

HECAT: CHAPTER 2

GENERAL CURRICULUM INFORMATION

This chapter captures general descriptive information that is needed to understand and review any health education curriculum and make a final curriculum selection. One person can complete the curriculum information and provide the results for others. Although most of this information can be found in the curriculum materials, it might be necessary to contact the publisher, the developer, or a website for information. Skip any items not relevant to the review of a locally-developed curriculum.

Curriculum Description Analysis Items

1. Name of curriculum: Project ALERT
2. Year published or developed: 1995 If applicable, year revised: _____
3. Publisher/Developer/Distributor
 Name: BEST Foundation for a Drug Free Tomorrow
 Contact Person: Bridget Ryan Phone: 800-253-7810
 Address: 725 South Figueroa St., Suite 1825, Los Angeles CA 90017
 Website: http://www.projectalert.com Email: info@projectalert.best.org
4. Summarize the overall goals or focus of the curriculum (e.g., tobacco prevention; violence prevention). The overall goals of Project ALERT are to: (1) reduce the incidence or experimenting, i.e., initial use of alcohol, tobacco and other drugs and (2) reduce use of alcohol, tobacco and other drugs among students who have already experimented
5. Who is the intended audience?
 General population of students
 Specific subpopulations: If checked, identify the subpopulations: _____

6. What topics does the curriculum address? (Check all that apply)	7. What grade levels does the curriculum address? (Check all that apply)
<input checked="" type="checkbox"/> Promoting an alcohol and other drug-free lifestyle <input type="checkbox"/> Promoting healthy eating <input type="checkbox"/> Promoting mental and emotional health <input type="checkbox"/> Promoting personal health and wellness <input type="checkbox"/> Promoting physical activity <input type="checkbox"/> Promoting safety <input type="checkbox"/> Promoting sexual health <input checked="" type="checkbox"/> Promoting a tobacco-free lifestyle <input type="checkbox"/> Preventing violence <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____	<input type="checkbox"/> Pre-Kindergarten <input type="checkbox"/> Kindergarten <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12

HECAT Chapter 2: General Curriculum Information

8. How many lessons/sessions are in the curriculum? 14

9. If appropriate, describe how the lessons are divided by grade level—for example, 10 lessons in Grade 5, 5 lessons in Grade 6—and by health topic, such as 5 lessons on tobacco, 5 lessons on alcohol and other drugs.

By grade level: 11 lessons in Grade 7 designed to motivate nonuse, develop skills necessary for resisting drug use, and practicing those skills; 3 lessons in Grade 8 designed to reinforce and review the information learned and skills acquired in Grade 7

By health topic: Core Year: Lessons 1-3: developing motivation for nonuse; Lessons 4-7, 9: developing and practicing skills for nonuse; Lesson 8: Inhalants; Lesson 10: Smoking Cessation; Lesson 11: Benefits of not using drugs (review)
Booster Year: Lesson 1: Motivating resistance; Lesson 2: practicing internal and external pressures; Lesson 3: Benefits of resisting pressures

10. Is the curriculum included on a federal agency’s list of programs considered to be exemplary, promising, or effective? (See Appendix 2 for Website addresses of federal lists.)

Yes No

If yes, which list(s)? NREPP; Exemplary Program, US Dept. of Education; Research-Based Drug Abuse Prevention Program, National Institute on Drug Abuse; Model Program, SAMHSA

11. Is the curriculum on the state health education curriculum adoption list? (Consult websites or health education personnel in the school district and state to determine if such a list exists in the state and if the curriculum is on that list.)

Yes No NA

12. According to the developer, does the curriculum match national or state health education standards or frameworks?

Yes No

If yes, which standards or frameworks? National Health Education Standards; numerous state health education standards (AK, AL, AZ, CA, CT, DE, FL, ID, KY, LA, MA, ME, NH, NJ, NM, NV, NY, PA, SC, SD, TX, VA, WA)

13. Does the developer indicate that the curriculum is based on a specific health behavior theory or theories?

Yes

If yes, which theory or theories? _____

No

If no, does the developer identify another model or framework as a basis for the curriculum?

Yes No

If yes, on what model or framework is the content based? Social Influence Model

HECAT Chapter 2: General Curriculum Information

14. If the curriculum is being considered for purchase with federal funds, identify the funding federal agency and if the curriculum is compliant with relevant federal requirements. If not being considered for purchase with federal funds, proceed to #15. (Note: It might not be possible to complete “yes” or “no” responses without a more thorough curriculum review.)

U.S. Department of Education, Safe and Drug Free Schools— If checked, does the curriculum comply with the Office of Safe and Drug-free Schools’ *Principles of Effectiveness*?
 Yes No

U.S. Department of Health and Human Services, Administration for Children and Families: Title V Section 510 Abstinence Education—If checked, does the curriculum comply with the legislative requirements of Section 510 (b)(2) for abstinence (A–H statements)?
 Yes No

U.S. Department of Health and Human Services, Center for Disease Control and Prevention, HIV Prevention—If checked, does the curriculum comply with the *HIV Content Guidelines for AIDS-Related Materials, Pictorials, Audiovisuals, Questionnaires, Survey Instruments, Marketing, Advertising and Website Materials, and Educational Sessions in CDC School-Based Assistance Programs*? (Applies only to CDC-funded state or local education agencies)
 Yes No

Other? (Name of Federal Program) _____
If checked, does the curriculum meet appropriate federal requirements related to curriculum purchase with these federal funds?
 Yes No

If “Other” Federal Program is listed, what is the relevant requirement related to curriculum purchase?

15. Is professional development or training required by the developer to purchase or use curriculum materials?

Yes No

If yes, what is the required length of training? 6 hours. (Note the required training costs in Chapter 4 - *Affordability Analysis*, item #3).

16. Does professional development or training appear necessary to implement the curriculum effectively?

Yes No

If yes, who is available to provide this professional development/training?

Training is included in the price of the curriculum. Professional trainers conduct. In addition, online training is available.

17. Does the curriculum provide strategies for integrating content from other academic subjects into health education lessons?

Yes No

If yes, which subjects are integrated in health education?

HECAT Chapter 2: General Curriculum Information

18. What guidance does the curriculum provide to notify parents and families about the curriculum or content of instruction?
- None
 - General guidance for teachers
 - Specific examples: sample letters, sample text for teacher or school newsletter
 - Other (describe) A sample letter is provided.
19. What guidance is provided to help teachers handle sensitive or controversial content issues?
- None
 - Brief and general guidance for school personnel and teachers
 - Specific and detailed guidance such as background information, sample text for teacher, additional resources, supplemental materials for students or parents
 - Other (describe) _____
20. What materials, tools, technology, and resources are included?

What materials are included in the curriculum?	What types of technology are used in the curriculum?	What other supports and services are provided by the publisher/developer as part of the curriculum purchase?
<input checked="" type="checkbox"/> Lesson plans <input type="checkbox"/> Student textbooks <input checked="" type="checkbox"/> Teaching aids, such as teaching posters or transparency masters <input type="checkbox"/> Storyboards or bulletin board sets <input checked="" type="checkbox"/> Sets or individual copies of student worksheets <input checked="" type="checkbox"/> Reference and research materials <input checked="" type="checkbox"/> Simulation activities <input checked="" type="checkbox"/> Student assessment tools <input checked="" type="checkbox"/> Homework assignments <input type="checkbox"/> Learning materials for use by parents or caregivers and families <input type="checkbox"/> Ideas for community service experiences <input type="checkbox"/> Ideas for field trips <input checked="" type="checkbox"/> Other (list) <u>Reference material</u> _____ _____	<input type="checkbox"/> Visuals, such as slides and transparencies <input type="checkbox"/> Audio cassette(s) <input checked="" type="checkbox"/> Videotape(s)/DVD(s) <input type="checkbox"/> CD-ROM(s) <input type="checkbox"/> Internet <input type="checkbox"/> Fitness/health assessment devices, such as heart rate monitors, pedometers, and spirometers <input type="checkbox"/> Cameras <input type="checkbox"/> Other (list) _____ _____ _____	<input checked="" type="checkbox"/> Curriculum updates for teachers on a website or through newsletters <input checked="" type="checkbox"/> Professional development available through website <input type="checkbox"/> Activities and resources for parents and families available through website <input type="checkbox"/> Web page templates to help school districts or schools create their own health education web page <input checked="" type="checkbox"/> Free/no charge professional development <input checked="" type="checkbox"/> Other (list) Newsletter; online refresher training; <u>homework in Spanish;</u> <u>case studies</u> _____

HECAT: Chapter 4

Preliminary Curriculum Considerations

Description: This chapter contains the tools to help analyze and score important general characteristics of any health education curriculum – accuracy, acceptability, feasibility, and affordability. It is useful to consider these characteristics prior to investing more extensive time in reviewing the suitability of curriculum content.

The **Accuracy Analysis** section includes guiding questions, a chart for organizing comments, and a score sheet for rating the accuracy of curriculum content. It should be completed by persons who can assess the accuracy of the health, medical, and scientific information in the curriculum. For example, the analysis team might include health experts, health curriculum specialists, or university researchers who could review the curriculum to ensure that the information is scientifically sound, medically accurate, and current.

The **Acceptability Analysis** section includes guiding questions, a chart for organizing comments, and a score sheet for rating the acceptability of curriculum content. It should be completed by persons who know the expectations of the school and community for health education materials; state and local policies, frameworks, and standards that guide health education; and the health education needs of students. The analysis team could include parents, students, school board members, school principals, district health education coordinators, physical education and health teachers, school counselors, and other persons who work with young people.

The **Feasibility Analysis** section includes an organized set of questions and score sheet for rating the feasibility of curriculum implementation. It should be completed by persons who know if the curriculum can be successfully implemented in the classroom. An analysis team could include teachers, school administrators, and the health coordinator of the school district.

The **Affordability Analysis** section includes a set of questions, tables for capturing purchase and cost information, and a scoring sheet for rating the affordability of curriculum materials and curriculum implementation. It should be completed by persons who know how to purchase, implement, and revise a curriculum; can estimate how much it will cost to change the operating procedures of the school; and can identify available resources to cover the costs of the new curriculum. The analysis team could include the curriculum coordinator, district business officer, or school administrator.

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 the curricula and to add, delete, or revise them to meet community needs and curriculum requirements.

Accuracy Analysis

Directions: Assess the accuracy of the health, medical, and scientific information in the curriculum. Consider if the information is scientifically sound, medically accurate, and current.

Some questions to consider when analyzing accuracy include

- Does the curriculum use accurate and appropriate terminology?
- Are data, information, and sources of information current?
- Are data medically accurate?
- Are data represented accurately in charts, graphs, and written text?
- Are statements of fact based on data and sound science rather than anecdotal information or subjective opinion? Is information about data sources provided so that the accuracy of data can be verified and facts can be substantiated?
- Are facts and information based on appropriate data? For example, are national trends supported with national data rather than state or local data? Are youth trends supported with youth data rather than adult data?
- Do statements of fact or conclusion accurately represent the data? Is the information distorted or exaggerated?
- Are sources of data clear and credible? Are they from a reputable public health or professional source?

If information is unsound, medically inaccurate, subjective, or out of date, complete items A–E on the Accuracy Analysis Chart on page 4–3. Use the directions below to complete the chart.

- A. In column A, list the page(s) in the curriculum where faulty information appears.
- B. In column B, briefly describe the errors.
- C. In column C, indicate how difficult or easy it would be to correct the errors by checking the appropriate circle. For example, inaccurate information in a teacher’s guide might be easy to replace with a district-developed teacher supplement. Inaccurate information in a printed textbook might be more difficult to correct, because the developer would have to revise and republish the book.
- D. In column D, briefly describe what needs to be done to correct the problem.
- E. In column E, indicate if the corrections would require substantial costs in time or money to complete by checking the appropriate “yes” or “no” circle.

Complete the *Accuracy Analysis Score* on page 4–4 based on information from the *Accuracy Analysis Chart*.

Accuracy Analysis Chart		Curriculum Name _____		
A	B	C	D	E
Page in the curriculum	Describe the errors	Indicate the degree of difficulty to correct the errors <input type="radio"/> = Very difficult <input type="radio"/> = Difficult <input type="radio"/> = Easy <input type="radio"/> = Very easy	Describe what needs to be done to correct the errors	Is the correction costly? <input type="radio"/> = Yes <input type="radio"/> = No
		<input type="radio"/> = Very difficult <input type="radio"/> = Difficult <input type="radio"/> = Easy <input type="radio"/> = Very easy		<input type="radio"/> = Yes <input type="radio"/> = No
		<input type="radio"/> = Very difficult <input type="radio"/> = Difficult <input type="radio"/> = Easy <input type="radio"/> = Very easy		<input type="radio"/> = Yes <input type="radio"/> = No
		<input type="radio"/> = Very difficult <input type="radio"/> = Difficult <input type="radio"/> = Easy <input type="radio"/> = Very easy		<input type="radio"/> = Yes <input type="radio"/> = No
		<input type="radio"/> = Very difficult <input type="radio"/> = Difficult <input type="radio"/> = Easy <input type="radio"/> = Very easy		<input type="radio"/> = Yes <input type="radio"/> = No
		<input type="radio"/> = Very difficult <input type="radio"/> = Difficult <input type="radio"/> = Easy <input type="radio"/> = Very easy		<input type="radio"/> = Yes <input type="radio"/> = No
		<input type="radio"/> = Very difficult <input type="radio"/> = Difficult <input type="radio"/> = Easy <input type="radio"/> = Very easy		<input type="radio"/> = Yes <input type="radio"/> = No
		<input type="radio"/> = Very difficult <input type="radio"/> = Difficult <input type="radio"/> = Easy <input type="radio"/> = Very easy		<input type="radio"/> = Yes <input type="radio"/> = No

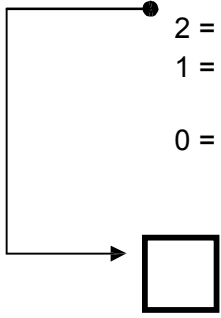
(Make additional copies of this page if necessary)
Proceed to page 4-4 after completing the Accuracy Analysis Chart.

Name of Curriculum: _____

Name of Reviewer(s): _____ Credentials _____
 _____ Credentials _____
 _____ Credentials _____
 _____ Credentials _____
 _____ Credentials _____

Accuracy Analysis Score: Using the information from the Accuracy Analysis Chart, score the curriculum based on its accuracy and the extent to which the correction of any errors can be reasonably completed. **(Write the score in the Accuracy Analysis Score box below.)**

- 4 = No corrections are necessary.
- 3 = A few minor errors or problems are evident, but they are easy to correct.
- 2 = Many minor errors or problems are evident, but they are easy to correct.
- 1 = Major errors and problems are evident, and one would be difficult or costly to correct.
- 0 = Major errors and problems are evident, and more than one would be difficult or costly to correct.



Accuracy Analysis Score: Transfer the score from this box to the Accuracy line on the *OVERALL SUMMARY FORM* (Chapter 3). A score of “0” indicates that the curriculum should be eliminated from further consideration.

Notes:

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

Acceptability Analysis

Directions: Assess the acceptability of the curriculum based on the expectations of the school and community for health education materials; state and local policies, frameworks, and standards that guide health education; and health education needs of students.

Review the curriculum to determine if the text, pictures, graphics, and other materials

- Are appropriate for the intended audience. (Also see Note 1 on the page 4–6.)
- Are compatible with community norms.
- Avoid promoting biased or stereotypical perceptions of individuals or groups on the basis of personal characteristics such as race, ethnicity, gender, religion, culture, age, or sexual orientation. (Also see Note 2, on page 4–6, for information specifically related to sexual health curricula.)
- Are consistent with state statutes, state or district policy, codes, and frameworks.

Some questions to consider when analyzing acceptability include

- Does the curriculum address the health problems that affect youth, families, and the community?
- Does the curriculum address issues and experiences that are important to improving the health-promoting decisions and practices of the students?
- Does the curriculum make accurate assumptions about students and address their experiences, learning, and developmental needs?
- Does the curriculum recognize important subpopulations of students, make realistic assumptions about them, and address their unique experiences and learning needs?
- Are the curriculum language and materials relevant and appropriate for the community?
- Does the curriculum reflect cultural perspectives and beliefs found in families, the school, or the community?
- Do the curriculum information and learning experiences, such as student-family activities, reflect the diversity of cultures among students and families?
- Does the curriculum acknowledge and support the roles of parents, family, and community members in promoting healthy behaviors among youth?
- Do pictures, information, or learning experiences avoid stereotyping people based on race, ethnicity, gender, religion, culture, age, or sexual orientation?
- Does the curriculum address issues required by statute or policy, including the health requirements identified in the health education framework or course of study?
- Is the curriculum information and material consistent with health education guidelines?
- Does the curriculum information or material violate health education requirements or mandates?
- Is there anything in the curriculum sponsorship, information, or materials that reflect an inappropriate marketing message that attempts to influence teachers and students, such as

- Marketing a particular brand or product?
- Advocating a position that might conflict with the school’s mission?
- Communicating a message that conflicts with health education outcomes and objectives?

If text, pictures, graphics, and other materials are unacceptable, complete items A–E on the Acceptability Analysis Chart on page 4–7. Use the following directions to complete the chart.

- A. In column A, list the page(s) in the curriculum where unacceptable information or depictions appear.
- B. In column B, briefly describe the piece of information or depiction that is incompatible, biased, or inconsistent with policies, frameworks or standards.
- C. In column C, indicate the degree to which the information or depiction is inappropriate, incompatible, biased, or inconsistent with policies, frameworks, or standards by checking the appropriate circle.

- D. In column D, briefly describe what needs to be done to correct the problem.
- E. In column E, indicate how difficult or easy it would be to correct the information or depiction or eliminate it from the curriculum without affecting the quality of the curriculum by checking the appropriate circle. For example, an unacceptable teaching strategy described in a teacher’s guide might be easy to replace with a district-developed supplemental lesson; whereas, culturally biased information in a printed textbook might be more difficult to correct, because the developer would have to revise and republish the book.

Complete the *Acceptability Analysis Score* on page 4–8 based on information from the *Acceptability Analysis Chart*.

Note 1: Although the HECAT ensures analysis of appropriateness (developmentally appropriate, culturally appropriate, age-appropriate), it does not provide standards or criteria for determining what is and what is not appropriate. These criteria should be determined at the local school district level and should be applied consistently in the review of all curricula under review or development.

Note 2: A curriculum that addresses sexual health outcomes and promotes responsible sexual behavior solely from a heterosexual perspective might exclude young people who identify as gay or lesbian or who are involved in same-sex sexual behavior. Such curricula might lead these young people to believe they are not at risk or leave them without appropriate skills to avoid risk or adopt sexual risk reduction behaviors. A curriculum can be sensitive this challenge by incorporating gender-neutral or sexual orientation-neutral language into content and learning experiences.

Acceptability Analysis Chart			Curriculum Name	
A	B	C	D	E
Page in the curriculum	Describe the unacceptable information	Indicate the degree of unacceptability <input type="radio"/> = Serious <input type="radio"/> = Minor	Describe what needs to be done to correct the problems	Indicate the degree of difficulty to correct the information/depiction <input type="radio"/> = Very difficult <input type="radio"/> = Difficult <input type="radio"/> = Easy <input type="radio"/> = Very easy
		<input type="radio"/> = Serious <input type="radio"/> = Minor		<input type="radio"/> = Very difficult <input type="radio"/> = Difficult <input type="radio"/> = Easy <input type="radio"/> = Very easy
		<input type="radio"/> = Serious <input type="radio"/> = Minor		<input type="radio"/> = Very difficult <input type="radio"/> = Difficult <input type="radio"/> = Easy <input type="radio"/> = Very easy
		<input type="radio"/> = Serious <input type="radio"/> = Minor		<input type="radio"/> = Very difficult <input type="radio"/> = Difficult <input type="radio"/> = Easy <input type="radio"/> = Very easy
		<input type="radio"/> = Serious <input type="radio"/> = Minor		<input type="radio"/> = Very difficult <input type="radio"/> = Difficult <input type="radio"/> = Easy <input type="radio"/> = Very easy
		<input type="radio"/> = Serious <input type="radio"/> = Minor		<input type="radio"/> = Very difficult <input type="radio"/> = Difficult <input type="radio"/> = Easy <input type="radio"/> = Very easy
		<input type="radio"/> = Serious <input type="radio"/> = Minor		<input type="radio"/> = Very difficult <input type="radio"/> = Difficult <input type="radio"/> = Easy <input type="radio"/> = Very easy
		<input type="radio"/> = Serious <input type="radio"/> = Minor		<input type="radio"/> = Very difficult <input type="radio"/> = Difficult <input type="radio"/> = Easy <input type="radio"/> = Very easy

(Make additional copies of this page if necessary)
 Proceed to page 4-8 after completing the Acceptability Analysis Chart.

Name of Curriculum: _____

Name of Reviewer(s): _____ Credentials _____
 _____ Credentials _____
 _____ Credentials _____
 _____ Credentials _____
 _____ Credentials _____

Acceptability Analysis Score: Using the information from the Acceptability Analysis Chart, score the curriculum based on its overall acceptability and the extent to which the correction of any errors can be reasonably completed. **(Write the score in the Acceptability Analysis Score box below.)**

- 4 = All information and materials are acceptable, and no corrections are necessary.
- 3 = A few minor pieces of information or material are unacceptable, but they can be easily corrected or eliminated.
- 2 = Many pieces of information and material are unacceptable, but they can be easily corrected or eliminated.
- 1 = Many pieces of information and material are unacceptable, and one is difficult or costly to correct or eliminate.
- 0 = Many pieces of information and material are unacceptable, and more than one is difficult or costly to correct or eliminate.



Acceptability Analysis Score: Transfer the score from this box to the Acceptability Analysis line on the *OVERALL SUMMARY FORM* (Chapter 3). A score of “0” indicates that the curriculum should be eliminated from further consideration.

Notes:

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

Feasibility Analysis

Directions: Assess the feasibility of the curriculum for implementation in the classroom. Complete each item below. Record notes and comments to justify scores and inform group discussions and decisions.

Name of Curriculum: _____

1. The curriculum can be reasonably implemented by most health education teachers and others who might use this curriculum.

- Yes No

Notes:

2. The curriculum can be implemented within the available classroom or instructional time.

- Yes No, but time can be adjusted to accommodate No, it is far too long

Notes:

Feasibility Analysis Score: Using the information from above, provide a score that indicates the feasibility of implementing the curriculum. **(Write the score in the box below.)**

- 4 = Feasible
- 3 = Probably feasible
- 2 = Possibly feasible
- 1 = Probably not feasible
- 0 = Not feasible

Feasibility Analysis Score: Transfer the score from this box to the Feasibility Analysis line, on the *OVERALL SUMMARY FORM* (Chapter 3). A score of “0” indicates that the curriculum should be eliminated from further consideration.

Affordability Analysis

Directions: Assess the affordability of the initial curriculum material costs, implementation costs, and the costs required to sustain the curriculum. Complete each item below. Record notes to justify scores and inform group discussions and decisions.

Name of Curriculum Project ALERT

1. What is the initial cost of curriculum materials?

Items	Unit Cost	Number of Units Needed	Total Cost (Unit cost X number of units needed)
Core curriculum (a breakdown of separate grade-specific or topic-specific materials might be necessary.)	\$150 per Teacher See note 1	See note 1	See note 1
Necessary instructional materials that are not included as part of the core curriculum, such as teacher’s guides, videos, CD’s, master transparencies.	Included		Included
Required consumable student materials	See note 2		\$
Other	\$		\$
Total Minimum Curriculum Purchase Costs	\$150	1	\$150
Optional supplemental materials, including suggested, but not required, consumable materials.	\$0		\$0
Total Initial Curriculum Material Costs	\$150	1	\$150

Notes:

1 The entire Project ALERT curriculum and training package is only \$150, plus shipping and handling, per educator and includes unlimited access to the online training, a full set of curriculum (lesson plans, classroom videos and posters) and an “E-code” to share online training.

2 Worksheets and homework are included and may be photocopied. There are no other consumable materials.

2. What is the cost of sustaining the curriculum materials annually?

Items	Unit Cost	Number of Units Needed	Total Cost (Unit cost X number of units needed)
Core curriculum (a breakdown of separate grade-specific or topic-specific materials might be necessary.)	\$0		\$0
Necessary instructional materials that are not included as part of the core curriculum, such as videos, CD's, master transparencies.	\$ NA		\$
Required consumable student materials	\$ NA		\$
Other	\$		\$
Total Minimum Annual Curriculum Costs	\$ NA		\$
Optional supplementary materials, including suggested, but not required, consumable materials.	\$ NA		\$
Total Annual Curriculum Material Costs	\$ NA		\$

Notes:

- 1** Print and video updates are provided free of charge when available.
- 2** Every educator who signs up for Project ALERT receives an “E-code”, which is an ID number that that can be shared with colleagues, program partners, or rotating staff to create their own FREE online account and gain direct access to online training.

3. What are the additional financial costs related to curriculum implementation?

Additional staff	Initial Cost: \$	Annual Cost: \$
Professional development costs and training fees	Initial Cost: \$	Annual Cost: \$
Paying substitutes to cover classes	Initial Cost: \$	Annual Cost: \$
Other	Initial Cost: \$	Annual Cost: \$
Other	Initial Cost: \$	Annual Cost: \$
Total Additional Costs	Initial Cost: \$	Annual Cost: \$

Notes:

4. What funds are available for curriculum purchase and implementation?

Source	Available Immediately	Available Annually
	\$	\$
	\$	\$
	\$	\$
	\$	\$
Total Available	\$	\$

Notes:

5. Funding Summary

Costs of materials	Initial Cost: (Amount from #1)	Annual Cost: (Amount from #2)
Additional costs for implementation	Initial Cost: (Amount from #3)	Annual Cost: (Amount from #3)
Funds available for purchase and implementation	Immediately: (Amount from #4)	Annually: (Amount from #4)

Notes:

6. Identify the changes needed in staffing, facilities, and schedules to ensure that lessons can be implemented as written. Briefly note any that require a cost in dollars, time, or effort.

Notes:

7. Consider any costs that would be involved in revising the curriculum to ensure that the materials and lessons are accurate and acceptable. See notes on the Accuracy Analysis Chart (pg. 4–3) and on the Acceptability Analysis Chart (pg. 4–7).

Notes:

Affordability Analysis Score: Using the information in items 1–7, score the affordability of implementing the curriculum. **(Write the score in the box below.)**

- 4 = Definitely affordable
- 3 = Probably affordable
- 2 = Possibly affordable
- 1 = Probably *not* affordable
- 0 = Definitely *not* affordable

Affordability Analysis Score: Transfer the score from this box to the Affordability Analysis line, on the *OVERALL SUMMARY FORM* (Chapter 3). A score of “0” indicates that the curriculum should be eliminated from further consideration.

HECAT: Module AOD

ALCOHOL AND OTHER DRUG-FREE CURRICULUM

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

Healthy Behavior Outcomes

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

- Use over-the-counter and prescription drugs properly and safely.
- Avoid experimentation with alcohol and other drugs.
- Avoid the use of alcohol.
- Avoid the use of illegal drugs.
- Avoid driving while under the influence of alcohol and other drugs.
- Avoid riding in a car with a driver who is under the influence of alcohol or other drugs.
- Quit using alcohol and other drugs if already using.
- Seek help for stopping the use of alcohol and other drugs (for self and others).

This module uses the *National Health Education Standards* as the framework for determining the extent to which the curriculum is likely to enable students to master the essential concepts (Standard 1) and skills (Standards 2–8) that promote an alcohol and other drug-free lifestyle.

The concepts, sub-skills, and skill examples included in this module were developed through a rigorous process guided by research evidence and expert opinion on the types of knowledge, skills, and learning experiences that help students in grades pre-K–12 adopt and maintain an alcohol and other drug-free lifestyle. Appendix 5 also includes suggested concepts and skills 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 concepts and skill examples are relevant to more than one health topic. Look in other health topic modules to see if there are any related concepts or skill examples that might be added for the review of alcohol and other drug curricula.

If a curriculum focuses on additional topics, such as mental and emotional health or safety, use the chapters that address those topics as well.

Overall Instructions

- Select the desired Healthy Behavior Outcomes (box on left) you expect a curriculum to address.
- Review the HECAT items in this module. Add, delete, or revise items to meet the selected healthy behavior outcomes, the curriculum requirements of the state or school district, and community needs.
- Review the completed *General Curriculum Information* (Chapter 2) for the curriculum under consideration.
- Read the curriculum to become familiar with its content and how it is organized.
- Complete the analysis of the curriculum for each standard in this module.
- Score the curriculum based on the analysis: There will be **one** rating score for functional knowledge or concepts (Standard 1) and **two** rating scores for each of the essential skills (Standards 2–8).
- Transfer scores from the analysis of each standard to the *Overall Summary Form* (Chapter 3).
- Complete a separate analysis for each curriculum being reviewed. Make additional copies of any analysis pages.
- 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 alcohol and other drug-free healthy behavior outcomes (page AOD-1). The HECAT lists the essential concepts to be completed by grades 2, 5, 8, and 12. These are listed by grade group: pre-K–2; 3–5; 6–8; and 9–12, starting on page AOD-3.

Directions for Standard 1

- Review the concepts (pages AOD-3 through AOD-7).
- Decide if any of the concepts need to be deleted or modified or if any additional concepts should be added to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Some concepts may be reflected in the skill examples in Standards 2–8. Review all other standards before making changes to the concepts in Standard 1. Some relevant concepts might be found in other health topic modules. Look in other related topic modules for concepts that might be edited and added to the list of concepts for this topic.
- Read the curriculum to become familiar with its content, the information provided for students, and the methods used to convey information and knowledge content.
- Place a check in the box next to each concept that is addressed by the curriculum and determine the *Concept Coverage Score*. **Important** — a concept is “addressed” if there is sufficient information provided in the curriculum for students to be able to demonstrate competency in this concept. Some concepts might require more evidence than others.
- Transfer the *Concept Coverage Score* to the appropriate line on the *Overall Summary Form* (Chapter 3).
- Record notes to justify scores and to inform group discussions and curriculum decisions.
- Analyze Standard 1 for each curriculum being reviewed. If the curriculum addresses more than one grade group, complete a separate analysis of Standard 1 for each group.
- Complete a separate *Overall Summary Form* for each curriculum and grade group.

Directions for Standards 2–8 are provided on page AOD–9.

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

After implementation of this curriculum, by grade 2, students will be able to:

ALCOHOL AND OTHER DRUGS (Check all that are given attention in the curriculum)

- Explain why household products are harmful if ingested or inhaled.
- Explain the harmful effects of medicines when used incorrectly.
- Describe the potential risks associated with over-the-counter medicines.
- Identify family rules about medicine use.

Additional Concepts

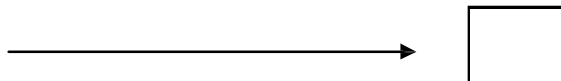
- _____
- _____
- _____
- _____
- _____
- _____

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

The curriculum addresses:

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

CONCEPT COVERAGE SCORE



TRANSFER THIS SCORE TO THE HEALTH INFORMATION/CONCEPTS 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 concepts to reflect community needs and to meet the curriculum requirements of the school district.

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

After implementation of this curriculum, by grade 5, students will be able to:

ALCOHOL AND OTHER DRUGS (Check all that are given attention in the curriculum)

- Summarize why household products are harmful if ingested or inhaled.
- Explain the benefits of medicines when used correctly.
- Explain how to use medicines correctly.
- Summarize the potential risks associated with inappropriate use of over-the-counter medicines.
- Summarize the potential risks associated with inappropriate use and abuse of prescription medicines.
- Explain the difference between medicines and illicit drugs.
- Identify short- and long-term effects of alcohol use.
- Identify family and school rules about alcohol use.

Additional Concepts

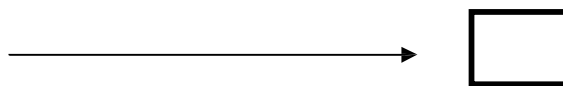
- _____
- _____
- _____
- _____

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

The curriculum addresses:

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

CONCEPT COVERAGE SCORE



TRANSFER THIS SCORE TO THE HEALTH INFORMATION/CONCEPTS 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 concepts to reflect community needs and to meet the curriculum requirements of the school district.

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

After implementation of this curriculum, by grade 8, students will be able to:

ALCOHOL AND OTHER DRUGS (Check all that are given attention in the curriculum)

- Explain the dangers of alcohol and experimenting with other drugs, including inhalants.
- Differentiate between proper use and abuse of over-the-counter medicines.
- Differentiate between proper use and abuse of prescription medicines.
- Summarize the negative consequences of using alcohol and other drugs.
- Describe the relationship between using alcohol and other drugs and other health risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, and tobacco use.
- Determine reasons why people choose to use or not to use alcohol and other drugs.
- Describe situations that could lead to the use of alcohol and other drugs.
- Describe how mental and emotional health can affect alcohol or other drug-use behaviors.
- Explain why using alcohol or other substances is an unhealthy way to manage stress.
- Discuss the harmful effects of using weight loss pills.
- Describe the health risks of using performance-enhancing drugs.
- Explain the dangers of drug dependence and addiction.
- Explain the risks associated with using alcohol or other drugs and driving a motor vehicle.
- Explain school policies and community laws about alcohol and other drugs.
- Determine the benefits of being alcohol and drug free.
- Describe positive alternatives to using alcohol and other drugs.
- Describe the relationship of alcohol and other drug use to the major causes of death and disease in the United States.
- Explain the relationship between intravenous drug use and transmission of blood-borne diseases, such as HIV and hepatitis.

Additional Concepts

- Reasons for using and not alcohol and other drugs are similar or the same; pressures to use drugs may be internal or external

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

The curriculum addresses:

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

CONCEPT COVERAGE SCORE

3

TRANSFER THIS SCORE TO THE HEALTH INFORMATION/CONCEPTS LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

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

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

After implementation of this curriculum, by grade 12, students will be able to:

ALCOHOL AND OTHER DRUGS (Check all that are given attention in the curriculum)

- Differentiate between proper use and abuse of over-the-counter medicines.
- Differentiate between proper use and abuse of prescription medicines.
- Summarize the harmful short- and long-term effects of alcohol and other drugs on the body.
- Summarize the harmful short- and long-term psychological and social effects of using alcohol and other drugs.
- Describe the harmful effects of binge drinking.
- Describe the effects of using alcohol and other drugs on job performance, job absenteeism, and job loss.
- Analyze the relationship between using alcohol and other drugs and other health risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, and tobacco use.
- Analyze the relationship of alcohol and other drug use to the major causes of death and disease in the United States.
- Analyze the harmful effects of using weight loss pills and anabolic steroids.
- Discuss the dangers and legal issues related to using performance-enhancing drugs.
- Explain the effects of alcohol and other drug use during pregnancy.
- Determine situations that could lead to the use of alcohol and other drug use.
- Summarize why alcohol or other substance use is an unhealthy way to manage weight or stress.
- Analyze why individuals choose to use or not to use alcohol and other drugs.
- Analyze short-term and long-term benefits of remaining alcohol and drug-free.

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

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

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

After implementation of this curriculum, by grade 12, students will be able to:

ALCOHOL AND OTHER DRUGS (Check all that are given attention in the curriculum)

- Summarize family rules, school rules, and community laws about alcohol and other drug use.
- Summarize the relationship between intravenous drug use and transmission of blood-borne diseases, such as HIV and hepatitis.
- Evaluate the importance of not riding with a driver who has been using alcohol or other drugs.
- Analyze the dangers of driving while under the influence of alcohol and other drugs.

Additional Concepts

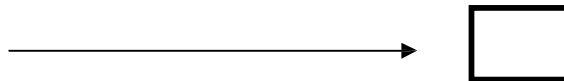
- _____
- _____
- _____

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

The curriculum addresses:

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

CONCEPT COVERAGE SCORE



TRANSFER THIS SCORE TO THE HEALTH INFORMATION/CONCEPTS 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 concepts to reflect community needs and to meet the curriculum requirements of the school district.

This is the end of Standard 1. Use additional space to record any notes related to the review of standard 1 that can inform discussions and recommendations.

Standards 2–8

The Standards 2–8 analysis will result in **two** ratings for each standard: one rating reflects the extent to which the curriculum addresses important skills and provides the student with the ability to learn and apply the skill; the second reflects the extent to which the curriculum provides the teacher with guidance to instruct and assess the skill.

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

Each standard 2–8 begins with a score page. This is followed by the sub-skills for that standard. The sub-skills are not specific to any one health topic. Skill examples, organized by grade groups, are provided to illustrate how the sub-skills for that standard can be applied to alcohol and other drugs.

The skill examples are not a complete list of all the ways the sub-skills can be applied to this topic. The examples should be reviewed carefully before the curriculum analysis and revised if necessary. Some skill examples in other health topic modules might be relevant. Review skill examples in other health topic modules for skill examples that could be edited and added to the skill examples for this topic.

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

Directions for Standards 2–8

- For each standard, review the list of sub-skills and skill examples for each grade group. Decide if any should be deleted or modified to meet the needs of the community or conform to the curriculum requirements of the state or school district. Additional skill examples could be included under other standards. Review all standards before making any changes.
- Read the curriculum to become familiar with the content, the focus on skill learning, and the methods used to convey skill learning.
- Complete the *Student Skill Learning and Application Score* and *Teacher Instruction and Assessment Score* by checking “yes” or “no” for each statement as it applies to the curriculum under review. Use the sub-skills and skill examples to help identify relevant skill outcomes.
- Add the total number of “yes” checks to arrive at an overall score for each scoring area. Transfer the two scores for each standard to the appropriate lines on the *Overall Summary Form* (Chapter 3).
- Record notes to justify scores and inform group discussions and decisions.
- Analyze Standards 2–8 for each curriculum being reviewed. If the curriculum addresses more than one grade group, complete a separate set of skill scores for each standard and each group.
- Complete a separate *Overall Summary Form* for each curriculum and grade group.

Standard 1 **Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.**

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See pages AOD-11 and AOD-12 for Standard 2 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Student Skill Learning and Application Score (total number of “yes” checks)

3

Transfer this score to Standard 2: Analyzing Influences (see Student Learning/Application line) on the *Overall Summary Form* –Chap. 3.

Skill Teaching, Learning, and Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See pages AOD-11 and AOD-12 for Standard 2 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Teacher Instruction and Assessment Score (total number of “yes” checks)

1

Transfer this score to Standard 2: Analyzing Influences (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

Notes:1

Standard 2 Sub-Skills and Skill Examples

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

Sub-Skills: As a result of using this curriculum, students will be able to

- Analyze the influence of the media on personal health practices.
- Analyze parent and family influence on personal health practices.
- Analyze peer influence on personal health practices.
- Analyze community influence on personal health practices.
- Analyze the influence of cultural and peer norms on personal health practices.
- Analyze the influence of personal values and beliefs on personal health practices.
- Analyze the influence of alcohol and other drug use on judgment, self-control, and behavior.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

Skill Examples: Below are examples that illustrate how a curriculum might address these skills. These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the concepts emphasized in Standard 1. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
	<ul style="list-style-type: none"> • Identify internal influences on alcohol and other drug use. • Identify external influences on alcohol and other drug use. • Identify various strategies used in the media that encourage and discourage the use of over-the-counter and prescription drugs. • Identify various strategies used in the media that encourage and discourage the use of alcohol. 	<ul style="list-style-type: none"> • Analyze the factors that influence a person’s decision to use or not use alcohol and other drugs. • Describe how personal and family values influence decisions about using alcohol and other drugs. • Explain family and societal influences on alcohol and other drug-use. • Describe how peers can influence choices about using alcohol and other drugs. 	<ul style="list-style-type: none"> • Describe how personal and family values influence decisions about alcohol or other drug use. • Analyze internal influences on personal choices to use or not use alcohol and other drugs. • Analyze marketing techniques to influence use of over-the-counter drugs, prescription medications, herbal products, and alcohol. • Analyze the social norms conveyed in the media related to alcohol and other drugs.

Additional examples for Standard 2 are listed on the next page.

Standard 2 Sub-Skills and Skill Examples (continued)

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

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
	<ul style="list-style-type: none"> • Explain why friends ask friends to use alcohol. • Identify common mixed messages about alcohol in the media. • Explain that most elementary and middle school students do not use alcohol. 	<ul style="list-style-type: none"> • Analyze positive and negative displays of alcohol and other drug use on television and in movies. • Analyze various strategies used in the media to encourage or discourage alcohol use. • Analyze strategies used by alcohol distributors to encourage alcohol use among youth. • Explain that most middle school students do not use alcohol. • Explain that most adolescents do not use illicit drugs. 	<ul style="list-style-type: none"> • Explain how peers can influence choices to use alcohol or other drugs. • Describe the influence of parents and trusted adults in making decisions to be drug free. • Identify individual, family, school, peer, and other protective factors that decrease the likelihood of using alcohol and other drugs. • Explain that most adolescents do not use illicit drugs. • Explain that most adults do not use illicit drugs.

Notes:

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

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page AOD-15 for Standard 3 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Student Skill Learning and Application Score (total number of “yes” checks)

0

Transfer this score to Standard 3: Accessing Valid Information (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page AOD-15 for Standard 3 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Teacher Instruction and Assessment Score (total number of “yes” checks)

0

Transfer this score to Standard 3: Accessing Valid Information (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

Notes:

Standard 3 Sub-Skills and Skill Examples

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

Sub-Skills: As a result of using this curriculum, students will be able to

- Differentiate accurate from inaccurate health information.
- Select valid and reliable products and services.
- Access valid and reliable products and services that promote health.
- Access helpful people for accurate information.
- Identify trusted adults and professionals.
- Assess the accuracy and reliability of assistance for health-related problems.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

Skill Examples: Below are examples that illustrate how a curriculum might address these skills. These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the concepts emphasized in Standard 1. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
<ul style="list-style-type: none"> • Identify trusted adults who can help read and follow directions on medicine labels. 	<ul style="list-style-type: none"> • Identify sources of accurate information about medicines. • Demonstrate the ability to read and follow labels of common household medicines. • Identify sources of accurate information about alcohol. 	<ul style="list-style-type: none"> • Evaluate a variety of sources of information about medicines. • Demonstrate how to follow directions for correct use of over-the-counter and prescription medicines. • Demonstrate the ability to access and evaluate sources of information about alcohol and other drug use. • Demonstrate the ability to access school and community resources to help if someone is affected by the drug use of another person. • Demonstrate the ability to locate school and community resources to assist with problems related to alcohol and other drug use. • Analyze the information found on the warning labels of alcohol products. 	<ul style="list-style-type: none"> • Evaluate the accuracy of a variety of sources of information about alcohol and other drugs. • Analyze the accuracy of images conveyed in the media about alcohol and other drug use. • Access reliable assistance in situations where there is a risk for using alcohol and other drugs. • Demonstrate the ability to access school and community resources to help if someone is affected by the drug use of another person.

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

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page AOD-17 for Standard 4 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Student Skill Learning and Application Score (total number of “yes” checks)

3

Transfer this score to Standard 4: Communication Skills (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page AOD-17 for Standard 4 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Teacher Instruction and Assessment Score (total number of “yes” checks)

1

Transfer this score to Standard 4: Communication Skills (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

Notes:

Standard **4** Sub-Skills and Skill Examples

After implementing this curriculum, students will be able to use interpersonal communication skills to avoid or quit alcohol and other drug use.

Sub-Skills: As a result of using this curriculum, students will be able to

- Use effective interpersonal skills with family, friends, and others.
- Resist pressure from peers to engage in unhealthy behaviors.
- Effectively negotiate to avoid or reduce personal health risks.
- Communicate empathy and support for others.
- Effectively manage interpersonal conflicts.
- Ask for assistance to enhance personal health and health of others.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

Skill Examples: Below are examples that illustrate how a curriculum might address these skills. These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the concepts emphasized in Standard 1. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
<ul style="list-style-type: none"> • Demonstrate what to say when calling 911 or other emergency numbers when someone has taken too much medicine. 	<ul style="list-style-type: none"> • Demonstrate what to say when calling 911 or other emergency numbers when someone has taken too much medicine. • Demonstrate effective verbal and nonverbal ways to refuse alcohol. • Explain personal reasons for choosing to be alcohol free. 	<ul style="list-style-type: none"> • Demonstrate effective refusal skills when pressured to use alcohol or other drugs. • Demonstrate effective negotiating skills to avoid riding in a car with someone who has been using alcohol or other drugs. • Summarize personal reasons for choosing to remain alcohol and drug-free. • Demonstrate how to ask for help from a parent, other trusted adult, or friend when pressured to use alcohol or other drugs. 	<ul style="list-style-type: none"> • Demonstrate effective refusal skills when pressured to use alcohol or other drugs. • Demonstrate what to say when asking for assistance to help someone who needs help controlling alcohol or other drug use. • Demonstrate effective negotiating skills to avoid riding in a car with someone who has been using alcohol or other drugs. • Communicate personal responsibility for not riding with impaired drivers and not drinking and driving.

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

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page AOD-19 for Standard 5 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Student Skill Learning and Application Score (total number of “yes” checks) 3

Transfer this score to Standard 5: Decision Making (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page AOD-19 for Standard 5 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Teacher Instruction and Assessment Score (total number of “yes” checks) 1

Transfer this score to Standard 5: Decision Making (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

Notes:

Standard **5** Skill Examples

After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to avoid or quit alcohol and other drug use.

Sub-Skills: As a result of using this curriculum, students will be able to

- Determine when health-related situations require the application of a thoughtful decision-making process.
- Generate alternatives to health-related issues or problems.
- Determine barriers that can hinder healthy decision making.
- Predict the short and long-term consequences of each alternative on self and others.
- Choose healthy alternatives over unhealthy alternatives.
- Evaluate the outcomes of a health-related decision.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

Skill Examples: Below are examples that illustrate how a curriculum might address these skills. These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the concepts emphasized in Standard 1. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
	<ul style="list-style-type: none"> • Explain positive outcomes of being alcohol free. • Identify positive alternatives to using alcohol. 	<ul style="list-style-type: none"> • Demonstrate decision-making skills to be alcohol and drug free. • Explain how decisions about alcohol and drug use will affect relationships with friends and family. • Predict how not using alcohol or other drugs contributes to positive health outcomes. • Summarize positive alternatives to using alcohol and other drugs. 	<ul style="list-style-type: none"> • Design a plan for choosing positive alternatives to using alcohol and other drugs. • Predict immediate and long-term consequences of using alcohol or other drugs for oneself, for one’s family, and for the community. • Explain when input from friends, family, and health professionals could be helpful in making healthy decisions related to alcohol or other drugs. • Evaluate positive alternatives to alcohol or drug use.

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

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page AOD-21 for Standard 6 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Student Skill Learning and Application Score (total number of “yes” checks) 3

Transfer this score to Standard 6: Goal Setting (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page AOD-21 for Standard 6 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Teacher Instruction and Assessment Score (total number of “yes” checks) 1

Transfer this score to Standard 6: Goal Setting (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

Notes:

Standard **6** Skill Examples

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

Sub-Skills: As a result of using this curriculum, students will be able to

- Assess personal health practices and status.
- Develop a goal to adopt, maintain, or improve a personal health practice.
- Plan strategies for performing health-enhancing practices.
- Make a commitment to improve health.
- Overcome barriers to action.
- Monitor progress in achieving desired health practices and outcomes.
- Measure accomplishment in meeting health outcomes.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

Skill Examples: Below are examples that illustrate how a curriculum might address these skills. These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the concepts emphasized in Standard 1. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
	<ul style="list-style-type: none"> • Set a goal to avoid using alcohol. • Develop a plan for avoiding offers to use alcohol. • Make a commitment to be alcohol and drug free. • Describe how personal goals can be affected by alcohol and other drug use. 	<ul style="list-style-type: none"> • Discuss how the use or non-use of alcohol or other drugs might affect plans for the future. • Make a commitment to be alcohol and drug free. • Make a commitment to avoid riding in a motor vehicle with a driver who has been drinking alcohol or using other drugs. • Develop a personal plan to improve health by staying alcohol and drug-free. 	<ul style="list-style-type: none"> • Develop an immediate and long-term plan to not use alcohol and other drugs. • Discuss how personal goals can be affected by alcohol and other drug use. • Demonstrate the ability to monitor personal behavior related to alcohol or other drug use. • Make a personal commitment to not ride in a motor vehicle with a driver who has been drinking alcohol or using other drugs. • Make a commitment to be drug free.

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

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page AOD-23 for Standard 7 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check for #2)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Student Skill Learning and Application Score (total number of “yes” checks) 2

Transfer this score to Standard 7: Practicing Healthy Behaviors (see Student Learning/Application line) on the *Overall Summary Form - Chap. 3*.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page AOD-23 for Standard 7 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Teacher Instruction and Assessment Score (total number of “yes” checks) 2

Transfer this score to Standard 7: Practicing Healthy Behaviors (see Teacher Instruction/Assessment line) on the *Overall Summary Form - Chap. 3*.

Notes:

Standard Skill Examples

After implementing this curriculum, students will be able to demonstrate strategies to establish and maintain an alcohol and other drug-free lifestyle.

Sub-Skills: As a result of using this curriculum, students will be able to

- Express intentions to engage in health-enhancing behaviors.
- Perform healthy practices.
- Avoid health risks.
- Take responsibility for personal health.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

Skill Examples: Below are examples that illustrate how a curriculum might address these skills. These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the concepts emphasized in Standard 1. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
<ul style="list-style-type: none"> • Acknowledge personal responsibility for asking an adult for help when taking medicines. 	<ul style="list-style-type: none"> • Express intention to be alcohol free. 	<ul style="list-style-type: none"> • Express intentions to be alcohol and drug free. • Express intentions to avoid riding in a motor vehicle with a driver who has been drinking alcohol or using other drugs. 	<ul style="list-style-type: none"> • Demonstrate personal responsibility for taking medications needed for chronic health conditions as directed. • Demonstrate personal responsibility for not using alcohol and other drugs. • Express intentions to be alcohol and drug free. • Express intentions to avoid riding in a motor vehicle with a driver who has been drinking alcohol or using other drugs.

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

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page AOD-25 for Standard 8 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Student Skill Learning and Application Score (total number of “yes” checks)

2

Transfer this score to Standard 8: Advocating for Health (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page AOD-25 for Standard 8 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Teacher Instruction and Assessment Score (total number of “yes” checks)

1

Transfer this score to Standard 8: Advocating for Health (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

Notes:

Standard **8** Skill Examples

After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to make positive choices related to alcohol and other drug use.

Sub-Skills: As a result of using this curriculum, students will be able to

- Declare positive beliefs about health-enhancing practices.
- Educate others about health-enhancing practices.
- Influence positive health practices of others.
- Promote health-enhancing societal norms.
- Influence and support others to make positive health choices.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

Skill Examples: Below are examples that illustrate how a curriculum might address these skills. These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the concepts emphasized in Standard 1. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
	<ul style="list-style-type: none"> • Demonstrate how to communicate the benefits of being alcohol and drug free to others. • Demonstrate ways to encourage friends to be alcohol free. 	<ul style="list-style-type: none"> • Articulate to others the benefits of remaining alcohol and drug free. • Demonstrate how to effectively persuade and encourage others not to use alcohol and other drugs. • Demonstrate ways to support friends and family members who choose not to drink alcohol. • Demonstrate ways to support friends and family who are trying to stop using alcohol or other drugs. 	<ul style="list-style-type: none"> • Design persuasive arguments that advocate for schools to be drug free. • Demonstrate how to effectively persuade and encourage others not to use alcohol or other drugs. • Describe ways to support friends and family members who choose not to drink alcohol or use other drugs. • Advocate for others not to use alcohol or other drugs when driving or riding in a car. • Support individuals and families experiencing addiction to alcohol or other drugs and who are trying to quit.

Alcohol and Other Drugs

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

Additional Notes:

HECAT: Module T

TOBACCO-FREE CURRICULUM

Description: This module contains the tools to analyze and score curricula that are intended to promote a tobacco-free lifestyle.

Healthy Behavior Outcomes

A pre-K–12 tobacco-free curriculum should enable students to

- *Avoid using (or experimenting with) any form of tobacco.*
- *Avoid second-hand smoke.*
- *Support others to be tobacco free, including supporting a tobacco-free environment.*
- *Seek help for stopping the use of tobacco for self and others.*
- *Quit using tobacco if already using.*

This module uses the *National Health Education Standards* as the framework for determining the extent to which the curriculum is likely to enable students to master the essential concepts (Standard 1) and skills (Standards 2–8) that promote a tobacco-free lifestyle.

The concepts, sub-skills, and skill examples 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 a tobacco-free lifestyle. Appendix 5 also includes suggested concepts and skills 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 the curricula and add, delete, or revise them to meet local needs and requirements.

Some concepts and skill examples are relevant to more than one health topic. Look in other health topic modules to see if there are any related concepts or skill examples that might be added for the review of tobacco curricula.

If a curriculum focuses on additional topics, such as mental and emotional health or alcohol and other drugs, use the chapters that address those topics as well.

Overall Instructions

- Determine the desired Healthy Behavior Outcomes (box on left) you expect a curriculum to address.
- Review the HECAT items in this module. Add, delete, or revise items to meet the selected healthy behavior outcomes, the curriculum requirements of the state or school district, and community needs.
- Review the completed *General Curriculum Information* (Chapter 2) for the curriculum under consideration.
- Read the curriculum to become familiar with its content and how it is organized.
- Complete the analysis of the curriculum for each standard in this module.
- Score the curriculum based on the analysis: There will be **one** rating score for functional knowledge or concepts (Standard 1) and **two** rating scores for each of the essential skills (Standards 2–8).
- Transfer scores from the analysis of each standard to the *Overall Summary Form* (Chapter 3).
- Complete a separate analysis for each curriculum being reviewed. Make additional copies of any analysis pages.
- 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 tobacco-free healthy behavior outcomes (page T-1). The HECAT lists the essential concepts to be completed by grades 2, 5, 8, and 12. These are listed by grade group: pre-K–2; 3–5; 6–8; and 9–12, starting on page T-3.

Directions for Standard 1

- Review the concepts (pages T-3 through T-6).
- Decide if any of the concepts need to be deleted or modified or if any additional concepts should be added to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Some concepts may be reflected in the skill examples in Standards 2–8. Review all other standards before making changes to the concepts in Standard 1. Some relevant concepts might be found in other health topic modules. Look in other related topic modules for concepts that might be edited and added to the list of concepts for this topic.
- Read the curriculum to become familiar with its content, the information provided for students, and the methods used to convey information and knowledge content.
- Place a check in the box next to each concept that is addressed by the curriculum and determine the *Concept Coverage Score*.
Important — a concept is “addressed” if there is sufficient information provided in the curriculum for students to be able to demonstrate competency in this concept. Some concepts might require more evidence than others.
- Transfer the *Concept Coverage Score* to the appropriate line on the *Overall Summary Form* (Chapter 3).
- Record notes to justify scores and to inform group discussions and curriculum decisions.
- Analyze Standard 1 for each curriculum being reviewed. If the curriculum addresses more than one grade group, complete a separate analysis of Standard 1 for each group.
- Complete a separate *Overall Summary Form* for each curriculum and grade group.

Directions for Standards 2–8 are provided on page T-7.

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

After implementation of this curriculum, by grade 2, students will be able to:

TOBACCO (Check all that are given attention in the curriculum)

- Identify a variety of tobacco products.
- Identify the short-term effects of using tobacco.
- Identify the short-and long-term physical effects of being exposed to tobacco smoke.
- Describe the benefits of not using tobacco.
- Explain the dangers of experimenting with tobacco.
- Identify family rules about tobacco use.

Additional Concepts

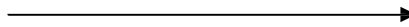
- _____
- _____
- _____
- _____
- _____
- _____

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

The curriculum addresses:

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

CONCEPT COVERAGE SCORE



TRANSFER THIS SCORE TO THE HEALTH INFORMATION/CONCEPTS 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 concepts to reflect community needs and to meet the curriculum requirements of the school district.

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

After implementation of this curriculum, by grade 5, students will be able to:

TOBACCO (Check all that are given attention in the curriculum)

- Identify the short- and long-term physical effects of using tobacco.
- Identify the short- and long-term physical effects of being exposed to others' tobacco use.
- Describe the benefits of abstaining from or discontinuing tobacco use.
- Identify the effects of tobacco use on social relationships.
- Summarize the dangers of experimenting with tobacco.
- Summarize family and school rules about tobacco use.
- Explain that tobacco use is an addiction that can be treated.

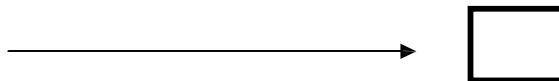
Additional Concepts

- _____
- _____
- _____
- _____
- _____

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

- The curriculum addresses:**
- 4 = all of the concepts. (100%)**
 - 3 = most of the concepts. (67-99%)**
 - 2 = some of the concepts. (34-66%)**
 - 1 = a few of the concepts. (1-33%)**
 - 0 = none of the concepts. (0)**

CONCEPT COVERAGE SCORE



TRANSFER THIS SCORE TO THE HEALTH INFORMATION/CONCEPTS 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 concepts to reflect community needs and to meet the curriculum requirements of the school district.

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

After implementation of this curriculum, by grade 8, students will be able to:

TOBACCO (Check all that are given attention in the curriculum)

- Describe the short- and long-term physical effects of using tobacco.
- Summarize the short- and long-term physical effects of being exposed to other’s tobacco use.
- Discuss the social, economic, and cosmetic consequences of tobacco use.
- Evaluate the dangers of experimenting with tobacco products.
- Summarize the benefits of being tobacco-free.
- Explain that tobacco is addictive.
- Describe the effects of second hand smoke.
- Analyze the effects of tobacco use on social relationships.
- Explain school policies and community laws related to the sale and use of tobacco products.
- Explain reasons most individuals do not use tobacco products.
- Explain why using tobacco, alcohol, or other substances is an unhealthy way to manage stress.
- Describe situations that could lead to the use of tobacco.
- Describe the relationship between using tobacco and alcohol or other drugs.

Additional Concepts

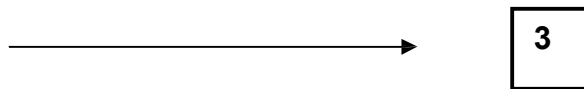
- _____
- _____
- _____

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

The curriculum addresses:

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

CONCEPT COVERAGE SCORE



TRANSFER THIS SCORE TO THE HEALTH INFORMATION/CONCEPTS 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 concepts to reflect community needs and to meet the curriculum requirements of the school district.

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

After implementation of this curriculum, by grade 12, students will be able to:

TOBACCO (Check all that are given attention in the curriculum)

- Examine situations that could lead to tobacco use.
- Analyze the short- and long-term physical effects of tobacco use.
- Analyze the short- and long-term psychological and social effects of tobacco use.
- Analyze the relationship between using tobacco and using alcohol or other drugs.
- Describe the effects of tobacco use on the fetus.
- Summarize long-term health benefits of abstaining from or discontinuing tobacco use.
- Summarize why individuals choose to use or not use tobacco.
- Evaluate school rules and community laws related to the sale and use of tobacco products.
- Summarize why tobacco, alcohol, or other substance use is an unhealthy way to manage weight or stress.
- Evaluate the financial costs of tobacco use to the individual and society.
- Analyze how the addiction to tobacco use can be treated.
- Summarize how smoking cessation programs can be successful.

Additional Concepts

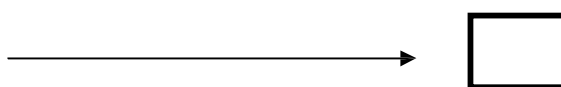
- _____

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

The curriculum addresses:

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

CONCEPT COVERAGE SCORE



TRANSFER THIS SCORE TO THE HEALTH INFORMATION/CONCEPTS 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 concepts to reflect community needs and to meet the curriculum requirements of the school district.

This is the end of Standard 1

Standards 2–8

The Standards 2–8 analysis will result in **two** ratings for each standard: one rating reflects the extent to which the curriculum addresses important skills and provides the student with the ability to learn and apply the skill; the second reflects the extent to which the curriculum provides the teacher with guidance to instruct and assess the skill.

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

Each standard 2–8 begins with a score page. This is followed by the sub-skills for that standard. The sub-skills are not specific to any one health topic. Skill examples, organized by grade groups, are provided to illustrate how the sub-skills for that standard can be applied to tobacco.

The skill examples are not a complete list of all the ways the sub-skills can be applied to this topic. The examples should be reviewed carefully before the curriculum analysis and revised if necessary. Some skill examples in other health topic modules might be relevant. Review skill examples in other health topic modules for skill examples that could be edited and added to the skill examples for this topic.

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

Directions for Standards 2–8

- For each standard, review the list of sub-skills and skill examples for each grade group. Decide if any of the examples should be deleted or modified to meet the needs of the community or conform to the curriculum requirements of the state or school district. Additional skill examples could be included under other standards. Review all standards before making any changes.
- Read the curriculum to become familiar with the content, the focus on skill learning, and the methods used to convey skill learning.
- Complete the *Student Skill Learning and Application Score* and *Teacher Instruction and Assessment Score* by checking “yes” or “no” for each statement as it applies to the curriculum under review. Use the sub-skills and skill examples to help identify relevant skill outcomes.
- Add the total number of “yes” checks to arrive at an overall score for each scoring area. Transfer the two scores for each standard to the appropriate lines on the *Overall Summary Form* (Chapter 3).
- Record notes to justify scores and inform group discussions and decisions.
- Analyze Standards 2–8 for each curriculum being reviewed. If the curriculum addresses more than one grade group, complete a separate set of skill scores for each standard and each group.
- Complete a separate *Overall Summary Form* for each curriculum and grade group.

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

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See pages T-11 and T-12 for Standard 2 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Student Skill Learning and Application Score (total number of “yes” checks)

3

Transfer this score to Standard 2: Analyzing Influences (see Student Learning/Application line) on the *Overall Summary Form* –Chap. 3.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See pages T-11 and T-12 for Standard 2 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Teacher Instruction and Assessment Score (total number of “yes” checks)

1

Transfer this score to Standard 2: Analyzing Influences (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

Notes:

Standard  **Skill Examples**

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

Sub-Skills: As a result of using this curriculum, students will be able to

- Analyze the influence of the media on personal health practices.
- Analyze parent and family influence on personal health practices.
- Analyze peer influence on personal health practices.
- Analyze community influence on personal health practices.
- Analyze the influence of cultural and peer norms on personal health practices.
- Analyze the influence of personal values and beliefs on personal health practices.
- Analyze the influence of alcohol and other drug use on judgment, self-control, and behavior.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

Skill Examples: Below are examples that illustrate how a curriculum might address these skills. These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the concepts emphasized in Standard 1. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
<ul style="list-style-type: none"> • Identify parent and caregiver influence on the use of tobacco. 	<ul style="list-style-type: none"> • Identify family and societal influences on tobacco use and exposure to second-hand smoke. • Identify the influence of peers on tobacco use. • Identify various strategies the media use including advertisements, to encourage or discourage tobacco use. • Identify strategies used by tobacco distributors to encourage tobacco use among youth. 	<ul style="list-style-type: none"> • Analyze the factors that influence a person’s decision to use or not use tobacco. • Describe how personal and family values influence decisions about using tobacco. • Explain family and societal influences on tobacco use and exposure to second-hand smoke. • Summarize how peers influence tobacco use. • Analyze various strategies the media use, including advertisements, to encourage or discourage tobacco use. 	<ul style="list-style-type: none"> • Describe how personal and family values influence decisions about using tobacco. • Analyze family and societal influences on tobacco use. • Analyze the influence of peers on tobacco use. • Evaluate various strategies the media use, including advertisements, to encourage or discourage tobacco use. • Discuss how community influences can affect tobacco use. • Discuss how using alcohol or other drugs can influence tobacco use.

Additional examples for Standard 2 are listed on the next page.

Standard Skill Examples (continued)

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

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
	<ul style="list-style-type: none"> • Recognize that most young people and adults do not use tobacco. • Describe the factors that influence a person’s decision to use or not use tobacco. 	<ul style="list-style-type: none"> • Delineate advertising techniques used to promote tobacco use among adolescents. • Discuss how peers can support being tobacco free. • Explain that most young people and adults do not use tobacco. • Identify a role model who demonstrates non-use of tobacco products. 	<ul style="list-style-type: none"> • Identify individual, family, school, peer, and community protective factors that decrease the likelihood of tobacco use. • Summarize that most young people and adults do not use tobacco. • Explain how community laws and campaigns can influence others not to use tobacco.

Notes:

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

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page T-13 for Standard 3 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Student Skill Learning and Application Score (total number of “yes” checks)

2

Transfer this score to Standard 3: Accessing Valid Information (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page T-13 for Standard 3 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Teacher Instruction and Assessment Score (total number of “yes” checks)

1

Transfer this score to Standard 3: Accessing Valid Information (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

Notes:

Standard **3** Skill Examples

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

Sub-Skills: As a result of using this curriculum, students will be able to

- Differentiate accurate from inaccurate health information.
- Select valid and reliable products and services.
- Access valid and reliable products and services that promote health.
- Access helpful people for accurate information.
- Identify trusted adults and professionals.
- Assess the accuracy and reliability of assistance for health-related problems.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

Skill Examples: Below are examples that illustrate how a curriculum might address these skills. These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the concepts emphasized in Standard 1. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
<ul style="list-style-type: none"> • Identify trusted adults who can help prevent exposure to second-hand smoke. 	<ul style="list-style-type: none"> • Identify sources of accurate information about the effects of tobacco use and exposure to second-hand smoke. • Demonstrate the ability to access accurate information about preventing tobacco use. • Identify the information found on the warning labels of tobacco products. • Identify a trusted adult, such as a parent, school nurse or counselor, who can provide helpful information about preventing and stopping tobacco use. 	<ul style="list-style-type: none"> • Demonstrate how to access accurate sources of information about tobacco use. • Analyze warning labels on tobacco products. • Demonstrate how to access successful smoking cessation programs. • Describe people in school and in the community who can help prevent tobacco use or help others to stop using tobacco. • Analyze the accuracy of images conveyed in the media, including advertisements, about tobacco use. 	<ul style="list-style-type: none"> • Demonstrate how to access accurate sources of information about tobacco use. • Evaluate information from the warning labels on tobacco products. • Demonstrate how to access sources of assistance to help stop tobacco use. • Analyze the accuracy and inaccuracy of information conveyed in the media, including advertisements, about tobacco use.

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

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page T-15 for Standard 4 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Student Skill Learning and Application Score (total number of “yes” checks)

3

Transfer this score to Standard 4: Communication Skills (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page T-15 for Standard 4 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Teacher Instruction and Assessment Score (total number of “yes” checks)

1

Transfer this score to Standard 4: Communication Skills (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

Notes:

Standard Skill Examples

After implementing this curriculum, students will be able to use interpersonal communication skills to avoid second hand smoke and avoid or quit tobacco use.

Sub-Skills: As a result of using this curriculum, students will be able to

- Use effective interpersonal skills with family, friends, and others.
- Resist pressure from peers to engage in unhealthy behaviors.
- Effectively negotiate to avoid or reduce personal health risks.
- Communicate empathy and support for others.
- Effectively manage interpersonal conflicts.
- Ask for assistance to enhance personal health and health of others.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

Skill Examples: Below are examples that illustrate how a curriculum might address these skills. These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the concepts emphasized in Standard 1. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
<ul style="list-style-type: none"> • Describe how to ask for help in staying away from second hand smoke. 	<ul style="list-style-type: none"> • Demonstrate effective verbal and nonverbal ways to refuse pressures to use tobacco. • Communicate personal reasons to be tobacco free. • Describe how to ask for help in staying away from second hand smoke. • Describe ways to help others who are trying to stop smoking. 	<ul style="list-style-type: none"> • Demonstrate verbal and nonverbal ways to refuse tobacco use. • Describe how to ask someone effectively and respectfully not to smoke. • Demonstrate ways to support friends and family members who are trying to stop smoking. • Demonstrate how to ask for help from a parent, other trusted adult, or friend when pressured to use tobacco. • Communicate with parents and family about ways to avoid tobacco use. • Demonstrate ways to help others who are trying to stop smoking. 	<ul style="list-style-type: none"> • Demonstrate verbal and nonverbal ways to refuse tobacco use. • Demonstrate how to ask someone effectively and respectfully not to smoke. • Describe ways to help others who are trying to stop smoking. • Demonstrate how to ask for help from a parent, other trusted adult, or friend when pressured to use tobacco. • Communicate with parents and family about ways to avoid tobacco use.

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

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page T-17 for Standard 5 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Student Skill Learning and Application Score (total number of “yes” checks)

3

Transfer this score to Standard 5: Decision Making (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page T-17 for Standard 5 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Teacher Instruction and Assessment Score (total number of “yes” checks)

1

Transfer this score to Standard 5: Decision Making (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

Notes:

Standard **5** Skill Examples

After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to avoid second hand smoke and to avoid or quit tobacco use.

Sub-Skills: As a result of using this curriculum, students will be able to

- Determine when health-related situations require the application of a thoughtful decision-making process.
- Generate alternatives to health-related issues or problems.
- Determine barriers that can hinder healthy decision making.
- Predict the short and long-term consequences of each alternative on self and others.
- Choose healthy alternatives over unhealthy alternatives.
- Evaluate the outcomes of a health-related decision.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

Skill Examples: Below are examples that illustrate how a curriculum might address these skills. These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the concepts emphasized in Standard 1. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
<ul style="list-style-type: none"> • Explain positive outcomes from avoiding second hand smoke. 	<ul style="list-style-type: none"> • Explain positive outcomes for being tobacco free. • Summarize positive outcomes from avoiding second hand smoke. 	<ul style="list-style-type: none"> • Predict how not using tobacco products produces positive health outcomes. • Identify health-enhancing alternatives to tobacco use. • Analyze positive outcomes for avoiding second hand smoke. • Analyze positive and negative choices about using tobacco and how these choices can affect friends and family. 	<ul style="list-style-type: none"> • Explain when input from friends, family, and health professionals could be helpful in making healthy decisions related to tobacco. • Predict immediate and long-term consequences of using tobacco for oneself, for one's family, and for the community. • Evaluate alternatives to tobacco use. • Evaluate positive outcomes for avoiding second hand smoke.

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

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page T-19 for Standard 6 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Student Skill Learning and Application Score (total number of “yes” checks)

2

Transfer this score to Standard 6: Goal Setting (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page T-19 for Standard 6 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Teacher Instruction and Assessment Score (total number of “yes” checks)

1

Transfer this score to Standard 6: Goal Setting (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

Notes:

Standard **6** Skill Examples

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

Sub-Skills: As a result of using this curriculum, students will be able to

- Assess personal health practices and status.
- Develop a goal to adopt, maintain, or improve a personal health practice.
- Plan strategies for performing health-enhancing practices.
- Make a commitment to improve health.
- Overcome barriers to action.
- Monitor progress in achieving desired health practices and outcomes.
- Measure accomplishment in meeting health outcomes.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

Skill Examples: Below are examples that illustrate how a curriculum might address these skills. These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the concepts emphasized in Standard 1. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
	<ul style="list-style-type: none"> • Set a goal to avoid using tobacco. • Develop a plan for avoiding offers to use tobacco. • Make a commitment to be tobacco free. • Describe how using tobacco can harm personal goals for physical fitness and athletic performance. 	<ul style="list-style-type: none"> • Discuss plans for the future and how the use or nonuse of tobacco might affect those plans. • Develop a personal plan to improve health by staying tobacco free or quitting the use of tobacco. • Make a commitment to be tobacco free. 	<ul style="list-style-type: none"> • Develop a personal plan to improve health by staying tobacco free or quitting the use of tobacco. • Demonstrate the ability to monitor personal behavior related to tobacco use. • Devise a personal plan to reduce or eliminate influences to use tobacco. • Make a commitment to remain tobacco free.

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

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page T-21 for Standard 7 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Student Skill Learning and Application Score (total number of “yes” checks)

3

Transfer this score to Standard 7: Practicing Healthy Behaviors (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page T-21 for Standard 7 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Teacher Instruction and Assessment Score (total number of “yes” checks)

2

Transfer this score to Standard 7: Practicing Healthy Behaviors (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

Notes:

Standard Skill Examples

After implementing this curriculum, students will be able to demonstrate strategies to establish and maintain a tobacco-free lifestyle.

Sub-Skills: As a result of using this curriculum, students will be able to

- Express intentions to engage in health-enhancing behaviors.
- Perform healthy practices.
- Avoid health risks.
- Take responsibility for personal health.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

Skill Examples: Below are examples that illustrate how a curriculum might address these skills. These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the concepts emphasized in Standard 1. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
<ul style="list-style-type: none"> • Demonstrate ways to avoid second hand smoke. 	<ul style="list-style-type: none"> • Express intention to remain tobacco free. • Demonstrate ways to avoid second-hand smoke. • Demonstrate ways to avoid use of tobacco products. 	<ul style="list-style-type: none"> • Express intentions to remain tobacco free. • Demonstrate ways to avoid second-hand smoke. • Demonstrate ways to avoid use of tobacco products. • Express intentions to get help in quitting tobacco use if currently using. 	<ul style="list-style-type: none"> • Express intentions to avoid second-hand smoke. • Express intentions to remain tobacco free. • Express intentions to get help in quitting tobacco use if currently using.

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

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page T-23 for Standard 8 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Student Skill Learning and Application Score (total number of “yes” checks)

3

Transfer this score to Standard 8: Advocating for Health (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page T-23 for Standard 8 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Teacher Instruction and Assessment Score (total number of “yes” checks)

1

Transfer this score to Standard 8: Advocating for Health (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

Notes:

Standard Skill Examples

After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to make positive choices related to tobacco use.

Sub-Skills: As a result of using this curriculum, students will be able to

- Declare positive beliefs about health-enhancing practices.
- Educate others about health-enhancing practices.
- Influence positive health practices of others.
- Promote health-enhancing societal norms.
- Influence and support others to make positive health choices.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

Skill Examples: Below are examples that illustrate how a curriculum might address these skills. These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the concepts emphasized in Standard 1. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
<ul style="list-style-type: none"> • Ask parents and others for help in avoiding second hand smoke. 	<ul style="list-style-type: none"> • Explain to others why it is important to be tobacco free. • Explain to others the benefits of a tobacco-free environment. • Advocate for friends to be tobacco free. 	<ul style="list-style-type: none"> • Demonstrate effective persuasion skills that encourage friends and family not to use tobacco. • Advocate for a tobacco-free school environment. • Articulate to others why clean indoor air is important. • Demonstrate ways to support friends and family who are trying to stop using tobacco. 	<ul style="list-style-type: none"> • Advocate for clean indoor air at home, at school, and in the community. • Support individuals and families experiencing addiction to tobacco. • Support health-promoting policies that eliminate or reduce tobacco use. • Advocate for a smoke-free environment in all enclosed public buildings. • Demonstrate effective persuasion skills that encourage friends and family not to use tobacco.

Tobacco

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

Additional Notes: