

# HECAT: Module SH

## SEXUAL HEALTH CURRICULUM

**Description:** This module contains the tools to analyze and score curricula that are intended to promote sexual health and prevent sexual risk-related health problems, including teen pregnancy, Human Immunodeficiency Virus (HIV) infection, and other sexually transmitted diseases (STDs), regardless of sexual orientation.

includes relevant knowledge and skill expectations for children ages 3-4, who might be enrolled in a school-based early childhood program.

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

Some knowledge and skill expectations are relevant to more than one health topic. Look in other health topic modules to see if there are any related knowledge or skill expectations that might be added for the review of sexual health curricula. For example, if a curriculum addresses issues such as expressing feelings in a healthy way, maintaining healthy relationships, getting help to stop or prevent sexual violence or abuse, or preventing spread of infectious disease, use the knowledge and skill expectations that address these outcomes in the Mental and Emotional Health, Personal Health and Wellness, and Violence Prevention modules.

### Healthy Behavior Outcomes (HBO)

*A pre-K–12 sexual health curriculum should enable students to*

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

This module uses the *National Health Education Standards (NHES)* as the framework for determining the extent to which the curriculum is likely to enable students to master the essential knowledge and skills to promote these sexual health behavior outcomes.

The specific knowledge and skill expectations included in this module were developed through a rigorous process guided by research evidence and expert opinion on the types of knowledge, skills, and learning experiences that help students in grades pre-K–12 adopt and maintain behaviors that promote sexual health. Appendix 5 also

### Overall Instructions

- Determine the desired HBO (box on left) you expect a curriculum to address.
- Review the HECAT items in this module. Add, delete, or revise items to meet the selected healthy behavior outcomes, the curriculum requirements of the state or school district, and community needs.
- Review the completed *General Curriculum Information* (Chapter 2) for the curriculum under consideration.
- Read the curriculum to become familiar with its content and how it is organized.
- Complete the analysis of the curriculum for each standard in this module.

## Sexual Health

- Score the curriculum based on the analysis: There will be **one** rating score for coverage of essential knowledge expectations (Standard 1) and **two** rating scores for each of the essential skill expectations (Standards 2–8).
- Transfer scores from the analysis of each standard to the *Overall Summary Form* (Chapter 3).
- Complete a separate analysis for each curriculum being reviewed. Make additional copies of analysis pages as needed.
- Keep all written notes and comments to justify scores and to inform group discussions and curriculum decisions.

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## Standard 1

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

The knowledge expectations are numbered sequentially for the ease of identification and discussion. Before each knowledge expectation, the number represents topic abbreviation, *NHES* standard number, grade group (last grade in that group), and knowledge expectation item number. For example, SH1.5.1 would represent Sexual Health, standard 1, grade group 3-5, knowledge expectation item 1.

### Directions for Standard 1

- Review the knowledge expectations (pages SH-4 through SH-10).
  - Decide if any of the knowledge expectations need to be deleted or modified or if any additional expectations should be added to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Some knowledge expectations may be reflected in the skill expectations in Standards 2–8. Review other standards before making changes to the knowledge expectations in Standard 1.
  - Some relevant knowledge expectations might be found in other health topic modules. Look in other related topic modules for those that might be edited and added to the list of knowledge expectations for this topic.
- For example, if a curriculum speaks to broader sexual health issues including outcomes such as expressing feelings in a healthy way, maintaining healthy relationships, getting help to stop or prevent sexual violence or abuse, and preventing spread of infectious disease, include the knowledge expectations that address these outcomes in the Mental and Emotional Health, Personal Health and Wellness, and Violence Prevention modules.
  - Read the curriculum to become familiar with its content, the information provided for students, and the methods used to convey information and knowledge content.
  - Place a check in the box next to each knowledge expectation that is addressed by the curriculum and determine the *Knowledge Expectations Coverage Score*. **Important** — a knowledge expectation is “addressed” if there is sufficient information provided in the curriculum for students to be able to demonstrate understanding of this concept. Some knowledge expectations might require more evidence than others.
  - Transfer the *Knowledge Expectations Coverage Score* to the appropriate line on the *Overall Summary Form* (Chapter 3).
  - Record notes to justify scores and to inform group discussions and curriculum decisions.
  - Analyze Standard 1 for each curriculum being reviewed. If the curriculum addresses more than one grade group, complete a separate analysis of Standard 1 for each group.
  - Complete a separate *Overall Summary Form* for each curriculum and grade group.

Instructions for Standards 2–8 are provided on page SH–12.

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

After implementing this curriculum, students will comprehend concepts important to promote sexual health.

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**Grades Pre-K–2 Knowledge Expectations: Check the box next to any added sexual health-related Knowledge Expectations added and addressed in the curriculum.**

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By the end of grade 2, students will be able to:

- SH1.2.1 Identify the benefits of healthy family relationships. (HB0 1)
- SH1.2.2 Identify the benefits of healthy peer relationships. (HB0 1)
- SH1.2.3 Identify different ways that disease-causing germs are transmitted. (HB0 3)
- SH1.2.4 Identify ways to prevent the spread of germs that cause common infectious diseases. (HB0 3)
- SH1.2.5 Explain why it is wrong to tease or bully others based on personal characteristics (such as gender, appearance, mannerisms, and the way one dresses or acts). (HB0 7)

### Additional Knowledge Expectations

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

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

The curriculum addresses:

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

**KNOWLEDGE EXPECTATIONS COVERAGE SCORE**

3

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

**Notes:**

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

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

After implementing this curriculum, students will comprehend concepts important to promote sexual health.

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

By the end of grade 5, students will be able to:

- SH1.5.1 List healthy ways to express affection, love, and friendship. (HB0 1)
- SH1.5.2 Identify characteristics of healthy relationships. (HB0 1)
- SH1.5.3 Describe the benefits of healthy family relationships. (HB0 1)
- SH1.5.4 Describe the benefits of healthy peer relationships. (HB0 1)
- SH1.5.5 Identify characteristics of a responsible family member. (HB0 1)
- SH1.5.6 Describe ways that common infectious diseases are transmitted. (HB0 3)
- SH1.5.7 Explain that HIV is not easily transmitted like other common infectious diseases. (HB0 3)
- SH1.5.8 Describe ways to prevent the spread of germs that cause infectious diseases. (HB0 3)
- SH1.5.9 Describe basic male and female reproductive body parts and their functions. (HB0 3, 4 & 8)
- SH1.5.10 Describe the physical, social, and emotional changes that occur during puberty. (HB0 3, 4 & 8)
- SH1.5.11 Explain how puberty and development can vary greatly and still be normal. (HB0 3, 4 & 8)
- SH1.5.12 Describe personal characteristics related to gender expression and gender roles that make people different from one another. (HB0 7)
- SH1.5.13 Summarize why it is wrong to tease or bully others based on personal characteristics (such as gender, appearance, mannerisms, and the way one dresses or acts). (HB0 7)

### Additional Knowledge Expectations

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

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

The curriculum addresses:

**4 = all of the knowledge expectations.** (100%)

**3 = most of the knowledge expectations.** (67-99%)

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

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

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

**KNOWLEDGE EXPECTATIONS COVERAGE SCORE**

—————→ 3

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

**Notes:**

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

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

After implementing this curriculum, students will comprehend concepts important to promote sexual health.

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

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By the end of grade 8, students will be able to:

- SH1.8.1 Describe characteristics of healthy relationships. (HB0 1)
- SH1.8.2 Explain the qualities of a healthy dating relationship. (HB0 1)
- SH1.8.3 Differentiate healthy and unhealthy relationships. (HB0 1)
- SH1.8.4 Describe healthy ways to express affection, love, and friendship. (HB0 1)
- SH1.8.5 Explain the importance of talking with parents and other trusted adults about issues related to relationships, growth and development and sexual health. (HB0 1, 2, 3, 4, 7 & 8)
- SH1.8.6 Explain the negative consequences of sending sexually explicit pictures or messages by e-mail or cell phone or posting sexually explicit pictures on social media sites (e.g., chat groups, e-mail, texting, websites, phone and tablet applications). (HB0 1, 5 & 7)
- SH1.8.7 Determine the benefits of being sexually abstinent. (HB0 2)
- SH1.8.8 Explain why individuals have the right to refuse sexual contact. (HB0 2 & 5)
- SH1.8.9 Describe why sexual abstinence is the safest, most effective risk avoidance method of protection from HIV, other STDs, and pregnancy. (HB0 2)
- SH1.8.10 Describe the factors that contribute to engaging in sexual risk behaviors. (HB0 2, 3 & 4)
- SH1.8.11 Describe the factors that protect against engaging in sexual risk behaviors. (HB0 2, 3 & 4)
- SH1.8.12 Explain the importance of setting personal limits to avoid sexual risk behaviors. (HB0 2, 3, 4, 5, 6 & 7)
- SH1.8.13 Describe the relationship between using alcohol and other drugs and sexual risk behaviors. (HB0 2, 3, 4, 5, 6 & 7)
- SH1.8.14 Describe techniques that are used to coerce or pressure someone to engage in sexual behaviors. (HB0 2, 5 & 6)
- SH1.8.15 Analyze ways common infectious diseases are transmitted. (HB0 3)
- SH1.8.16 Explain how the most common STDs are transmitted. (HB0 3)
- SH1.8.17 Explain how HIV is transmitted. (HB0 3)
- SH1.8.18 Describe usual signs and symptoms of common STDs. (HB0 3)
- SH1.8.19 Describe usual signs and symptoms of HIV. (HB0 3)
- SH1.8.20 Explain that some STDs and HIV are asymptomatic. (HB0 3)
- SH1.8.21 Explain the short- and long-term consequences of common STDs. (HB0 3)
- SH1.8.22 Explain the short- and long-term consequences of HIV. (HB0 3)
- SH1.8.23 Summarize which STDs can be cured and which can be treated. (HB0 3)
- SH1.8.24 Summarize ways to decrease the spread of STDs and HIV by not having sex, using condoms consistently and correctly when having sex, not touching blood, and not touching used hypodermic needles. (HB0 3)
- SH1.8.25 Describe how the effectiveness of condoms can reduce the risk of HIV, and other STDs including HPV (Human Papillomavirus). (HB0 3)

**Promoting Sexual Health, Grades 6-8 continued on next page.**

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

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

After implementing this curriculum, students will comprehend concepts important to promote sexual health.

**Grades 6–8 Knowledge Expectations (continued): Check the box next to each sexual health-related knowledge expectation addressed in the curriculum.**

By the end of grade 8, students will be able to:

- SH1.8.26 Describe ways sexually active people can reduce the risk of HIV, and other STDs including HPV (Human Papillomavirus). (HB0 3)
- SH1.8.27 Summarize basic male and female reproductive body parts and their functions. (HB0 3, 4 & 8)
- SH1.8.28 Describe conception and its relationship to the menstrual cycle. (HB0 4)
- SH1.8.29 Identify the emotional, social, physical and financial effects of being a teen parent. (HB0 4)
- SH1.8.30 Summarize ways to prevent pregnancy, including not having sex and effective use of contraceptives. (HB0 4)
- SH1.8.31 Describe how the effectiveness of condoms can reduce the risk of pregnancy. (HB0 4)
- SH1.8.32 Describe ways sexually active people can reduce the risk of pregnancy. (HB0 4)
- SH1.8.33 Explain the benefits of respecting individual differences in aspects of sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity), growth and development or physical appearance. (HB0 7)
- SH1.8.34 Explain why it is wrong to tease or bully others based on aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity). (HB0 7)
- SH1.8.35 Describe how intolerance can affect others when aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity) are different from one's own. (HB0 7)
- SH1.8.36 Describe ways to show courtesy and respect for others when aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity) are different from one's own. (HB0 7)

### Additional Knowledge Expectations

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

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

The curriculum addresses:

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

**KNOWLEDGE EXPECTATIONS COVERAGE SCORE**



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

**Notes:**

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

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

After implementing this curriculum, students will comprehend concepts important to promote sexual health.

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

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**By the end of grade 12, students will be able to:**

- SH1.12.1 Explain how to build and maintain healthy family and peer relationships. **(HB0 1)**
- SH1.12.2 Analyze characteristics of healthy relationships. **(HB0 1)**
- SH1.12.3 Summarize the qualities of a healthy dating relationship. **(HB0 1)**
- SH1.12.4 Evaluate effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends. **(HB0 1)**
- SH1.12.5 Summarize the importance of talking with parents and other trusted adults about issues related to relationships, growth and development and sexual health. **(HB0 1, 2, 3, 4, 7 & 8)**
- SH1.12.6 Evaluate the negative consequences of sending sexually explicit pictures or messages by e-mail or cell phone or posting sexually explicit pictures on social media sites (e.g., chat groups, e-mail, texting, websites, phone and tablet applications). **(HB0 1, 5 & 7)**
- SH1.12.7 Justify why abstinence from sex and drugs are the safest, most effective risk avoidance methods of protection from HIV, other STDs, and pregnancy. **(HB0 2)**
- SH1.12.8 Analyze the factors that contribute to engaging in sexual risk behaviors. **(HB0 2, 3 & 4)**
- SH1.12.9 Analyze the factors that protect one against engaging in sexual risk behaviors. **(HB0 2, 3 & 4)**
- SH1.12.10 Summarize ways to prevent pregnancy and the sexual transmission of HIV and other common STDs. **(HB0 2, 3 & 4)**
- SH1.12.11 Summarize the importance of setting personal limits to avoid risky sexual behavior. **(HB0 2, 3 & 4)**
- SH1.12.12 Describe the importance of shared responsibilities for avoiding sexual activity and preventing sexual risk behaviors. **(HB0 2, 3, 4, 5 & 6)**
- SH1.12.13 Analyze the relationship between using alcohol and other drugs and sexual risk behaviors. **(HB0 2, 3, 4, 5, 6 & 7)**
- SH1.12.14 Analyze the effectiveness of perfect use vs. typical use of condoms in reducing the risk of pregnancy, HIV, and other infection by STDs, including HPV (Human Papillomavirus). **(HB0 3)**
- SH1.12.15 Summarize how common STDs are transmitted. **(HB0 3)**
- SH1.12.16 Summarize how HIV is transmitted. **(HB0 3)**
- SH1.12.17 Summarize the signs and symptoms of common STDs. **(HB0 3)**
- SH1.12.18 Summarize the signs and symptoms of HIV. **(HB0 3)**
- SH1.12.19 Summarize the problems associated with asymptomatic STDs and HIV. **(HB0 3)**
- SH1.12.20 Summarize the short- and long-term consequences of common STDs. **(HB0 3)**

**Promoting Sexual Health, Grades 9-12 continued on next two pages.**

**Notes:**

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



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

After implementing this curriculum, students will comprehend concepts important to promote sexual health.

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

By the end of grade 12, students will be able to:

- SH1.12.21 Summarize the short- and long-term consequences of HIV. (HB0 3)
- SH1.12.22 Summarize the importance of proper adherence to contraceptive methods to reduce the risk of pregnancy. (HB0 3)
- SH1.12.23 Summarize the importance of using condoms consistently and correctly to reduce risk of pregnancy and infection of HIV and common STDs. (HB0 3 & 4)
- SH1.12.24 Explain the value of using a condom at the same time as using another form of contraceptive to reduce the risk of infection of HIV and common STDs and reduce the risk of pregnancy. (HB0 3 & 4)
- SH1.12.25 Explain the basic side effects and costs of treatment for STDs. (HB0 3 & 8)
- SH1.12.26 Explain the basic side effects and costs of treatment for HIV. (HB0 3 & 8)
- SH1.12.27 Describe the increased risks associated with having multiple sexual partners including serial monogamy. (HB0 3 & 4)
- SH1.12.28 Analyze situations that could lead to being pressured to having sex. (HB0 3 & 4)
- SH1.12.29 Analyze techniques that are used to coerce or pressure someone to have sex. (HB0 3 & 4)
- SH1.12.30 Explain why it is an individual's responsibility to verify that all sexual contact is consensual. (HB0 3 & 4)
- SH1.12.31 Summarize why individuals have the right to refuse sexual contact. (HB0 3 & 4)
- SH1.12.32 Explain why it is wrong to trick, threaten, or coerce another person into having sex. (HB0 3, 4 & 5)
- SH1.12.33 Explain the importance of contraceptive counseling and services if sexually active. (HB0 3, 4 & 8)
- SH1.12.34 Explain why it important to know the STD/HIV status of oneself and of a potential sexual partner. (HB0 3, 4 & 8)
- SH1.12.35 Explain the importance of STDs and HIV testing and counseling if sexually active. (HB0 3 & 8)
- SH1.12.36 Analyze the effectiveness of perfect use vs. typical use of a variety of contraceptive methods in reducing the risk of pregnancy. (HB0 4)
- SH1.12.37 Summarize the relationship between the menstrual cycle and conception. (HB0 4 & 8)
- SH1.12.38 Analyze the emotional, social, physical and financial effects of being a teen parent. (HB0 4 & 8)
- SH1.12.39 Summarize the benefits of respecting individual differences in aspects of sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity), growth and development, and physical appearance. (HB0 7)
- SH1.12.40 Summarize why it is wrong to tease or bully others based on aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity). (HB0 7)

**Promoting Sexual Health, Grades 9-12 continued on next page.**

**Notes:**

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

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

After implementing this curriculum, students will comprehend concepts important to promote sexual health.

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

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By the end of grade 12, students will be able to:

- ✓ SH1.12.41 Summarize how intolerance can affect others when aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity) are different from one's own. (HB07)
- ✓ SH1.12.42 Summarize ways to show courtesy and respect for others when aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity) are different from one's own. (HB07)
- ✓ SH1.12.43 Explain the importance of immunizations, checkups, examinations, and health screenings, such as breast self-examination, testicular self-examination, and Pap smears necessary to maintain sexual and reproductive health. (HB08)

### Additional Knowledge Expectations

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

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

The curriculum addresses:

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

**KNOWLEDGE EXPECTATIONS COVERAGE SCORE**



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

**Notes:**

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## This is the end of Standard 1

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**Notes:**

- Great variety of different activities included in every lesson plan.
- Solid choice of web-based visuals used in many lessons.
- Appreciate the lack of bias among different options for teen pregnancy and how teenage pregnancy lessons stress the importance of making the right choice.
- Great role playing scenarios; I think it really helps get the point across.

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## Standards 2–8

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

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

Each standard 2–8 lists the sexual health-specific skill expectations for each grade group. The sexual health-specific skill expectations are based on the general skill expectations listed in Appendix 3: HECAT Skill Expectations for Skill Standards 2–8. There are some grade groups for which sexual health skill expectations are not applicable. These include the statement “*NA - Skill expectations are not identified for this grade group.*”

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

Add, delete, or revise skill expectations to reflect community needs and meet the curriculum requirements of the school district. Refer to the general skill expectations listed in *Appendix 3* for guidance when considering additions, deletions or revisions. Also, review skill expectations in other health topic modules for skill expectations that could be edited and added to the skill

expectations for this topic. For example, if a curriculum HBOs such as expressing feelings in a healthy way, maintaining healthy relationships, getting help to stop or prevent sexual violence or abuse, or preventing spread of infectious disease, include the skill expectations that address these outcomes in the Mental and Emotional Health, Personal Health and Wellness, and Violence Prevention modules.

The skill expectations are numbered sequentially for the ease of identification and discussion. Before each skill expectation, the number represents topic abbreviation, NHES standard number, grade group (last grade in that group), and skill expectation item number. For example, SH3.5.1 would represent Sexual Health, standard 3, grade group 3-5, skill expectation item 1.

### Directions for Standards 2–8

- Review the topic-specific skill expectations for each standard.
- Decide if any skill expectations need to be added or modified to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Look in other related topic modules for those that might be edited and added to the list of skill expectations for this topic.
- Read the curriculum to become familiar with the content, the focus on skill practice, and the methods used to convey skill practice.
- Place a check in the box next to each skill expectation that is addressed by the curriculum and determine the *Skill Expectations Coverage Score*.  
Important — a skill expectation is “addressed” if there is sufficient information provided in the curriculum for students to be able to demonstrate competency in this skill expectation. Some skill expectations might require more evidence than others.

- Complete the *Student Skill Practice Score* by checking the criteria box for each statement that applies to the curriculum. Add the total number of checks for an overall score.
- Transfer the *Skill Expectations Coverage Score* and the Student Skill Practice Score to the appropriate lines on the Overall Summary Form (Chapter 3).
- Record notes to justify scores and to inform group discussions and curriculum decisions.
- Complete a separate *Overall Summary Form* for each curriculum and grade group.

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

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

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

By the end of grade 2, students will be able to:

NA Skill expectations are not identified for this grade group.

### Additional Skill Expectations

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

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

The curriculum addresses:

**4 = all of the skill expectations.** (100%)

**3 = most of the skill expectations.** (67-99%)

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

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

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

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

SKILL EXPECTATIONS COVERAGE SCORE



NA

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

Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district

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

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

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

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input checked="" type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the <b>skills needed to meet this standard</b> . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input checked="" type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the <b>skills needed to meet this standard</b> . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input checked="" type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input checked="" type="checkbox"/>

**Student Skill Practice Score (total number of checks)**



4

**SCORE "NA" IF NO SKILL EXPECTATIONS WERE ANALYZED FOR THIS STANDARD. TRANSFER THIS SCORE TO STANDARD 2: ANALYZING INFLUENCES (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).**

**Notes:**

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

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

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

By the end of grade 5, students will be able to:

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

### Additional Skill Expectations

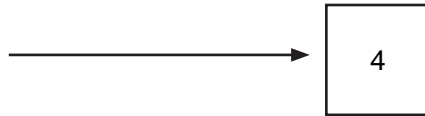
- \_\_\_\_\_
- \_\_\_\_\_

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

The curriculum addresses:

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

**SKILL EXPECTATIONS COVERAGE SCORE**



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

Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district



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

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

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

**Check the box if,** **Criteria met**

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

**Student Skill Practice Score (total number of checks)**



4

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

**Notes:**

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

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

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

By the end of grade 8, students will be able to:

- SH2.8.1 Explain how perceptions of norms influence healthy and unhealthy sexual practices, behaviors, and relationships.
- SH2.8.2 Explain how social expectations influence healthy and unhealthy sexual practices, behaviors, and relationships.
- SH2.8.3 Explain how personal values and beliefs influence sexual health practices, behaviors, and relationships.
- SH2.8.4 Describe how some health risk behaviors influence the likelihood of engaging in sexual risk behaviors (e.g., how alcohol use influences sexual risk behavior).
- SH2.8.5 Analyze how relevant influences of family and culture affect sexual health practices, behaviors, and relationships.
- SH2.8.6 Analyze how relevant influences of school and community affect sexual health practices, behaviors, and relationships.
- SH2.8.7 Analyze how relevant influences of media and technology affect sexual health practices, behaviors, and relationships.
- SH2.8.8 Analyze how relevant influences of peers affect sexual health practices, behaviors, and relationships.

### Additional Skill Expectations

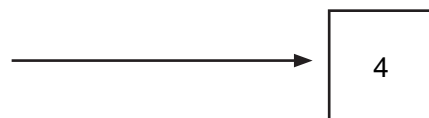
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**SKILL EXPECTATIONS COVERAGE SCORE:** Complete the score based on the criteria listed below.

The curriculum addresses:

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

**SKILL EXPECTATIONS COVERAGE SCORE**



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

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

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

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

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

### Check the box if, Criteria met

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

**Student Skill Practice Score (total number of checks)**



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

**Notes:**

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

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

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

By the end of grade 12, students will be able to:

- SH2.12.1 Explain the influence of public health policies and state laws on sexual health practices, behaviors, and relationships.
- SH2.12.2 Analyze how culture supports and challenges sexual health beliefs, practices, behaviors, and relationships.
- SH2.12.3 Analyze how peers and perceptions of norms influence healthy and unhealthy sexual health practices, behaviors, and relationships.
- SH2.12.4 Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy sexual health practices, behaviors, and relationships.
- SH2.12.5 Analyze how some health risk behaviors influence the likelihood of engaging in risky sexual behaviors (e.g., alcohol and other drug use).
- SH2.12.6 Analyze how laws, rules and regulations influence behaviors related to sexual health.
- SH2.12.7 Analyze how school and community affect personal sexual health practices, behaviors, and relationships.
- SH2.12.8 Analyze the effect of media and technology on personal, family, and community sexual health practices, behaviors, and relationships.
- SH2.12.9 Differentiate the relevant influences, including family, culture, peers, school, community, media, technology and public health policies, on sexual health practices and behaviors.
- SH2.12.10 Analyze the factors that influence opportunities to obtain safe, accessible, equitable and affordable products and services that support sexual health for oneself and others.

### Additional Skill Expectations

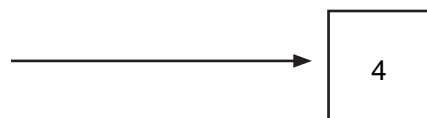
- \_\_\_\_\_
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**SKILL EXPECTATIONS COVERAGE SCORE:** Complete the score based on the criteria listed below.

The curriculum addresses:

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

**SKILL EXPECTATIONS COVERAGE SCORE**



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

### Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

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

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

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

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input checked="" type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the <b>skills needed to meet this standard</b> . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input checked="" type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the <b>skills needed to meet this standard</b> . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input checked="" type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>
<b>Student Skill Practice Score (total number of checks)</b> →	3

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

Notes:

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

After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to promote sexual health.

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

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By the end of grade 2, students will be able to:

NA Skill expectations are not identified for this grade group.

### Additional Skill Expectations

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

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

The curriculum addresses:

**4 = all of the skill expectations.** (100%)

**3 = most of the skill expectations.** (67-99%)

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

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

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

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

SKILL EXPECTATIONS COVERAGE SCORE



NA

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

Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

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

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

After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to promote sexual health.

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

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input checked="" type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the <b>skills needed to meet this standard</b> . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input checked="" type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the <b>skills needed to meet this standard</b> . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input checked="" type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>
<b>Student Skill Practice Score (total number of checks)</b>	<div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">3</div>

**SCORE "NA" IF NO SKILL EXPECTATIONS WERE ANALYZED FOR THIS STANDARD. TRANSFER THIS SCORE TO STANDARD 3: ACCESSING VALID INFORMATION (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).**

**Notes:**

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

After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to promote sexual health.

**Grades 3–5 Student Skill Expectations:** No sexual health-related skill expectations are identified for this standard at this grade group. Check the box next to any added sexual health-related skill expectation addressed in the curriculum.

By the end of grade 5, students will be able to:

NA Skill expectations are not identified for this grade group.

Additional Skill Expectations



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

The curriculum addresses:

**4 = all of the skill expectations.** (100%)

**3 = most of the skill expectations.** (67-99%)

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

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

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

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

SKILL EXPECTATIONS COVERAGE SCORE



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

Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

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



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

After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to promote sexual health.

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

### Check the box if,

### Criteria met

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

**Student Skill Practice Score (total number of checks)**



4

**SCORE "NA" IF NO SKILL EXPECTATIONS WERE ANALYZED FOR THIS STANDARD. TRANSFER THIS SCORE TO STANDARD 3: ACCESSING VALID INFORMATION (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).**

**Notes:**

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

After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to promote sexual health.

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

By the end of grade 8, students will be able to:

- SH3.8.1 Analyze the validity and reliability of sexual health information.
- SH3.8.2 Analyze the validity and reliability of sexual healthcare products.
- SH3.8.3 Analyze the validity and reliability of sexual healthcare services.
- SH3.8.4 Describe situations that call for professional sexual healthcare services.
- SH3.8.5 Determine the availability of valid and reliable sexual healthcare products.
- SH3.8.6 Access valid and reliable sexual health information from home, school or community.
- SH3.8.7 Locate valid and reliable sexual healthcare products.
- SH3.8.8 Locate valid and reliable sexual healthcare services.

### Additional Skill Expectations

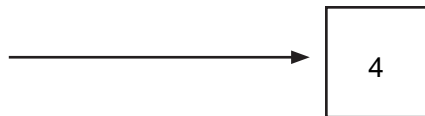
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**SKILL EXPECTATIONS COVERAGE SCORE:** Complete the score based on the criteria listed below.

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



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

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

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

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

After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to promote sexual health.

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

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input checked="" type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the <b>skills needed to meet this standard</b> . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input checked="" type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the <b>skills needed to meet this standard</b> . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input checked="" type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>
<b>Student Skill Practice Score (total number of checks)</b>	<div style="display: flex; align-items: center; justify-content: center;"> <span style="font-size: 2em; margin-right: 10px;">→</span> <div style="border: 1px solid black; padding: 5px 15px; text-align: center;">3</div> </div>

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

**Notes:**

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

After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to promote sexual health.

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

By the end of grade 12, students will be able to:

- SH3.12.1 Evaluate the validity and reliability of sexual health information.
- SH3.12.2 Evaluate the validity and reliability of sexual healthcare products.
- SH3.12.3 Evaluate the validity and reliability of sexual healthcare services.
- SH3.12.4 Determine the accessibility of valid and reliable sexual healthcare products.
- SH3.12.5 Determine when professional sexual healthcare services may be required.
- SH3.12.6 Determine the accessibility of valid and reliable sexual healthcare services.
- SH3.12.7 Use resources that provide valid and reliable sexual health information.
- SH3.12.8 Use valid and reliable sexual healthcare products.
- SH3.12.9 Use valid and reliable sexual healthcare services.

### Additional Skill Expectations

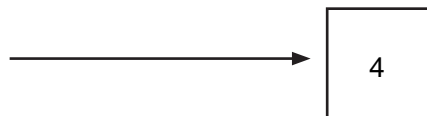
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**SKILL EXPECTATIONS COVERAGE SCORE:** Complete the score based on the criteria listed below.

The curriculum addresses:

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

**SKILL EXPECTATIONS COVERAGE SCORE**



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

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

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

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

After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to promote sexual health.

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

### Check the box if,

### Criteria met

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

**Student Skill Practice Score (total number of checks)**



4

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

**Notes:**

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

After implementing this curriculum, students will be able to use interpersonal communication skills to avoid or reduce sexual risk behaviors.

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

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By the end of grade 2, students will be able to:

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

### Additional Skill Expectations

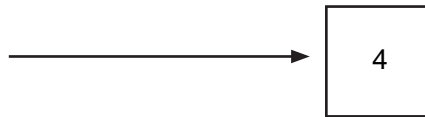
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- \_\_\_\_\_

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

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



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

Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

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

After implementing this curriculum, students will be able to use interpersonal communication skills to avoid or reduce sexual risk behaviors.

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

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input checked="" type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the <b>skills needed to meet this standard</b> . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input checked="" type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the <b>skills needed to meet this standard</b> . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input checked="" type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score (total number of checks)**



3

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

**Notes:**

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

After implementing this curriculum, students will be able to use interpersonal communication skills to avoid or reduce sexual risk behaviors.

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

---

By the end of grade 5, students will be able to:

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

### Additional Skill Expectations

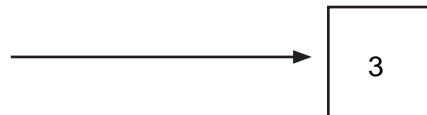
- \_\_\_\_\_
- \_\_\_\_\_

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

The curriculum addresses:

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

**SKILL EXPECTATIONS COVERAGE SCORE**



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

### Notes

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.



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

After implementing this curriculum, students will be able to use interpersonal communication skills to avoid or reduce sexual risk behaviors.

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

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input checked="" type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the <b>skills needed to meet this standard</b> . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input checked="" type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the <b>skills needed to meet this standard</b> . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input checked="" type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input checked="" type="checkbox"/>

**Student Skill Practice Score (total number of checks)**



4

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

**Notes:**

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

After implementing this curriculum, students will be able to use interpersonal communication skills to avoid or reduce sexual risk behaviors.

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

By the end of grade 8, students will be able to:

- SH4.8.1 Demonstrate the effective use of verbal and nonverbal communication skills to promote sexual health and healthy relationships.
- SH4.8.2 Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to protect the sexual health of oneself and others.
- SH4.8.3 Demonstrate effective peer resistance skills to avoid or reduce sexual risk behaviors.
- SH4.8.4 Demonstrate effective negotiation skills to avoid or reduce sexual risk behaviors.
- SH4.8.5 Demonstrate how to effectively ask for assistance to improve and/or maintain sexual health and healthy relationships.
- SH4.8.6 Demonstrate how to effectively communicate support for peers when aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity) are different from one's own.

### Additional Skill Expectations

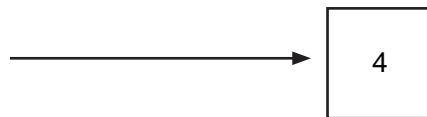
- \_\_\_\_\_
- \_\_\_\_\_

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

The curriculum addresses:

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

**SKILL EXPECTATIONS COVERAGE SCORE**



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

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

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

After implementing this curriculum, students will be able to use interpersonal communication skills to avoid or reduce sexual risk behaviors.

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

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input checked="" type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the <b>skills needed to meet this standard</b> . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input checked="" type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the <b>skills needed to meet this standard</b> . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input checked="" type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input checked="" type="checkbox"/>

**Student Skill Practice Score (total number of checks)**



4

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

**Notes:**

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

After implementing this curriculum, students will be able to use interpersonal communication skills to avoid or reduce sexual risk behaviors.

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

By the end of grade 12, students will be able to:

- SH4.12.1 Demonstrate effective communication skills to promote sexual health and healthy relationships.
- SH4.12.2 Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to protect the personal sexual health of oneself and others.
- SH4.12.3 Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in sexual risk behaviors.
- SH4.12.4 Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflicts.
- SH4.12.5 Demonstrate how to effectively ask for assistance to improve and/or maintain sexual health.
- SH4.12.6 Demonstrate how to effectively communicate support for peers whose aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity) are different from one's own.

### Additional Skill Expectations

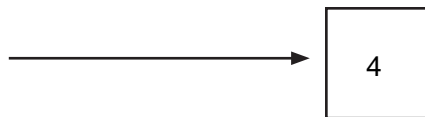
- \_\_\_\_\_
- \_\_\_\_\_

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

The curriculum addresses:

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

**SKILL EXPECTATIONS COVERAGE SCORE**



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

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

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

After implementing this curriculum, students will be able to use interpersonal communication skills to avoid or reduce sexual risk behaviors.

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

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input checked="" type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the <b>skills needed to meet this standard</b> . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input checked="" type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the <b>skills needed to meet this standard</b> . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input checked="" type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input checked="" type="checkbox"/>

**Student Skill Practice Score (total number of checks)**



4

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

**Notes:**

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

After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to promote sexual health.

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

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By the end of grade 2, students will be able to:

NA Skill expectations are not identified for this grade group.

### Additional Skill Expectations

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

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

The curriculum addresses:

**4 = all of the skill expectations.** (100%)

**3 = most of the skill expectations.** (67-99%)

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

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

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

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

**SKILL EXPECTATIONS COVERAGE SCORE**



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

Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

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

After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to promote sexual health.

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

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input checked="" type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the <b>skills needed to meet this standard</b> . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input checked="" type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the <b>skills needed to meet this standard</b> . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input checked="" type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>
<b>Student Skill Practice Score (total number of checks)</b> →	3

**SCORE "NA" IF NO SKILL EXPECTATIONS WERE ANALYZED FOR THIS STANDARD. TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).**

**Notes:**

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

After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to promote sexual health.

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**Grades 3–5 Student Skill Expectations:** No sexual health-related skill expectations are identified for this standard at this grade group. Check the box next to any added sexual health-related skill expectation addressed in the curriculum.

---

By the end of grade 5, students will be able to:

NA Skill expectations are not identified for this grade group.

### Additional Skill Expectations

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

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

The curriculum addresses:

**4 = all of the skill expectations.** (100%)

**3 = most of the skill expectations.** (67-99%)

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

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

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

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

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

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

Notes:

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**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.



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

After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to promote sexual health.

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

### Check the box if,

### Criteria met

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

**Student Skill Practice Score (total number of checks)**



4
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**SCORE "NA" IF NO SKILL EXPECTATIONS WERE ANALYZED FOR THIS STANDARD. TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).**

**Notes:**

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

After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to promote sexual health.

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

By the end of grade 8, students will be able to:

- SH5.8.1 Identify circumstances that help or hinder making a decision related to a potentially risky sexual situation.
- SH5.8.2 Determine when potentially risky sexual health-related situations require a decision.
- SH5.8.3 Distinguish when decisions about potentially risky sexual health-related situations should be made individually or with others.
- SH5.8.4 Explain how family, culture, media, peers, and personal beliefs affect a sexual health-related decision.
- SH5.8.5 Distinguish between healthy and unhealthy alternatives of a sexual health-related decision.
- SH5.8.6 Predict the potential outcomes of healthy and unhealthy alternatives to a sexual health-related decision.
- SH5.8.7 Choose a healthy alternative when making a sexual health-related decision.
- SH5.8.8 Analyze the effectiveness of a sexual health-related decision.

### Additional Skill Expectations

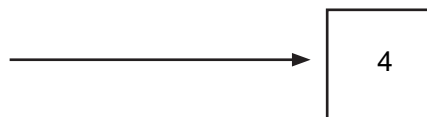
- \_\_\_\_\_
- \_\_\_\_\_

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

The curriculum addresses:

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

**SKILL EXPECTATIONS COVERAGE SCORE**



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

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

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

After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to promote sexual health.

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

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input checked="" type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the <b>skills needed to meet this standard</b> . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input checked="" type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the <b>skills needed to meet this standard</b> . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input checked="" type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input checked="" type="checkbox"/>
<b>Student Skill Practice Score (total number of checks)</b>	<div style="border: 1px solid black; display: inline-block; padding: 5px 15px;">4</div>

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

**Notes:**

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

After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to promote sexual health.

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

---

By the end of grade 12, students will be able to:

- SH5.12.1 Examine barriers to making a decision related to relationships or sexual health.
- SH5.12.2 Determine the value of applying thoughtful decision making regarding a potentially risky sexual health-related situation.
- SH5.12.3 Justify when individual or collaborative decision making is appropriate regarding a potentially risky sexual situation.
- SH5.12.4 Analyze how family, culture, media, peers, and personal beliefs affect a sexual health-related decision.
- SH5.12.5 Generate alternatives when making a decision related to relationships or sexual health.
- SH5.12.6 Predict potential short- and long-term consequences of alternatives of sexual health-related decisions.
- SH5.12.7 Choose a healthy alternative when making a sexual health-related decision.
- SH5.12.8 Evaluate the effectiveness of sexual health-related decisions.

### Additional Skill Expectations

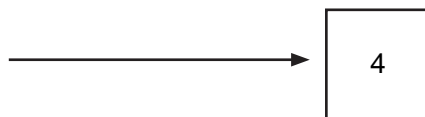
- \_\_\_\_\_
- \_\_\_\_\_

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

The curriculum addresses:

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

**SKILL EXPECTATIONS COVERAGE SCORE**



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

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

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

After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to promote sexual health.

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

### Check the box if,

### Criteria met

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

**Student Skill Practice Score (total number of checks)**



4

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

**Notes:**

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

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

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

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By the end of grade 2, students will be able to:

NA Skill expectations are not identified for this grade group.

### Additional Skill Expectations

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

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

The curriculum addresses:

**4 = all of the skill expectations.** (100%)

**3 = most of the skill expectations.** (67-99%)

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

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

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

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

**SKILL EXPECTATIONS COVERAGE SCORE**

→

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

Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

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

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

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

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input checked="" type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the <b>skills needed to meet this standard</b> . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input checked="" type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the <b>skills needed to meet this standard</b> . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input checked="" type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>
<b>Student Skill Practice Score (total number of checks)</b>	3

**SCORE "NA" IF NO SKILL EXPECTATIONS WERE ANALYZED FOR THIS STANDARD. TRANSFER THIS SCORE TO STANDARD 6: GOAL SETTING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).**

**Notes:**

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

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

**Grades 3–5 Student Skill Expectations:** No sexual health-related skill expectations are identified for this standard at this grade group. Check the box next to any added sexual health-related skill expectation addressed in the curriculum.

By the end of grade 5, students will be able to:

NA Skill expectations are not identified for this grade group.

### Additional Skill Expectations

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

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

The curriculum addresses:

**4 = all of the skill expectations.** (100%)

**3 = most of the skill expectations.** (67-99%)

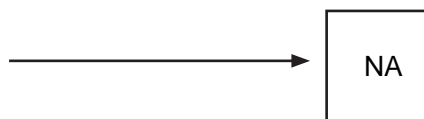
**2 = some of the skill expectations.** (34-66%)

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

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

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

**SKILL EXPECTATIONS COVERAGE SCORE**



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

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.



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

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

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

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input checked="" type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the <b>skills needed to meet this standard</b> . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input checked="" type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the <b>skills needed to meet this standard</b> . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input checked="" type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input checked="" type="checkbox"/>
<b>Student Skill Practice Score (total number of checks)</b>	<div style="border: 1px solid black; display: inline-block; padding: 5px 15px;">4</div>

**SCORE "NA" IF NO SKILL EXPECTATIONS WERE ANALYZED FOR THIS STANDARD. TRANSFER THIS SCORE TO STANDARD 6: GOAL SETTING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).**

**Notes:**

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

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

---

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

---

By the end of grade 8, students will be able to:

- SH6.8.1 Assess sexual health practices.
- SH6.8.2 Set a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STDs.
- SH6.8.3 Assess the barriers to achieving a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STDs.
- SH6.8.4 Apply strategies to overcome barriers to achieving a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STDs.
- SH6.8.5 Use strategies and skills to achieve a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STDs.

### Additional Skill Expectations

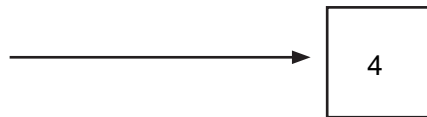
- \_\_\_\_\_
- \_\_\_\_\_

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

The curriculum addresses:

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

**SKILL EXPECTATIONS COVERAGE SCORE**



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

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

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

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

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

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input checked="" type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the <b>skills needed to meet this standard</b> . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input checked="" type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the <b>skills needed to meet this standard</b> . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input checked="" type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input checked="" type="checkbox"/>
<b>Student Skill Practice Score (total number of checks)</b>	<div style="display: flex; align-items: center; justify-content: center;"> <span style="font-size: 2em; margin-right: 10px;">→</span> <div style="border: 1px solid black; padding: 10px 20px; display: inline-block;">4</div> </div>

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

**Notes:**

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

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

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

By the end of grade 12, students will be able to:

- SH6.12.1 Assess personal practices and behaviors related to sexual health.
- SH6.12.2 Set a realistic personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STDs.
- SH6.12.3 Assess the barriers to achieving a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STDs.
- SH6.12.4 Develop a plan to attain a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STDs.
- SH6.12.5 Implement strategies, including self-monitoring, to achieve a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STDs.
- SH6.12.6 Use strategies to overcome barriers to achieving a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STDs.
- SH6.12.7 Formulate an effective long-term personal plan to achieve a goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STDs.

### Additional Skill Expectations

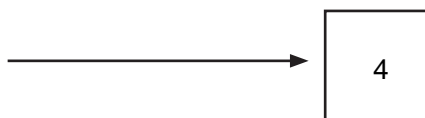
- \_\_\_\_\_
- \_\_\_\_\_

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

The curriculum addresses:

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

**SKILL EXPECTATIONS COVERAGE SCORE**



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

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

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

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

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

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input checked="" type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the <b>skills needed to meet this standard</b> . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input checked="" type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the <b>skills needed to meet this standard</b> . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input checked="" type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input checked="" type="checkbox"/>
<b>Student Skill Practice Score (total number of checks)</b>	<div style="border: 1px solid black; display: inline-block; padding: 5px 15px;">4</div>

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

**Notes:**

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

After implementing this curriculum, students will be able to demonstrate behaviors that avoid or reduce sexual health risks.

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

By the end of grade 2, students will be able to:

NA Skill expectations are not identified for this grade group.

### Additional Skill Expectations

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

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

The curriculum addresses:

**4 = all of the skill expectations.** (100%)

**3 = most of the skill expectations.** (67-99%)

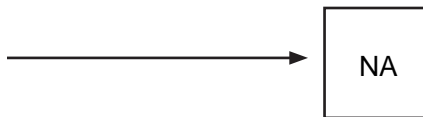
**2 = some of the skill expectations.** (34-66%)

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

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

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

**SKILL EXPECTATIONS COVERAGE SCORE**



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

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

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

After implementing this curriculum, students will be able to demonstrate behaviors that avoid or reduce sexual health risks.

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

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input checked="" type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the <b>skills needed to meet this standard</b> . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input checked="" type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the <b>skills needed to meet this standard</b> . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input checked="" type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>
<b>Student Skill Practice Score (total number of checks)</b>	<div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">3</div>

**SCORE "NA" IF NO SKILL EXPECTATIONS WERE ANALYZED FOR THIS STANDARD. TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).**

**Notes:**

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

After implementing this curriculum, students will be able to demonstrate behaviors that avoid or reduce sexual health risks.

**Grades 3–5 Student Skill Expectations:** No sexual health-related skill expectations are identified for this standard at this grade group. Check the box next to any added sexual health-related skill expectation addressed in the curriculum.

By the end of grade 5, students will be able to:

NA Skill expectations are not identified for this grade group.

### Additional Skill Expectations

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

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

The curriculum addresses:

**4 = all of the skill expectations.** (100%)

**3 = most of the skill expectations.** (67-99%)

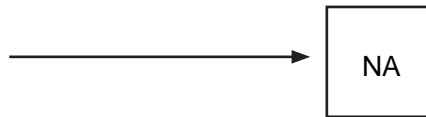
**2 = some of the skill expectations.** (34-66%)

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

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

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

**SKILL EXPECTATIONS COVERAGE SCORE**



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

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.



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

After implementing this curriculum, students will be able to demonstrate behaviors that avoid or reduce sexual health risks.

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

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input checked="" type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the <b>skills needed to meet this standard</b> . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input checked="" type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the <b>skills needed to meet this standard</b> . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input checked="" type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input checked="" type="checkbox"/>
<b>Student Skill Practice Score (total number of checks)</b> →	4

**SCORE "NA" IF NO SKILL EXPECTATIONS WERE ANALYZED FOR THIS STANDARD. TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).**

**Notes:**

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

After implementing this curriculum, students will be able to demonstrate behaviors that avoid or reduce sexual health risks.

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

---

By the end of grade 8, students will be able to:

- SH7.8.1 Explain the importance of being responsible for practicing sexual abstinence.
- SH7.8.2 Analyze personal practices and behaviors that reduce or prevent sexual risk behaviors.
- SH7.8.3 Demonstrate practices and behaviors to improve the sexual health of oneself and others.
- SH7.8.4 Make a commitment to practice healthy sexual behaviors.

### Additional Skill Expectations

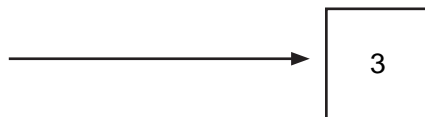
- \_\_\_\_\_
- \_\_\_\_\_

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

The curriculum addresses:

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

**SKILL EXPECTATIONS COVERAGE SCORE**



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

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

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

After implementing this curriculum, students will be able to demonstrate behaviors that reduce or avoid sexual health risks.

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

### Check the box if,

### Criteria met

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

**Student Skill Practice Score (total number of checks)**



4
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**TRANSFER THIS SCORE TO STANDARD 7:  
PRACTICING HEALTHY BEHAVIORS (STUDENT  
SKILL PRACTICE) LINE OF THE OVERALL  
SUMMARY FORM (CHAP. 3).**

**Notes:**

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

After implementing this curriculum, students will be able to demonstrate behaviors that reduce or avoid sexual health risks.

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

---

By the end of grade 12, students will be able to:

- SH7.12.1 Analyze the role of individual responsibility for sexual health.
- SH7.12.2 Evaluate personal practices and behaviors that reduce or prevent sexual risk behaviors.
- SH7.12.3 Demonstrate practices and behaviors to improve the sexual health of oneself and others.
- SH7.12.4 Make a commitment to practice healthy sexual behaviors.

Additional Skill Expectations

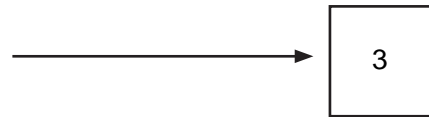
- \_\_\_\_\_
- \_\_\_\_\_

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

The curriculum addresses:

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

**SKILL EXPECTATIONS COVERAGE SCORE**



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

**Notes:**

\*Not exactly sure which part of the lesson plans cover 'making an actual commitment' to practice healthy sexual behaviors, but the importance and 'how-to' is very clearly stated.

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

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

After implementing this curriculum, students will be able to demonstrate behaviors that reduce or avoid sexual health risks.

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

### Check the box if,

### Criteria met

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

**Student Skill Practice Score (total number of checks)**



4

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

**Notes:**

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

After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to avoid or reduce sexual health risks.

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

By the end of grade 2, students will be able to:

NA Skill expectations are not identified for this grade group.

Additional Skill Expectations

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

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

The curriculum addresses:

- 4 = all of the skill expectations.** (100%)
- 3 = most of the skill expectations.** (67-99%)
- 2 = some of the skill expectations.** (34-66%)
- 1 = a few of the skill expectations.** (1-33%)
- 0 = none of the skill expectations.** (0)
- NA = not applicable: no skill expectations were listed or analyzed.**

SKILL EXPECTATIONS COVERAGE SCORE



Empty square box for entering the score.

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

Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

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

After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to avoid or reduce sexual health risks.

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

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input checked="" type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the <b>skills needed to meet this standard</b> . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input checked="" type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the <b>skills needed to meet this standard</b> . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input checked="" type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>
<b>Student Skill Practice Score (total number of checks)</b> →	3

**SCORE "NA" IF NO SKILL EXPECTATIONS WERE ANALYZED FOR THIS STANDARD. TRANSFER THIS SCORE TO STANDARD 8: ADVOCACY (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).**

**Notes:**

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

After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to avoid or reduce sexual health risks.

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

By the end of grade 5, students will be able to:

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

### Additional Skill Expectations

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

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

The curriculum addresses:

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

**SKILL EXPECTATIONS COVERAGE SCORE**



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

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.



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

After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to avoid or reduce sexual health risks.

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

### Check the box if,

### Criteria met

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

**Student Skill Practice Score (total number of checks)**



4

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

**Notes:**

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

After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to avoid or reduce sexual health risks.

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

By the end of grade 8, students will be able to:

- SH8.8.1 State a health-enhancing position on a sexual health-related topic, supported with accurate information, to improve the health of others.
- SH8.8.2 Persuade others to avoid or reduce risky sexual behaviors.
- SH8.8.3 Persuade others to avoid teasing, bullying, or stigmatizing others based on their personal characteristics or aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity).
- SH8.8.4 Collaborate with others to advocate for safe, respectful, and responsible relationships.
- SH8.8.5 Collaborate with others to advocate for opportunities to avoid or reduce risky sexual behaviors.
- SH8.8.6 Demonstrate how to adapt positive sexual health-related messages for different audiences.

### Additional Skill Expectations

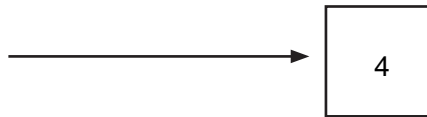
- \_\_\_\_\_
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**SKILL EXPECTATIONS COVERAGE SCORE:** Complete the score based on the criteria listed below.

The curriculum addresses:

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

**SKILL EXPECTATIONS COVERAGE SCORE**



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

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

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

After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to avoid or reduce sexual health risks.

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

### Check the box if,

### Criteria met

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

**Student Skill Practice Score (total number of checks)**



4

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

**Notes:**

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

After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to avoid or reduce sexual health risks.

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

By the end of grade 12, students will be able to:

- SH8.12.1 Use peer and societal norms, based on accurate health information, to formulate a health-enhancing message about avoiding or reducing risky sexual behaviors.
- SH8.12.2 Persuade and support others to avoid or reduce risky sexual behaviors.
- SH8.12.3 Persuade and support others to make positive and healthy choices about relationships.
- SH8.12.4 Collaborate with others to advocate for improving personal, family, and community sexual health.
- SH8.12.5 Encourage school and community environments to promote the health of others, without regard to aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity).
- SH8.12.6 Adapt sexual health messages and communication techniques for reach a specific target audience.
- SH8.12.7 Persuade others about the importance of ensuring there are safe, accessible, equitable, and affordable sexual health opportunities, products, and services to improve the health of oneself and others.

### Additional Skill Expectations

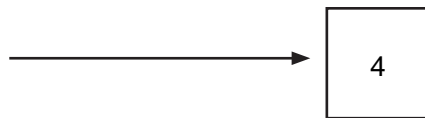
- \_\_\_\_\_
- \_\_\_\_\_

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

The curriculum addresses:

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

**SKILL EXPECTATIONS COVERAGE SCORE**



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

Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 3) to reflect community needs and to meet the curriculum requirements of the school district.

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

After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to avoid or reduce sexual health risks.

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

### Check the box if,

### Criteria met

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

**Student Skill Practice Score (total number of checks)**



4

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

**Notes:**

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

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**Additional Notes:**

- Very strong 9-12 curriculum
- Extremely detail oriented and easy to understand
- A few areas lacked opportunities for students to assess their own skill progress regarding lesson concepts and information learned.
- Great variety of different activities included in every lesson plan.
- Solid choice of web-based visuals used in many lessons.
- Appreciate the lack of bias among different options for teen pregnancy and how teenage pregnancy lessons stress the importance of making the right choice.
- Great role playing scenarios; I think it really helps get the point across.