



HECAT: Module S

SAFETY CURRICULUM

Description: This module contains the tools to analyze and score curricula that are intended to promote safety and prevent unintentional injury. An accessible version of this module is included in CDC's HECAT Online. <https://wwwn.cdc.gov/hecatonline/#/login>

Healthy Behavior Outcomes (HBO)

A pre-K-12 safety curriculum should enable students to...

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

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

The specific knowledge and skill expectations included in this module were developed through a rigorous process guided by research evidence and expert opinion on the types of knowledge, skills, and learning experiences that help students in grades pre-K-12 adopt and maintain behaviors that promote safety. Appendix 6 also includes suggested knowledge and skill expectations for children ages 3-4, who might be enrolled in a school-based early childhood program.

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

Some knowledge and skill expectations are relevant to more than one health topic. Look in other health topic modules to see if there are any related knowledge or skill expectations that might be added for the review of safety and injury prevention curricula.

If a curriculum focuses on additional topics, such as personal health and wellness, physical activity, or violence prevention, use the chapters that address these topics as well.

Overall Instructions

1. Determine the desired HBO(s) (box on left) you expect a curriculum to address.
2. Review the HECAT items in this module. Add, delete, or revise items to meet the selected HBO(s), 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 standard in this module.
6. Score the curriculum based on the analysis: There will be **one** rating score for coverage of essential knowledge expectations (Standard 1) and **two** rating scores for each of the essential skill expectations (Standards 2-8).
7. Transfer scores from the analysis of each standard to the *Overall Summary Form* (Chapter 3).
8. Complete a separate analysis for each curriculum being reviewed. Make additional copies of analysis pages as needed.
9. Keep all written notes and comments to justify scores and to inform group discussions and curriculum decisions.

Standard 1

The Standard 1 curriculum analysis will result in a single score that reflects the extent to which the curriculum addresses the knowledge required to achieve the selected safety-related Healthy Behavior Outcomes (HBO, page S-1). The HECAT lists the essential knowledge expectations to be completed by grades 2, 5, 8, and 12. These are listed by grade span: pre-K–2; 3–5; 6–8; and 9–12, starting on page S-3. The relationship of each knowledge expectation to a HBO is identified following each expectation in parentheses.

The knowledge expectations are numbered sequentially for the ease of identification and discussion. Before each knowledge expectation, the number represents topic abbreviation, *NHES* standard number, grade span (last grade in that span), and knowledge expectation item number. For example, S1.5.1 would represent Safety, standard 1, grade span 3–5, knowledge expectation item 1.

Directions for Standard 1

1. Review the knowledge expectations (pages S-3 through S-7).
2. Decide if any of the knowledge expectations need to be deleted or modified or if any additional expectations should be added to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Review other standards before making changes to the knowledge expectations in Standard 1.
3. Read the curriculum to become familiar with its content, the information provided for students, and the methods used to convey information and knowledge content.
4. Place a check in the box next to each knowledge expectation that is addressed by the curriculum and determine the *Knowledge Expectations Coverage Score*. **Important**—a knowledge expectation is “addressed” if there is sufficient information provided in the curriculum for students to be able to demonstrate understanding of this concept. Some knowledge expectations might require more evidence than others.
5. Transfer the *Knowledge Expectations Coverage Score* to the appropriate line on the *Overall Summary Form* (Chapter 3).
6. Record notes to justify scores and to inform group discussions and curriculum decisions.
7. Analyze Standard 1 for each curriculum being reviewed. If the curriculum addresses more than one grade span, complete a separate analysis of Standard 1 for each span.
8. Complete a separate *Overall Summary Form* for each curriculum and grade span.

Some relevant knowledge expectations may be reflected in the skill expectations in Standards 2–8, might be found in other health topic modules. Look in other related topic modules for those that might be edited and added to the list of expectations for this topic.

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

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

After implementing this curriculum, students will comprehend concepts important for establishing and maintaining safety and preventing unintentional injury.

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

By grade 2, students will be able to:

- SI.2.1** State the benefits of riding in the back seat when a passenger is in a motor vehicle. (HBO 1)
- SI.2.2** Describe the importance of using safety belts, child safety restraints, and motor vehicle booster seats. (HBO 1 & 3)
- SI.2.3** Identify safe behaviors when getting on and off a bus and while riding on a bus. (HBO 1, 5 & 6)
- SI.2.4** Identify safety rules for playing on the playground, swimming, and playing sports. (HBO 4 & 5)
- SI.2.5** Identify all situations in which it is important to wear a helmet. (HBO 1 & 3)
- SI.2.6** Describe how injuries can be prevented. (HBO 1, 2, 3, 4, 5 & 6)
- SI.2.7** Identify safety rules for being around fire. (HBO 4 & 5)
- SI.2.8** Describe how to be a safe pedestrian. (HBO 4, 5 & 6)
- SI.2.9** Identify safety hazards in the home. (HBO 4 & 5)
- SI.2.10** Identify how household products are harmful if ingested or inhaled. (HBO 5)
- SI.2.11** Identify safety hazards in the community. (HBO 5)
- SI.2.12** Identify people who can help when someone is injured or suddenly ill. (HBO 7)
- SI.2.13** Identify ways to encourage others to stay safe. (HBO 8)

Additional Knowledge Expectations

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

The curriculum addresses:

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

KNOWLEDGE EXPECTATIONS COVERAGE SCORE

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

Notes:

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

Standard 1

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

After implementing this curriculum, students will comprehend concepts important for establishing and maintaining safety and preventing unintentional injury.

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

By grade 5, students will be able to:

- S1.5.1** Explain how injuries can be prevented. (HBO 1, 2, 3, 4, 5 & 6)
- S1.5.2** List examples of dangerous or risky behaviors. (HBO 1, 2 & 4)
- S1.5.3** Identify ways to reduce risk of injuries while riding in a motor vehicle. (HBO 1, 2, 3 & 4)
- S1.5.4** Describe how to safely ride a bike, skateboard, scooter, and/or use inline skates. (HBO 3 & 4)
- S1.5.5** Identify when it is important to wear a helmet and/or other appropriate protective gear when participating in sports or other physical activity. (HBO 1 & 3)
- S1.5.6** Identify ways to reduce injuries in case of a fire. (HBO 3, 4, 5, 6 & 7)
- S1.5.7** Identify ways to reduce risk of injuries around water. (HBO 3, 4, 5, 6 & 7)
- S1.5.8** Identify ways to reduce injury from falls. (HBO 3, 4, 5 & 6)
- S1.5.9** Identify ways to protect vision or hearing from injury. (HBO 3, 4, 5 & 6)
- S1.5.10** Identify ways to reduce injuries from firearms. (HBO 4, 5 & 6)
- S1.5.11** Identify ways to reduce injuries as a pedestrian. (HBO 4, 5 & 6)
- S1.5.12** Identify safety precautions for playing and working outdoors in different kinds of weather and climates. (HBO 3, 4, 5 & 6)
- S1.5.13** Identify ways to reduce risk of injuries from animal and insect bites and stings. (HBO 4, 5 & 6)
- S1.5.14** List ways to prevent injuries at home. (HBO 3, 4, 5 & 6)
- S1.5.15** Describe how to avoid injuries when preparing food or cooking. (HBO 3, 4, 5 & 6)
- S1.5.16** Explain why household products are harmful if ingested or inhaled. (HBO 4, 5, 6 & 8)
- S1.5.17** List ways to prevent injuries in the community. (HBO 3, 4, 5 & 6)
- S1.5.18** List ways to prevent injuries at school. (HBO 4 & 6)
- S1.5.19** 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 and others. (HBO 4, 6 & 8)
- S1.5.20** Explain what to do if someone is poisoned or injured and needs help. (HBO 7)
- S1.5.21** Identify ways to encourage others to reduce risk of injuries and stay safe. (HBO 8)

Safety, Grades 3-5 continued on next page

Standard

1

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

After implementing this curriculum, students will comprehend concepts important for establishing and maintaining safety and preventing unintentional injury.

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

Additional Knowledge Expectations

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

The curriculum addresses:

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

KNOWLEDGE EXPECTATIONS COVERAGE SCORE

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

Notes:

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

Standard 1

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

After implementing this curriculum, students will comprehend concepts important for establishing and maintaining safety and preventing unintentional injury.

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

By grade 8, students will be able to:

- SI.8.1** Describe ways to reduce risk of injuries while riding in or on a motor vehicle. (HBO 1, 2, 3 & 4)
- SI.8.2** Describe how to reduce risk of injuries when riding an all-terrain vehicle (ATV) (e.g., snowmobile, quad/4-wheeler). (HBO 1, 2, 3 & 4)
- SI.8.3** Identify protective equipment needed for sports and recreational activities. (HBO 3 & 4)
- SI.8.4** Explain the importance helmets and other safety gear for biking, riding a scooter, skateboarding, and inline skating. (HBO 3 & 4)
- SI.8.5** Summarize the necessary protective gear for riding ATVs, biking, motorcycling, snowmobiling, inline skating, riding a scooter, and/or skateboarding. (HBO 1, 3 & 4)
- SI.8.6** Explain the risks associated with using alcohol or other drugs and driving a motor vehicle. (HBO 2)
- SI.8.7** Describe the relationship between using alcohol or other drugs and injuries. (HBO 2, 4 & 8)
- SI.8.8** Identify actions to take to prevent injuries during severe weather. (HBO 3, 4, 5 & 6)
- SI.8.9** Describe ways to reduce risk of injuries from falls. (HBO 3, 4, 5 & 6)
- SI.8.10** Describe ways to reduce risk of injuries around water. (HBO 3, 4, 5 & 6)
- SI.8.11** Describe ways to reduce risk of injuries in case of fire. (HBO 3, 4, 5 & 6)
- SI.8.12** Describe ways to reduce risk of injuries when playing sports. (HBO 3, 4, 5 & 6)
- SI.8.13** Explain climate-related physical conditions that affect personal safety, such as heat exhaustion, sunburn, heat stroke, and hypothermia. (HBO 4, 5 & 6)
- SI.8.14** Describe ways to reduce risk of injuries as a pedestrian. (HBO 4, 5, 6 & 8)
- SI.8.15** Describe ways to reduce risk of injuries from firearms. (HBO 4, 5, 6 & 8)
- SI.8.16** Describe actions to change unsafe situations at home. (HBO 4, 5, 6 & 8)
- SI.8.17** Describe how to avoid injuries when preparing food or cooking. (HBO 3, 4, 5, 6 & 8)
- SI.8.18** Describe why household products are harmful if ingested or inhaled. (HBO 5 & 8)
- SI.8.19** Describe potential risks associated with over-the-counter medications. (HBO 5 & 8)
- SI.8.20** Describe actions to change unsafe situations at school. (HBO 4, 5, 6 & 8)
- SI.8.21** Describe actions to change unsafe situations in the community. (HBO 4, 5, 6, 7 & 8)

Safety, Grades 6-8 continued on next page

Standard 1

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

After implementing this curriculum, students will comprehend concepts important for establishing and maintaining safety and preventing unintentional injury.

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

By grade 8, students will be able to:

- S1.8.22** Describe how sharing or posting personal information electronically about self or others on social media sites (e.g., chat rooms, e-mail, texting, websites, phone and tablet applications) can negatively impact personal safety of self and others. (HBO 4, 6 & 8)
- S1.8.23** Describe first response procedures needed to treat injuries and other emergencies. (HBO 7)
- S1.8.24** Determine the benefits of reducing the risk of injuries. (HBO 8)
- S1.8.25** Describe ways to encourage others to reduce risk of injuries and stay safe. (HBO 8)

Additional Knowledge Expectations

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

The curriculum addresses:

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

KNOWLEDGE EXPECTATIONS COVERAGE SCORE



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

Notes:

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

Standard 1

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

After implementing this curriculum, students will comprehend concepts important for establishing and maintaining safety and preventing unintentional injury.

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

By grade 12, students will be able to:

- SI.12.1** Summarize ways to reduce the risk of injuries while riding in or driving a motor vehicle. (HBO 1, 2 & 3)
- SI.12.2** Summarize the necessary protective gear for riding an ATV, biking, motorcycling, snowmobiling, inline skating, riding a scooter, and/or skateboarding. (HBO 1 & 3)
- SI.12.3** Explain ways to reduce the risk of injuries when using tools or machinery. (HBO 3, 4, 5 & 6)
- SI.12.4** Explain ways to reduce the risk of work-related injuries. (HBO 1, 3, 4, 5, 6 & 8)
- SI.12.5** Analyze the dangers of driving while under the influence of alcohol or other drugs. (HBO 2)
- SI.12.6** Summarize the importance of not riding with a driver who has been using alcohol or other drugs. (HBO 2)
- SI.12.7** Analyze the relationship between unintentional injuries and using alcohol or other drugs. (HBO 2, 4 & 8)
- SI.12.8** Explain ways to reduce the risk of injuries due to alcohol and other drug use. (HBO 2, 4, 5, 6, 7 & 8)
- SI.12.9** Prioritize actions to take to prevent injuries during severe weather. (HBO 3, 4, 5, 6 & 8)
- SI.12.10** Explain ways to reduce the risk of injuries around water. (HBO 3, 4, 5 & 6)
- SI.12.11** Summarize ways to reduce injuries when playing sports. (HBO 3, 4, 5 & 6)
- SI.12.12** Summarize ways to reduce the risk of injuries from firearms. (HBO 4, 5, 6 & 8)
- SI.12.13** Summarize ways to reduce safety hazards in the home. (HBO 4, 5, 6 & 8)
- SI.12.14** Summarize ways to reduce safety hazards at school. (HBO 4, 5, 6 & 8)
- SI.12.15** Summarize ways to reduce safety hazards in the community. (HBO 4, 5, 6 & 8)
- SI.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, 6 & 8)
- SI.12.17** Explain accepted procedures for basic emergency care and lifesaving. (HBO 7)
- SI.12.18** Analyze the benefits of reducing the risk of injuries. (HBO 8)
- SI.12.19** Summarize ways to encourage others to reduce risk of injuries and stay safe. (HBO 8)

Safety, Grades 9–12 continued on next page

Standard 1

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

After implementing this curriculum, students will comprehend concepts important for establishing and maintaining safety and preventing unintentional injury.

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

Additional Knowledge Expectations

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

The curriculum addresses:

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

KNOWLEDGE EXPECTATIONS COVERAGE SCORE



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

Notes:

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

This is the end of Standard 1

Notes:

Standards 2–8

The Standards 2–8 analysis will result in two ratings for each standard. One rating reflects the extent to which the curriculum addresses the skill expectations important to achieve selected safety-related Healthy Behavior Outcomes (HBO, page S-1). The second reflects the extent to which the curriculum provides opportunities for students to understand and practice the skills necessary to meet these skill expectations.

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

Each Standard 2–8 lists the safety-specific skill expectations for each grade span. The safety-specific skill expectations are based on the general skill expectations listed in *Appendix 4: HECAT Skill Expectations for Skill Standards 2–8*.

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

Add, delete, or revise skill expectations to reflect community needs and meet the curriculum requirements of the school district. Refer to the general skill expectations listed in Appendix 4 for guidance when considering additions, deletions or revisions. Also, review skill expectations in other health topic modules for skill expectations that could be edited and added to the skill expectations for this topic.

The skill expectations are numbered sequentially for the ease of identification and discussion. Before each skill expectation, the number represents topic abbreviation, *NHES* standard number, grade span (last grade in grade span), and skill expectation item number. For example, S3.5.1 would represent Safety, standard 3, grade span 3–5, skill expectation item 1.

Directions for Standards 2–8

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

Standard 2

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

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

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

By grade 2, students will be able to:

- S2.2.1** Identify how family can influence safety and injury prevention practices and behaviors.
- S2.2.2** Identify how school can influence safety and injury prevention practices and behaviors.
- S2.2.3** Identify how media and technology can influence 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.

Additional Skill Expectations

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

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



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

Notes:

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

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

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

Check the box if,

Criteria met

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

Student Skill Practice Score

(Total number of checks)



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

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

Standard 2

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

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

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

By grade 5, students will be able to:

- S2.5.1** Identify how culture influences safety and injury prevention practices and behaviors.
- S2.5.2** Identify how peers influence safety and injury prevention practices and behaviors.
- S2.5.3** Identify how community influences safety and injury prevention practices and behaviors.
- S2.5.4** Describe how family and culture influence safety and injury prevention practices and behaviors.
- S2.5.5** Describe how school and community settings influence safety and injury prevention practices and behaviors.
- S2.5.6** Describe how media and technology influence safety and injury prevention practices and behaviors.
- S2.5.7** Describe how peers influence safety and injury prevention practices and behaviors.

Additional Skill Expectations

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

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



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

Standard 2

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

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

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

Check the box if,

Criteria met

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

Student Skill Practice Score

(Total number of checks)


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

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

Standard 2

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

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

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

By grade 8, students will be able to:

- S2.8.1** Explain how school rules, community norms, and public health policies or laws (e.g., mandatory seat belt laws) influence safety and injury prevention practices and behaviors.
- S2.8.2** Explain how perceptions of norms influence and injury prevention practices and behaviors.
- S2.8.3** Explain how social expectations influence safety and injury prevention practices and behaviors.
- S2.8.4** Explain how personal values and beliefs influence 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 increases the risk of unintentional injury).
- S2.8.6** Analyze how family and culture influence safety and injury prevention practices and behaviors.
- S2.8.7** Analyze how school and community influence safety and injury prevention practices and behaviors.
- S2.8.8** Analyze how media and technology influence safety and injury prevention practices and behaviors.
- S2.8.9** Analyze how peers influence safety and injury prevention practices.

Additional Skill Expectations

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

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE

→

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

Standard 2

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

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

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

Check the box if,

Criteria met

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

Student Skill Practice Score

(Total number of checks)


☐

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

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

Standard 2

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

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

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

By grade 12, students will be able to:

- S2.12.1** Explain how public health policies influence 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 safety and injury prevention practices and behaviors.
- S2.12.4** Analyze how personal attitudes, values, and beliefs influence 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 increases the risk of a motor vehicle crash).
- S2.12.6** Analyze how laws, rules, and regulations influence safety and injury prevention practices and behaviors.
- S2.12.7** Analyze how school and community settings influence safety and injury prevention practices and behaviors.
- S2.12.8** Analyze how media and technology influence 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, equitable, and affordable products and services that support safety and injury prevention practices and behaviors for oneself and others.

Additional Skill Expectations

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

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE

→

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

Standard 2

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

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

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

Check the box if,

Criteria met

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

Student Skill Practice Score

(Total number of checks)


☐

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

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain safety and prevent unintentional injury.

By grade 2, students will be able to:

- ## Additional Skill Expectations

The curriculum addresses:

- ### SKILL EXPECTATIONS COVERAGE SCORE



2021 HECAT: Module S

Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain safety and prevent unintentional injury.

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

Check the box if,

Criteria met

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

Student Skill Practice Score

(Total number of checks)


☐

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

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain safety and prevent unintentional injury.

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

By grade 5, students will be able to:

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

Additional Skill Expectations

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

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE

→

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

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

Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain safety and prevent unintentional injury.

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

Check the box if,

Criteria met

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

Student Skill Practice Score

(Total number of checks)


☐

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

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

Standard

3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain safety and prevent unintentional injury.

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

By grade 8, students will be able to:

- S3.8.1

Analyze the validity of safety and injury prevention information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- S3.8.2

Analyze the validity of safety and injury prevention products.
- S3.8.3

Analyze the validity 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 safety and injury prevention products.
- S3.8.6

Access valid safety and injury prevention information from home, school, or community.
- S3.8.7

Locate valid safety and injury prevention products when needed or appropriate.
- S3.8.8

Locate valid safety and injury prevention services when needed or appropriate.

Additional Skill Expectations

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

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE

→

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

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

Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain safety and prevent unintentional injury.

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

Check the box if,

Criteria met

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

Student Skill Practice Score

(Total number of checks)


☐

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

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

Standard **3**

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain safety and prevent unintentional injury.

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

By grade 12, students will be able to:

- S.3.12.1** Evaluate the validity of safety and injury prevention information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- S.3.12.2** Evaluate the validity of safety and injury prevention products.
- S.3.12.3** Evaluate the validity of safety and injury prevention services.
- S.3.12.4** Determine the accessibility of valid safety and injury prevention products.
- S.3.12.5** Determine when professional safety and injury prevention services may be required.
- S.3.12.6** Determine the accessibility of valid safety and injury prevention services.
- S.3.12.7** Use resources that provide valid safety and injury prevention information.
- S.3.12.8** Use valid safety and injury prevention products when needed or appropriate.
- S.3.12.9** Use valid safety and injury prevention services when needed or appropriate.

Additional Skill Expectations

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

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE

→

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

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

Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain safety and prevent unintentional injury.

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

Check the box if,

Criteria met

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

Student Skill Practice Score

(Total number of checks)



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

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

Standard

4

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

After implementing this curriculum, students will be able to use interpersonal communication skills to establish and maintain safety and reduce or avoid unintentional injury.

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

By 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, including firmly saying “no” and moving away, to avoid or reduce injury.
- S4.5.4

Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.

Additional Skill Expectations

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

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE

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

Interpersonal communication includes four unique sub-skills including effective verbal and nonverbal cues for speaking and listening, using refusal and negotiation to set boundaries, managing conflict non-violently, and asking for help when needed.

Standard 4

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

After implementing this curriculum, students will be able to use interpersonal communication skills to establish and maintain safety and reduce or avoid unintentional injury.

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

Check the box if,

Criteria met

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

Student Skill Practice Score

(Total number of checks)



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

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

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

After implementing this curriculum, students will be able to use interpersonal communication skills to establish and maintain safety and reduce or avoid unintentional injury.

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

By 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. |

Additional Skill Expectations

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

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



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

Interpersonal communication includes four unique sub-skills including effective verbal and nonverbal cues for speaking and listening, using refusal and negotiation to set boundaries, managing conflict non-violently, and asking for help when needed.

Standard 4

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

After implementing this curriculum, students will be able to use interpersonal communication skills to establish and maintain safety and reduce or avoid unintentional injury.

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

Check the box if,

Criteria met

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

Student Skill Practice Score

(Total number of checks)



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

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

Standard

4

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

After implementing this curriculum, students will be able to use interpersonal communication skills to establish and maintain safety and reduce or avoid unintentional injury.

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

By 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 effective peer resistance skills to avoid or reduce injury.
- S4.8.3

Demonstrate effective negotiation skills to avoid or reduce injury.
- S4.8.4

Demonstrate healthy ways to manage or resolve conflict to avoid or reduce injury.
- S4.8.5

Demonstrate how to effectively ask for assistance to avoid or reduce personal injury.

Additional Skill Expectations

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

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE

→

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

Interpersonal communication includes four unique sub-skills including effective verbal and nonverbal cues for speaking and listening, using refusal and negotiation to set boundaries, managing conflict non-violently, and asking for help when needed.

Standard 4

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

After implementing this curriculum, students will be able to use interpersonal communication skills to establish and maintain safety and reduce or avoid unintentional injury.

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

Check the box if,

Criteria met

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

Student Skill Practice Score

(Total number of checks)


☐

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

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

Standard

4

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

After implementing this curriculum, students will be able to use interpersonal communication skills to establish and maintain safety and reduce or avoid unintentional injury.

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

By grade 12, students will be able to:

- S4.12.1 Demonstrate effective communication skills to enhance safety and injury prevention.
- S4.12.2 Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid or reduce injuries.
- S4.12.3 Demonstrate how to effectively ask for assistance to improve personal safety and injury prevention.
- S4.12.4 Demonstrate how to effectively offer assistance to improve the safety and injury prevention of others.

Additional Skill Expectations

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

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE

→

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

Interpersonal communication includes four unique sub-skills including effective verbal and nonverbal cues for speaking and listening, using refusal and negotiation to set boundaries, managing conflict non-violently, and asking for help when needed.

Standard 4

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

After implementing this curriculum, students will be able to use interpersonal communication skills to establish and maintain safety and reduce or avoid unintentional injury.

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

Check the box if,

Criteria met

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

Student Skill Practice Score

(Total number of checks)


☐

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

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

Standard

5

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

After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to establish and maintain safety and reduce or avoid unintentional injury.

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

By grade 2, students will be able to:

- S5.2.1 Identify situations that need a decision related to safety and injury prevention.
- S5.2.2 Identify how family, peers, culture, technology, 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.

Additional Skill Expectations

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

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE

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

Decision-making skills help students make choices, individually or collaboratively, that can improve their health and quality of life. These skills allow students to make important decisions that require thoughtful, critical thinking outside of high-risk and high-stake contexts. They increase the likelihood that students will make healthy decisions when facing potentially unhealthy situations. To promote these skills, students must identify when a decision is needed and how it relates to health; determine if help is needed to make the decision; evaluate outcomes and potential alternatives; and reflect.

Standard 5

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

After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to establish and maintain safety and reduce or avoid unintentional injury.

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

Check the box if,

Criteria met

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

Student Skill Practice Score

(Total number of checks)



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

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

Standard 5

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

After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to establish and maintain safety and reduce or avoid unintentional injury.

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

By grade 5, students will be able to:

- S5.5.1 Identify situations that 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, technology, 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.

Additional Skill Expectations

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

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE

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

Decision-making skills help students make choices, individually or collaboratively, that can improve their health and quality of life. These skills allow students to make important decisions that require thoughtful, critical thinking outside of high-risk and high-stake contexts. They increase the likelihood that students will make healthy decisions when facing potentially unhealthy situations. To promote these skills, students must identify when a decision is needed and how it relates to health; determine if help is needed to make the decision; evaluate outcomes and potential alternatives; and reflect.

Standard 5

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

After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to establish and maintain safety and reduce or avoid unintentional injury.

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

Check the box if,

Criteria met

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

Student Skill Practice Score

(Total number of checks)



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

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

Standard 5

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

After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to establish and maintain safety and reduce or avoid unintentional injury.

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

By 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, technology, 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.

Additional Skill Expectations

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

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



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

Decision-making skills help students make choices, individually or collaboratively, that can improve their health and quality of life. These skills allow students to make important decisions that require thoughtful, critical thinking outside of high-risk and high-stake contexts. They increase the likelihood that students will make healthy decisions when facing potentially unhealthy situations. To promote these skills, students must identify when a decision is needed and how it relates to health; determine if help is needed to make the decision; evaluate outcomes and potential alternatives; and reflect.

Standard 5

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

After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to establish and maintain safety and reduce or avoid unintentional injury.

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

Check the box if,

Criteria met

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

Student Skill Practice Score

(Total number of checks)



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

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

Standard 5

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

After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to establish and maintain safety and reduce or avoid unintentional injury.

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

By 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, technology, 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.

Additional Skill Expectations

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

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



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

Decision-making skills help students make choices, individually or collaboratively, that can improve their health and quality of life. These skills allow students to make important decisions that require thoughtful, critical thinking outside of high-risk and high-stake contexts. They increase the likelihood that students will make healthy decisions when facing potentially unhealthy situations. To promote these skills, students must identify when a decision is needed and how it relates to health; determine if help is needed to make the decision; evaluate outcomes and potential alternatives; and reflect.

Standard 5

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

After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to establish and maintain safety and reduce or avoid unintentional injury.

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

Check the box if,

Criteria met

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

Student Skill Practice Score

(Total number of checks)



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

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

Standard

6

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

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

Grades Pre-K-2 Student Skill Expectations: Check the box next to any added safety-related skill expectation addressed in the curriculum.

By 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.

Additional Skill Expectations

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

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE

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

Goal-setting skills are critical in helping students adopt, practice, and maintain health-enhancing behaviors. Goals should be specific, measurable, realistic, and time bound (SMART) in order to help students achieve both short- and long-term goals. Students can build confidence in their abilities to set and achieve goals by following clearly defined steps toward their goals, tracking progress over time, seeking help and support when needed, and reflecting on impacts on their overall health.

Standard 6

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

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

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

Check the box if,

Criteria met

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

Student Skill Practice Score

(Total number of checks)



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

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

Standard 6

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

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

Grades 3–5 Student Skill Expectations: Check the box next to any added safety-related skill expectation addressed in the curriculum.

By 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.

Additional Skill Expectations

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

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE

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

Goal-setting skills are critical in helping students adopt, practice, and maintain health-enhancing behaviors. Goals should be specific, measurable, realistic, and time bound (SMART) in order to help students achieve both short- and long-term goals. Students can build confidence in their abilities to set and achieve goals by following clearly defined steps toward their goals, tracking progress over time, seeking help and support when needed, and reflecting on impacts on their overall health.

Standard 6

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

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

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

Check the box if,

Criteria met

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

Student Skill Practice Score

(Total number of checks)



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

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

Standard 6

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

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

Grades 6–8 Student Skill Expectations: Check the box next to any added safety-related skill expectation addressed in the curriculum.

By 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.

Additional Skill Expectations

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

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE

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

Goal-setting skills are critical in helping students adopt, practice, and maintain health-enhancing behaviors. Goals should be specific, measurable, realistic, and time bound (SMART) in order to help students achieve both short- and long-term goals. Students can build confidence in their abilities to set and achieve goals by following clearly defined steps toward their goals, tracking progress over time, seeking help and support when needed, and reflecting on impacts on their overall health.

Standard 6

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

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

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

Check the box if,

Criteria met

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

Student Skill Practice Score

(Total number of checks)



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

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

Standard 6

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

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

Grades 9–12 Student Skill Expectations: Check the box next to any added safety-related skill expectation addressed in the curriculum.

By 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.

Additional Skill Expectations

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

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE

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

Goal-setting skills are critical in helping students adopt, practice, and maintain health-enhancing behaviors. Goals should be specific, measurable, realistic, and time bound (SMART) in order to help students achieve both short- and long-term goals. Students can build confidence in their abilities to set and achieve goals by following clearly defined steps toward their goals, tracking progress over time, seeking help and support when needed, and reflecting on impacts on their overall health.

Standard 6

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

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

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

Check the box if,

Criteria met

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

Student Skill Practice Score

(Total number of checks)



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

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

Standard

7

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

After implementing this curriculum, students will be able to demonstrate strategies to establish and maintain safety and prevent unintentional injury.

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

By 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 Commit to practicing safety and injury prevention behaviors.

Additional Skill Expectations

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

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE

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

Standard 7

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

After implementing this curriculum, students will be able to demonstrate strategies to establish and maintain safety and prevent unintentional injury.

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

Check the box if,

Criteria met

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

Student Skill Practice Score

(Total number of checks)



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

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

Standard

7

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

After implementing this curriculum, students will be able to demonstrate strategies to establish and maintain safety and prevent unintentional injury.

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

By 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

Commit to practicing safety and injury prevention.

Additional Skill Expectations

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

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE

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

Standard 7

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

After implementing this curriculum, students will be able to demonstrate strategies to establish and maintain safety and prevent unintentional injury.

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

Check the box if,

Criteria met

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

Student Skill Practice Score

(Total number of checks)


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

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

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

After implementing this curriculum, students will be able to demonstrate strategies to establish and maintain safety and prevent unintentional injury.

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

By 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 | Commit to practicing safety and injury prevention. |

Additional Skill Expectations

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

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



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

Standard 7

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

After implementing this curriculum, students will be able to demonstrate strategies to establish and maintain safety and prevent unintentional injury.

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

Check the box if,

Criteria met

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

Student Skill Practice Score

(Total number of checks)


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

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

Standard

7

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

After implementing this curriculum, students will be able to demonstrate strategies to establish and maintain safety and prevent unintentional injury.

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

By 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

Commit to practicing safety and injury prevention.

Additional Skill Expectations

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

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE

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

Standard 7

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

After implementing this curriculum, students will be able to demonstrate strategies to establish and maintain safety and prevent unintentional injury.

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

Check the box if,

Criteria met

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

Student Skill Practice Score

(Total number of checks)



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

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

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

After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to make positive choices related to safety and preventing unintentional injury.

By 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.

Additional Skill Expectations

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

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



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

Standard 8

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

After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to make positive choices related to safety and preventing unintentional injury.

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

Check the box if,

Criteria met

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

Student Skill Practice Score

(Total number of checks)



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

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

Standard 8

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

After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to make positive choices related to safety and preventing unintentional injury.

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

By 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.

Additional Skill Expectations

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

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE

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

Standard 8

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

After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to make positive choices related to safety and preventing unintentional injury.

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

Check the box if,

Criteria met

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

Student Skill Practice Score

(Total number of checks)


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

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

Standard 8

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

After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to make positive choices related to safety and preventing unintentional injury.

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

By 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 individual, family, and community safety and injury prevention.
- S8.8.4** Demonstrate how to adapt safety and injury prevention messages for different audiences.

Additional Skill Expectations

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

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE

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

Standard 8

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

After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to make positive choices related to safety and preventing unintentional injury.

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

Check the box if,

Criteria met

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

Student Skill Practice Score

(Total number of checks)


☐

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

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

Standard 8

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

After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to make positive choices related to safety and preventing unintentional injury.

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

By 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.

Additional Skill Expectations

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

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE

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

Standard **8**

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

After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to make positive choices related to safety and preventing unintentional injury.

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

Check the box if, Criteria met

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

Student Skill Practice Score
(Total number of checks)



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

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

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

Additional Notes: