alcohol and Other Drugs: Check the box next to each alcohol- and other drug-related Standard 6 skill expectation addressed in the curriculum. By the end of 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.
-

Healthy Eating: Check the box next to each healthy eating-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

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

Standard 6, Grades 9–12 Skill Expectations (continued on next page)

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

Grades 9–12 Skill Expectations (continued)

Mental and Emotional Health: Check the box next to each mental and emotional health-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- MEH6.12.1 Assess personal mental and emotional health practices and behaviors.
- MEH6.12.2 Set a realistic personal goal to improve or maintain positive emotional health.
- MEH6.12.3 Assess the barriers to achieving a goal to improve or maintain positive emotional health.
- MEH6.12.4 Develop a plan to achieve a goal to improve or maintain positive emotional health.
- MEH6.12.5 Implement strategies, including self monitoring, to achieve a personal mental and emotional health goal.
- MEH6.12.6 Use strategies to overcome barriers to achieving a goal to improve or maintain positive mental and emotional health.
- MEH6.12.7 Formulate an effective long-term personal health plan to achieve a goal to improve or maintain positive mental and emotional health.

Personal Health and Wellness: Check the box next to each personal health and wellness-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- PHW6.12.1 Assess personal health and wellness-related practices and behaviors.
- PHW6.12.2 Set a realistic goal to improve a personal health and wellness-related practice.
- PHW6.12.3 Assess the barriers to achieving a personal health and wellness-related goal.
- PHW6.12.4 Develop a plan to attain a personal health and wellness-related goal.
- PHW6.12.5 Implement strategies, including self monitoring, to achieve a personal health and wellness-related goal.
- PHW6.12.6 Use strategies to overcome barriers to achieving a personal health and wellness-related goal.
- PHW6.12.7 Formulate an effective long-term plan to achieve a personal health and wellness-related goal.

Physical Activity: Check the box next to each physical activity-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- PA6.12.1 Assess personal physical activity practices and behaviors.
- PA6.12.2 Set a realistic personal goal to be physically active.
- PA6.12.3 Assess the barriers to achieving a personal goal to be physically active.
- PA6.12.4 Develop a plan to attain a personal goal of being physically active.
- PA6.12.5 Implement strategies, including self monitoring (e.g., a personal activity log), to achieve a personal goal of being physically active.
- PA6.12.6 Use strategies to overcome barriers to achieving a personal goal to be physically active.
- PA6.12.7 Formulate an effective long-term personal health plan to achieve a personal goal to be physically active.

Standard 6, Grades 9–12 Skill Expectations (continued on next page)

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

Grades 9–12 Skill Expectations (continued)

Safety/Injury Prevention: Check the box next to each safety-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- S6.12.1 Assess personal safety and injury prevention practices and behaviors.
- S6.12.2 Set a realistic personal goal to avoid or reduce injury.
- S6.12.3 Assess the barriers to achieving a personal goal to avoid or reduce injury.
- S6.12.4 Develop a plan to attain a personal goal to avoid or reduce injuries.
- S6.12.5 Implement strategies, including self monitoring, to achieve a personal goal to avoid or reduce injuries.
- S6.12.6 Use strategies to overcome barriers to achieving a personal goal to avoid or reduce injuries.
- S6.12.7 Formulate an effective long-term personal health plan to achieve a goal to avoid or reduce injuries.

Sexual Health: Check the box next to each sexual health-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- SH6.12.1 Assess personal practices and behaviors related to sexual health.
- SH6.12.2 Set a realistic personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STDs.
- SH6.12.3 Assess the barriers to achieving a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STDs.
- SH6.12.4 Develop a plan to attain a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STDs.
- SH6.12.5 Implement strategies, including self monitoring, to achieve a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STDs.
- SH6.12.6 Use strategies to overcome barriers to achieving a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STDs.
- SH6.12.7 Formulate an effective long-term personal plan to achieve a goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STDs.

Tobacco: Check the box next to each tobacco-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- T6.12.1 Assess personal tobacco-related practices and behaviors.
- T6.12.2 Set a realistic personal goal to remain tobacco-free or quit using tobacco.
- T6.12.3 Assess the barriers to achieving a personal goal to remain tobacco-free or quit using tobacco.
- T6.12.4 Develop a plan to attain a person goal to remain tobacco-free or quit using tobacco.
- T6.12.5 Implement strategies, including self monitoring, to achieve a goal to remain tobacco-free or quit tobacco.
- T6.12.6 Use strategies to overcome barriers to achieving a goal to remain tobacco-free or quit tobacco.
- T6.12.7 Formulate an effective long-term plan to remain tobacco-free or quit tobacco.

Standard 6, Grades 9–12 Skill Expectations (continued on next page)

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

Grades 9–12 Skill Expectations (continued)

Violence Prevention: Check the box next to each violence prevention-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- V6.12.1 Assess personal violent and non-violent health practices and behaviors.
- V6.12.2 Set a realistic personal goal to prevent violence.
- V6.12.3 Assess the barriers to achieving a personal goal to prevent violence.
- V6.12.4 Develop a plan to attain a personal goal to prevent violence.
- V6.12.5 Implement strategies, including self monitoring, to achieve a personal goal to prevent violence.
- V6.12.6 Use strategies to overcome barriers to achieving a personal goal to prevent violence.
- V6.12.7 Formulate an effective long-term personal health plan to achieve a goal to prevent violence.

**This is the end of Standard 6, Skill Expectations for Grades 9–12.
Grades 9–12, Standard 6, Student Skill Practice Score begins on the next page.**

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

Grades 9–12 Student Skill Practice

Grade 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 at least <u>three opportunities</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
2. The curriculum provides <u>three opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>four to five opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides <u>six or more opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<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:

This is the end of Standard 6 for Grades 9–12. Grades 9–12, Standard 7, Skill Expectations Coverage Score begins on the next page.

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

Grades 9–12 Skill Expectations Coverage Score

The Standard 7 skill expectations for grades 9–12, across nine topic areas, are provided on pages CHE-222–CHE-224. Below are the scoring directions and forms for scoring the skill expectations for Standard 7. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-225.

Step 1: Review the Standard 7 skill expectations pages and select the topics that correspond with the health topics and grade group included in the curriculum.

On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)

Step 2: After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade group (pre-K–2; 3–5; 6–8; and 9–12).

Summary Coverage Chart

<p>Grades:</p> <p><input type="checkbox"/> Pre-K–2</p> <p><input type="checkbox"/> 3–5</p> <p><input type="checkbox"/> 6–8</p> <p><input type="checkbox"/> 9–12</p> <p>Content: (Check topics included in the curriculum)</p>	<p>Skill Expectations Summary:</p> <p>Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-222–CHE-224, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which Skill Expectations Summary Score for each topic, count the number checked and divide by the number listed.</p> <p>all = 100% most = 67% - 99% some = 34% - 66% few = 1% - 33% none = 0%</p>
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Healthy Eating	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Physical Activity	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Safety/Injury Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Sexual Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none

Proceed to Step 3 on next page.

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

Grades 9–12 Skill Expectations Coverage Score (continued)

Step 3: Based on the information in the completed Summary Coverage Chart in Step 2, complete the Skill Expectations Coverage Score below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of “all” or “most”?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORE

- 81-100 % = 4**
- 61- 80 % = 3**
- 41- 60% = 2**
- 1- 40% = 1**
- 0% = 0**

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

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations 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.

Grades 9–12 Skill Expectations

Standard 7 skill expectations for grades 9–12 are listed below through page CHE-224. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of Grade 12, students will be able to meet the following Skill Expectations:

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

Alcohol and Other Drugs: Check the box next to each alcohol- and other drug-related Standard 7 skill expectation addressed in the curriculum. By the end of 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.

Healthy Eating: Check the box next to each healthy eating-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

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

Mental and Emotional Health: Check the box next to each mental and emotional health-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- MEH7.12.1 Analyze the role of individual responsibility in enhancing personal mental and emotional health.
- MEH7.12.2 Evaluate personal mental and emotional health practices that reduce or prevent health risks.
- MEH7.12.3 Demonstrate healthy mental and emotional health practices and behaviors to improve the health of oneself and others.
- MEH7.12.4 Make a commitment to practice healthy mental and emotional health behaviors.

Standard 7, Grades 9–12 Skill Expectations (continued on next page)

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

Grades 9–12 Skill Expectations (continued)

Personal Health and Wellness: Check the box next to each personal health and wellness-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- PHW7.12.1 Analyze the role of individual responsibility in enhancing personal health and wellness.
- PHW7.12.2 Evaluate personal health and wellness-related practices and behaviors that reduce or prevent health risks.
- PHW7.12.3 Demonstrate healthy practices and behaviors to improve the health and wellness of oneself and others.
- PHW7.12.4 Make a commitment to practice positive personal health and wellness-related behaviors.

Physical Activity: Check the box next to each physical activity-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- PA7.12.1 Analyze the role of individual responsibility for being physically active.
- PA7.12.2 Evaluate personal practices and behaviors that reduce or prevent physical inactivity.
- PA7.12.3 Demonstrate healthy practices and behaviors to improve the physical activity of oneself and others.
- PA7.12.4 Make a commitment to be physically active.

Safety/Injury Prevention: Check the box next to each safety-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- S7.12.1 Analyze the role of individual responsibility in promoting safety and avoiding or reducing injury.
- S7.12.2 Evaluate personal practices and behaviors that promote safety and reduce or prevent injuries.
- S7.12.3 Demonstrate safety and injury prevention practices and behaviors to improve the health of oneself and others.
- S7.12.4 Make a commitment to practice safety and injury prevention.

Sexual Health: Check the box next to each sexual health-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- SH7.12.1 Analyze the role of individual responsibility for sexual health.
- SH7.12.2 Evaluate personal practices and behaviors that reduce or prevent sexual risk behaviors.
- SH7.12.3 Demonstrate practices and behaviors to improve the sexual health of oneself and others.
- SH7.12.4 Make a commitment to practice healthy sexual behaviors.

Tobacco: Check the box next to each tobacco-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- T7.12.1 Analyze the role of individual responsibility for being tobacco-free.
- T7.12.2 Evaluate personal practices and behaviors that prevent tobacco use.
- T7.12.3 Demonstrate tobacco prevention practices and behaviors to improve the health of oneself and others.
- T7.12.4 Make a commitment to be tobacco-free.

Standard 7, Grades 9–12 Skill Expectations (continued on next page)

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

Grades 9–12 Skill Expectations (continued)

Violence Prevention: Check the box next to each violence prevention-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- V7.12.1 Analyze the role of individual responsibility for practicing violence prevention behaviors.
- V7.12.2 Evaluate personal practices and behaviors that reduce or prevent violence.
- V7.12.3 Demonstrate violence prevention practices and behaviors to improve the health of oneself and others.
- V7.12.4 Make a commitment to practice violence prevention behaviors.

**This is the end of Standard 7, Skill Expectations for Grades 9–12.
Grades 9–12, Standard 7, Student Skill Practice Score begins on the next page.**

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

Grades 9–12 Student Skill Practice

Grade 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 at least <u>three opportunities</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
2. The curriculum provides <u>three opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>four to five opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides <u>six or more opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<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:

This is the end of Standard 7 for Grades 9–12. Grades 9–12, Standard 8, Skill Expectations Coverage Score begins on the next page.

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

Grades 9–12 Skill Expectations Coverage Score

The Standard 8 skill expectations for grades 9–12, across nine topic areas, are provided on pages CHE-228–CHE-231. Below are the scoring directions and forms for scoring the skill expectations for Standard 8. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-232.

Step 1: Review the Standard 8 skill expectations pages and select the topics that correspond with the health topics and grade group included in the curriculum.

On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)

Step 2: After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade group (pre-K–2; 3–5; 6–8; and 9–12).

Summary Coverage Chart

<p>Grades:</p> <p><input type="checkbox"/> Pre-K–2</p> <p><input type="checkbox"/> 3–5</p> <p><input type="checkbox"/> 6–8</p> <p><input type="checkbox"/> 9–12</p> <p>Content: (Check topics included in the curriculum)</p>	<p>Skill Expectations Summary:</p> <p>Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-228–CHE-231, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which Skill Expectations Summary Score for each topic, count the number checked and divide by the number listed.</p> <p>all = 100% most = 67% - 99% some = 34% - 66% few = 1% - 33% none = 0%</p>
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Healthy Eating	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Physical Activity	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Safety/Injury Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Sexual Health	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> few <input type="checkbox"/> none

Proceed to Step 3 on next page.

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

Grades 9–12 Skill Expectations Coverage Score (continued)

Step 3: Based on the information in the completed Summary Coverage Chart in Step 2, complete the Skill Expectations Coverage Score below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of “all” or “most”?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

SKILL EXPECTATIONS COVERAGE SCORE

- 81-100 % = 4**
- 61- 80 % = 3**
- 41- 60% = 2**
- 1- 40% = 1**
- 0% = 0**

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

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

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

Grades 9–12 Skill Expectations

Standard 8 skill expectations for grades 9–12 are listed below through page CHE-231. The topic-specific skill expectations are based on the following generic skill expectations:

By the end of Grade 12, students will be able to meet the following Skill Expectations:

- Use peer and societal norms, based on accurate health information, to formulate health-enhancing messages.
- Persuade and support others to make positive health choices.
- Collaborate with others to advocate for improving personal, family and community health.
- Encourage school and community environments to promote the health of others.
- Adapt health messages and communication techniques for a specific target audience.
- Persuade community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable opportunities, products, and services to improve the health of oneself and others.

Alcohol and Other Drugs: Check the box next to each alcohol- and other drug-related Standard 8 skill expectation addressed in the curriculum. By the end of 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.

Healthy Eating: Check the box next to each healthy eating-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

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

Standard 8, Grades 9–12 Skill Expectations (continued on next page)

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

Grades 9–12 Skill Expectations (continued)

Mental and Emotional Health: Check the box next to each mental and emotional health-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- MEH8.12.1 Use positive peer and societal norms, based on accurate health information, to formulate mental and emotional health-enhancing messages.
- MEH8.12.2 Persuade and support others to make positive mental and emotional health choices.
- MEH8.12.3 Collaborate with others to advocate for improving personal, family and community mental and emotional health.
- MEH8.12.4 Encourage school and community environments to promote the mental and emotional health of others.
- MEH8.12.5 Adapt mental and emotional health messages and communication techniques for a specific target audience.
- MEH8.12.6 Persuade community leaders about the importance of ensuring there are safe, accessible, equitable and affordable opportunities, products and mental health services to improve the health of oneself and others.

Personal Health and Wellness: Check the box next to each personal health and wellness-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- PHW8.12.1 Use peer and societal norms, based on accurate health information, to formulate positive personal health and wellness-related messages.
- PHW8.12.2 Persuade and support others to make positive choices related to personal health and wellness.
- PHW8.12.3 Collaborate with others to advocate for improving personal, family and community health and wellness.
- PHW8.12.4 Encourage school and community environments to promote the health and wellness of others.
- PHW8.12.5 Adapt personal health and wellness messages and communication techniques for a specific target audience.
- PHW8.12.6 Persuade community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable personal health and wellness opportunities, products, and services to improve the health of oneself and others.

Physical Activity: Check the box next to each physical activity-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- PA8.12.1 Use peer and societal norms, based on accurate health information, to formulate a message that promotes physical activity.
- PA8.12.2 Persuade and support others to make healthy and safe physical activity choices.
- PA8.12.3 Collaborate with others to advocate for improving personal, family, and community physical activity.
- PA8.12.4 Encourage school and community environments to promote the physical activity of others.
- PA8.12.5 Adapt physical activity health messages and communication techniques for a specific target audience.
- PA8.12.6 Persuade community leaders about the importance of ensuring there are safe, accessible, and affordable physical activity opportunities, products, and services to improve the health of oneself and others.

Standard 8, Grades 9–12 Skill Expectations (continued on next page)

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

Grades 9–12 Skill Expectations (continued)

Safety/Injury Prevention: Check the box next to each safety-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- S8.12.1 Use peer and societal norms, based on accurate health information, to formulate messages about safety and injury prevention.
- S8.12.2 Persuade and support others to prevent injuries.
- S8.12.3 Collaborate with others to advocate for improving personal, family and community safety and injury prevention.
- S8.12.4 Encourage school and community environments to promote safety and injury prevention.
- S8.12.5 Adapt safety and injury prevention messages and communication techniques for a specific target audience.
- S8.12.6 Persuade community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable safety and injury prevention opportunities, products, and services to improve the health of oneself and others.

Sexual Health: Check the box next to each sexual health-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- SH8.12.1 Use peer and societal norms, based on accurate health information, to formulate a health-enhancing message about avoiding or reducing risky sexual behaviors.
- SH8.12.2 Persuade and support others to avoid or reduce risky sexual behaviors.
- SH8.12.3 Persuade and support others to make positive and healthy choices about relationships.
- SH8.12.4 Collaborate with others to advocate for improving personal, family, and community sexual health.
- SH8.12.5 Encourage school and community environments to promote the health of others, without regard to aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity).
- SH8.12.6 Adapt sexual health messages and communication techniques for reach a specific target audience.
- SH8.12.7 Persuade community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable sexual health opportunities, products, and services to improve the health of oneself and others.

Standard 8, Grades 9–12 Skill Expectations (continued on next page)

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

Grades 9–12 Skill Expectations (continued)

Tobacco: Check the box next to each tobacco-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- T8.12.1 Use peer and societal norms, based on accurate health information, to formulate a message that promotes being tobacco-free.
- T8.12.2 Persuade and support others to be tobacco-free and avoid exposure to second-hand smoke.
- T8.12.3 Collaborate with others to advocate for personal, family, and community to be tobacco-free.
- T8.12.4 Encourage school and community environments to promote tobacco prevention.
- T8.12.5 Adapt tobacco-free health messages and communication techniques to reach a specific audience.
- T8.12.6 Persuade community leaders about the importance of ensuring there are safe, accessible, and affordable tobacco cessation opportunities, products, and services to improve the health of oneself and others.

Violence Prevention: Check the box next to each violence prevention-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- V8.12.1 Use peer and societal norms, based on accurate health information, to formulate messages to avoid or reduce violence.
- V8.12.2 Persuade and support others to prevent violence.
- V8.12.3 Collaborate with others to advocate for preventing personal, family and community violence.
- V8.12.4 Encourage school and community environments to prevent violence.
- V8.12.5 Adapt violence prevention messages and communication techniques for a specific target audience.
- V8.12.6 Persuade community leaders about the importance of ensuring safe, accessible, equitable, and affordable violence prevention opportunities, products and services to improve the health of oneself and others.

**This is the end of Standard 8 Skills Expectations for Grades 9–12.
Grades 9–12, Standard 8, Student Skill Practice Score begins on the next page.**

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

Grades 9–12 Student Skill Practice

Grade 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 at least <u>three opportunities</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
2. The curriculum provides <u>three opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>four to five opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides <u>six or more opportunities across multiple topic areas</u> for students to practice the skills needed to meet this standard . (An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>

Student Skill Practice Score (total number of checks)



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

Notes:

This is the end of Standard 8 and overall analysis for Grades 9–12.

Notes:

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

Additional Notes: