



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 infections (STIs), regardless of sexual orientation. An accessible version of this module is included in CDC's HECAT Online. <https://wwwn.cdc.gov/hecatonline/#/login>

Healthy Behavior Outcomes (HBO)

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

- HBO 1.** Recognize developmental changes experienced by self and others during childhood and adolescence.
- HBO 2.** Establish and maintain healthy relationships.
- HBO 3.** Treat all people with dignity and respect with regard to their gender identity and sexual orientation.
- HBO 4.** Give and receive consent in all situations.
- HBO 5.** Be sexually abstinent.
- HBO 6.** Engage in behaviors that prevent or reduce sexually transmitted infections (STIs), including HIV.
- HBO 7.** Engage in behaviors that prevent or reduce unintended pregnancy.
- HBO 8.** Support others to avoid or reduce sexual risk behaviors.
- HBO 9.** Avoid pressuring others to engage in sexual behaviors.
- HBO 10.** Use appropriate health services to promote sexual and reproductive 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 6 also 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. If a curriculum focuses on additional topics, such as mental and emotional health or violence prevention, use these modules as well.

Overall Instructions

1. Determine the desired HBO(s) (box on left) you expect a curriculum to address.
2. Review the HECAT items in this module. Add, delete, or revise items to meet the selected HBO(s), the curriculum requirements of the state or school district, and community needs.
3. Review the completed *General Curriculum Information* (Chapter 2) for the curriculum under consideration.
4. Read the curriculum to become familiar with its content and how it is organized.
5. Complete the analysis of the curriculum for each standard in this module.
6. Score the curriculum based on the analysis: There will be one rating score for coverage of essential knowledge expectations (Standard 1) and two rating scores for each of the essential skill expectations (Standards 2–8).
7. Transfer scores from the analysis of each standard to the *Overall Summary Form* (Chapter 3).
8. Complete a separate analysis for each curriculum being reviewed. Make additional copies of analysis pages as needed.
9. Keep all written notes and comments to justify scores and to inform group discussions and curriculum decisions.

Standard 1

The Standard 1 curriculum analysis will result in a single score that reflects the extent to which the curriculum addresses the knowledge required to achieve the selected Healthy Behavior Outcomes related to sexual health (HBOs, 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 span: 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 span (last grade in that span), and knowledge expectation item number. For example, SH1.5.1 would represent Sexual Health, standard 1, grade span 3–5, knowledge expectation item 1.

Directions for Standard 1

1. Review the knowledge expectations (pages SH-3 through SH-13).
 2. Decide if any of the knowledge expectations need to be deleted or modified or if any additional knowledge expectations should be added to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Review other standards before making changes to the knowledge expectations in Standard 1. Some relevant knowledge expectations may be reflected in the skill expectations in Standards 2–8, and some 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.
3. Read the curriculum to become familiar with its content, the information provided for students, and the methods used to convey information and knowledge content.
 4. Place a check in the box next to each knowledge expectation that is addressed by the curriculum and determine the *Knowledge Expectations Coverage Score*. **Important**—a knowledge expectation is “addressed” if there is sufficient information provided in the curriculum for students to be able to demonstrate understanding of this concept. Some knowledge expectations might require more evidence than others.
 5. Transfer the *Knowledge Expectations Coverage Score* to the appropriate line on the *Overall Summary Form* (Chapter 3).
 6. Record notes to justify scores and to inform group discussions and curriculum decisions.
 7. Analyze Standard 1 for each curriculum being reviewed. If the curriculum addresses more than one grade span, complete a separate analysis of Standard 1 for each span.
 8. Complete a separate *Overall Summary Form* for each curriculum and grade span.

Instructions for Standards 2–8 are provided on page SH-14.

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

By grade 2, students will be able to:

- ☒ **SH1.2.1** Use medically accurate terms for body parts, including genitals. (HBO 1)
- ☐ **SH1.2.2** Identify the benefits of healthy family or caregiver relationships. (HBO 2)
- ☒ **SH1.2.3** Recognize the range of different family and peer relationships (e.g., nuclear, single parent, blended, intergenerational, cohabiting, adoptive, foster, same sex or gender). (HBO 2 & 3)
- ☒ **SH1.2.4** Identify the benefits of healthy peer relationships. (HBO 2)
- ☒ **SH1.2.5** Explain why it is wrong to tease or bully others based on personal characteristics (e.g., sex, race, ethnicity, culture, sexual orientation, appearance, abilities, mannerisms, the way one dresses or acts). (HBO 3)
- ☒ **SH1.2.6** Describe how to say 'yes' and 'no' to people, behaviors, or situations that could make one feel uncomfortable or unsafe. (HBO 2 & 4)
- ☐ **SH1.2.7** Identify different ways that disease-causing germs are transmitted. (HBO 6)
- ☐ **SH1.2.8** Identify ways to prevent the spread of germs that cause infectious diseases. (HBO 6)

Additional Knowledge Expectations

- ☐ _____
- ☐ _____

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

The curriculum addresses:

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

KNOWLEDGE EXPECTATIONS COVERAGE SCORE



3

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

Notes:

Aligns very well to 3RS.
Although diverse families are covered well, the content does not specifically talk about benefits of healthy family relationships.
No information about disease causing germs or germ spread.

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 grade 5, students will be able to:

- ☒ **SH1.5.1** Describe the physical, cognitive, emotional, and social changes that occur during puberty. (HBO 1, 6, 7 & 10)
- ☒ **SH1.5.2** Explain how puberty and development can vary greatly and be normal. (HBO 1, 6, 7 & 10)
- ☒ **SH1.5.3** Describe internal and external reproductive body parts using medically accurate terms in a gender-neutral way (e.g., some people have a penis and some people have a vagina). (HBO 1, 6, 7 & 10)
- ☒ **SH1.5.4** Define gender identity and expression. (HBO 3)
- ☒ **SH1.5.5** Explain the difference between sex assigned at birth and gender identity and expression. (HBO 1 & 3)
- ☒ **SH1.5.6** Describe gender roles and expectations and how they can influence relationships. (HBO 3)
- ☒ **SH1.5.7** Define sexual orientation (i.e., patterns of emotional, romantic, or sexual attractions to men, women, or both sexes), including sense of identity, attractions, and related behaviors (e.g., heterosexual, gay/lesbian, bisexual). (HBO 3)
- ☒ **SH1.5.8** Describe the differences between sexual orientation and gender identity and expression. (HBO 3)
- ☒ **SH1.5.9** Describe personal characteristics related to sexual identity, orientation, and gender that make people different from one another. (HBO 3)
- ☒ **SH1.5.10** Identify characteristics of healthy relationships. (HBO 2)
- ☒ **SH1.5.11** Describe the benefits of healthy family or caregiver relationships. (HBO 2)
- ☒ **SH1.5.12** Describe the benefits of healthy peer relationships. (HBO 2)
- ☐ **SH1.5.13** List healthy ways to express affection, love, and friendship. (HBO 2)
- ☒ **SH1.5.14** Identify characteristics of a responsible family member or caregiver. (HBO 2)
- ☐ **SH1.5.15** Recognize the range of different family and peer relationships (e.g., nuclear, single parent, blended, intergenerational, cohabiting, adoptive, foster, same sex or gender). (HBO 2 & 3)
- ☒ **SH1.5.16** Summarize why it is wrong to tease or bully others based on gender identity, sexual orientation, or other personal characteristics (e.g., sex, race, ethnicity, culture, appearance, abilities, mannerisms, the way one dresses or acts). (HBO 3)
- ☒ **SH1.5.17** Describe consent and its importance in all relationships. (HBO 2, 3 & 4)
- ☒ **SH1.5.18** Describe how to say 'yes' and 'no' to people, behaviors, or situations that could make one feel uncomfortable or unsafe. (HBO 2 & 4)
- ☐ **SH1.5.19** Describe ways that common infectious diseases are transmitted. (HBO 6)
- ☐ **SH1.5.20** Describe ways to prevent the spread of germs that cause infectious diseases. (HBO 6)
- ☒ **SH1.5.21** Explain that HIV is not easily transmitted like other common infectious diseases. (HBO 3)

Promoting Sexual Health, Grades 3–5 continued on next page.

Standard 1

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

After implementing this curriculum, students will comprehend concepts important 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 grade 5, students will be able to:

Additional Knowledge Expectations

☐ _____

☐ _____

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

The curriculum addresses:

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

KNOWLEDGE EXPECTATIONS COVERAGE SCORE



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

Notes:

Aligns very well to 3RS.
 Puberty, anatomy, gender identity, sexual orientation, and healthy relationships are well covered.
 Content about diverse families is covered in Grades K-2, and therefore not addressed here.
 No information about disease causing germs or germ spread.

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: Check the box next to any added sexual health-related knowledge expectations added and addressed in the curriculum.

By grade 8, students will be able to:

- ☒ **SH1.8.1** Describe the physical, cognitive, emotional, and social changes that occur during puberty. (HBO 1, 6, 7 & 10)
- ☒ **SH1.8.2** Explain how puberty and development can vary greatly and be normal. (HBO 1, 6, 7 & 10)
- ☒ **SH1.8.3** Describe internal and external reproductive body parts using medically accurate terms in a gender-neutral way (e.g., some people have a penis and some people have a vagina). (HBO 1, 6, 7 & 10)
- ☒ **SH1.8.4** Describe the relationship between the menstrual cycle and conception. (HBO 1, 7 & 10)
- ☒ **SH1.8.5** Describe the range of gender identities and expressions (e.g., cisgender, transgender, non-binary/conforming, expansive). (HBO 3)
- ☐ **SH1.8.6** Analyze associations between a range of gender identities and expressions (e.g., cisgender, transgender, non-binary/conforming, expansive) and health. (HBO 3)
- ☒ **SH1.8.7** Differentiate between sex assigned at birth and gender identity and expression. (HBO 1 & 3)
- ☒ **SH1.8.8** Define sexual orientation (i.e., patterns of emotional, romantic, or sexual attractions to men, women, or both sexes), including sense of identity, attractions, and related behaviors (e.g., heterosexual, gay/lesbian, bisexual). (HBO 3)
- ☐ **SH1.8.9** Analyze associations between sexual orientation and health. (HBO 3)
- ☒ **SH1.8.10** Describe characteristics of healthy relationships. (HBO 2)
- ☒ **SH1.8.11** Describe healthy and unhealthy relationships. (HBO 2)
- ☒ **SH1.8.12** Describe healthy ways to express affection, love, and friendship. (HBO 2, 3 & 8)
- ☒ **SH1.8.13** Explain the qualities of a healthy dating or sexual relationship. (HBO 2)
- ☐ **SH1.8.14** Describe the range of family and peer relationship structures (e.g., nuclear, single, parent, blended, intergenerational, cohabiting, adoptive, foster, same sex or gender). (HBO 2 & 3)
- ☐ **SH1.8.15** Describe the range of dating or sexual relationship structures. (HBO 2)
- ☒ **SH1.8.16** Explain the importance of talking with parents, caregivers, and other trusted adults about issues related to growth and development, relationships, sex, and sexual and reproductive health services. (HBO 1, 2, 3, 4, 5, 6, 7 & 10)
- ☒ **SH1.8.17** Describe how power differences (e.g., age, race/ethnicity, sex, gender, socio-economic status) impact relationships. (HBO 2, 3, 4, 5, 6, 7, 8 & 9)
- ☒ **SH1.8.18** Describe how gender role stereotypes impact goal-setting and decision-making in relationships. (HBO 2, 3, 4, 6, 7, 8 & 9)
- ☒ **SH1.8.19** Explain the negative consequences of sending sexually explicit pictures, messages, or media (e.g., texting, chat groups, social media platforms, e-mail, websites, phone or tablet applications). (HBO 2, 3, 4, 5 & 9)
- ☐ **SH1.8.20** Explain how viewing sexually explicit pictures, messages, or media can influence perceptions of, and expectations for, relationships. (HBO 2, 4, 5, 8 & 9)

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

Standard 1

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

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

Grades 6–8 Knowledge Expectations (continued): Check the box next to any added sexual health-related knowledge expectations added and addressed in the curriculum.

By grade 8, students will be able to:

- ☒ **SH1.8.21** Explain why it is wrong to tease or bully others based on their gender or sexuality (e.g., gender identity and expression, sexual orientation, or sexual abstinence and activity), growth and development, or physical appearance or ability. (HBO 3)
- ☒ **SH1.8.22** Describe how bias, prejudice, and stigma related to gender and sexuality (e.g., gender identity and expression, sexual orientation, or sexual abstinence and activity) can impact health. (HBO 3)
- ☒ **SH1.8.23** Explain the benefits of respecting individual differences in gender and sexuality (e.g., gender identity and expression, sexual orientation, or sexual abstinence and activity), growth and development, or physical appearance or ability. (HBO 3 & 8)
- ☒ **SH1.8.24** Describe ways to show dignity and respect for all people with regard to their gender and sexuality (e.g., gender identity and expression, sexual orientation, or sexual abstinence and activity). (HBO 3)
- ☐ **SH1.8.25** Describe stereotypes, myths, and stigma about STIs, including HIV, and people living with acquired immunodeficiency syndrome (AIDS). (HBO 3 & 6)
- ☒ **SH1.8.26** Define consent and its importance for decisions about sexual behaviors. (HBO 4, 5, 6, 7 & 8)
- ☒ **SH1.8.27** Describe how to communicate consent for all sexual behaviors. (HBO 4)
- ☒ **SH1.8.28** Explain how to receive consent and accept a lack or retraction of consent for sexual behaviors. (HBO 4, 6, 7 & 9)
- ☒ **SH1.8.29** Describe how consent cannot be fully present when there is an imbalance of power. (HBO 2 & 4)
- ☒ **SH1.8.30** Explain why a person who has experienced any form of sexual violence (e.g., sexual harassment, sexual assault, incest, rape, domestic violence, coercion, and dating violence) is never to blame for actions of the perpetrator. (HBO 2, 4 & 9)
- ☒ **SH1.8.31** Describe how a person can call attention to or leave an uncomfortable and dangerous situation, including instances of sexual violence. (HBO 8 & 9)
- ☒ **SH1.8.32** Explain the importance of setting personal limits to avoid sexual risk behaviors. (HBO 2, 4, 5, 6, 7 & 8)
- ☒ **SH1.8.33** Describe the benefits of being sexually abstinent. (HBO 5)
- ☒ **SH1.8.34** Describe why sexual abstinence is the safest, most effective risk avoidance method of protection from STIs, including HIV, and unintended pregnancy. (HBO 5, 6 & 7)
- ☒ **SH1.8.35** Describe the factors that protect against engaging in sexual risk behaviors. (HBO 2, 3, 4, 5, 6 & 7)
- ☐ **SH1.8.36** Describe the factors that contribute to engaging in sexual risk behaviors. (HBO 2, 3, 4, 5, 6 & 7)
- ☒ **SH1.8.37** Analyze ways common infectious diseases are transmitted. (HBO 6)
- ☒ **SH1.8.38** Explain how the most common STIs, including HIV, are transmitted. (HBO 6)
- ☒ **SH1.8.39** Describe usual signs and symptoms of the most common STIs and HIV. (HBO 6)
- ☒ **SH1.8.40** Explain the short- and long-term consequences of common STIs. (HBO 6)
- ☒ **SH1.8.41** Summarize which STIs can be cured and which can be treated. (HBO 6)
- ☒ **SH1.8.42** Describe the effectiveness of condoms in reducing the risk of HIV and other STIs (e.g., chlamydia, syphilis). (HBO 6)

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

Standard 1

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

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

Grades 6–8 Knowledge Expectations (continued): Check the box next to any added sexual health-related knowledge expectations added and addressed in the curriculum.

By grade 8, students will be able to:

- ☒ **SH1.8.43** Describe how pre-exposure prophylaxis (PrEP) and post-exposure prophylaxis (PEP) are safe and effective ways to prevent HIV infection and transmission. (HBO 6)
- ☒ **SH1.8.44** Describe the role of HIV treatment in preventing HIV transmission. (HBO 6)
- ☒ **SH1.8.45** Summarize ways to decrease the spread of STIs and HIV by not having sex, using condoms consistently and correctly when having sex, using PrEP, getting treatment for HIV and STIs, not touching blood or using hypodermic needles. (HBO 6)
- ☒ **SH1.8.46** Describe ways sexually active people can reduce the risk of unintended pregnancy. (HBO 7)
- ☒ **SH1.8.47** Describe the effectiveness of condoms in reducing the risk of unintended pregnancy. (HBO 7)
- ☒ **SH1.8.48** Describe methods of birth control [e.g., intrauterine device (IUD) or implant, shot, patch, ring, birth control pills, condoms, emergency contraception] including their effectiveness, required user action, and possible side effects. (HBO 6 & 7)
- ☒ **SH1.8.49** Describe the importance of using a condom for STI/HIV prevention at the same time as using a more effective contraceptive method (i.e., IUD or implant, shot, patch, ring, birth control pills) for pregnancy prevention. (HBO 6 & 7)
- ☐ **SH1.8.50** Explain the importance of using a condom for STI prevention at the same time as using other effective HIV prevention options including antiretroviral therapy (ART), PrEP, or PEP. (HBO 6)
- ☒ **SH1.8.51** Explain why the most effective contraceptive methods (i.e., IUD or implant, shot, patch, ring, birth control pills) do not prevent STIs, including HIV. (HBO 6 & 7)
- ☒ **SH1.8.52** Summarize ways to prevent unintended pregnancy, including not having sex and effective use of contraceptives. (HBO 2, 5, 6 & 7)
- ☐ **SH1.8.53** Identify the emotional, social, physical, and financial effects of becoming a parent. (HBO 7)
- ☒ **SH1.8.54** Describe what confidential care is and give specific instances when confidential care cannot be maintained. (HBO 6, 7 & 10)
- ☒ **SH1.8.55** Describe young people's rights to confidential services in their state. (HBO 3, 4, 6, 7 & 10)
- ☒ **SH1.8.56** Describe young people's legal rights to consent to sexual and reproductive health services, including STI/HIV testing, treatment (including ART, PrEP, PEP), and contraception. (HBO 6, 7 & 10)
- ☐ **SH1.8.57** Explain what to expect from youth-friendly sexual health services and providers (e.g., hours, use of preferred names and pronouns). (HBO 6, 7 & 10)
- ☐ **SH1.8.58** Describe the importance of 'time-alone' between young people and the healthcare provider (e.g., doctor, nurse) to discuss sexual and reproductive health and other sensitive health topics. (HBO 4, 6, 7 & 10)
- ☐ **SH1.8.59** Explain the importance of disclosing sexual activity to a healthcare provider. (HBO 6, 7 & 10)

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

Standard 1

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

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

Grades 6–8 Knowledge Expectations (continued): Check the box next to any added sexual health-related knowledge expectations added and addressed in the curriculum.

By grade 8, students will be able to:

- ☐ **SH1.8.60** Explain the importance of preventative care including examinations, checkups, immunizations, and health screenings (e.g., breast and testicular self-examination, Pap smears, PrEP and PEP) needed to maintain sexual and reproductive health. (HBO 10)
- ☐ **SH1.8.61** Describe how the human papillomavirus (HPV) vaccination is a safe and effective way to avoid HPV infection, cancer, and other related health issues. (HBO 6 & 10)

Additional Knowledge Expectations

- ☐ _____
- ☐ _____

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

The curriculum addresses:

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

KNOWLEDGE EXPECTATIONS COVERAGE SCORE



3

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

Notes:

Aligns very well to 3RS.
Builds on knowledge introduced in Grades 3–5 to enhance knowledge related to puberty, sexual orientation and gender identity, and healthy relationships.
Knowledge related to birth control and condom use, STD (including HIV) prevention and treatment is introduced and well covered.
Information about talking with a healthcare provider, and routine healthcare, is not included extensively at this grade level.

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: Check the box next to any added sexual health-related knowledge expectations added and addressed in the curriculum.

By grade 12, students will be able to:

- ☐ **SH1.12.1** Explain how puberty and development can vary greatly and be normal. (HBO 1, 6, 7 & 10)
- ☒ **SH1.12.2** Describe internal and external reproductive body parts using medically accurate terms in a gender-neutral way (e.g., some people have a penis and some people have a vagina). (HBO 1, 6, 7 & 10)
- ☒ **SH1.12.3** Summarize the relationship between the menstrual cycle and conception. (HBO 1, 7 & 10)
- ☒ **SH1.12.4** Describe the human sexual response cycle, including the role of hormones and pleasure. (HBO 1)
- ☒ **SH1.12.5** Describe the range of gender identities and expressions (e.g., cisgender, transgender, non-binary/conforming, expansive). (HBO 3)
- ☒ **SH1.12.6** Analyze associations between a range of gender identities and expressions (e.g., cisgender, transgender, non-binary/conforming, expansive) and health. (HBO 3)
- ☒ **SH1.12.7** Differentiate between sex assigned at birth and gender identity and expression. (HBO 1 & 3)
- ☒ **SH1.12.8** Describe sexual orientation (i.e., patterns of emotional, romantic, or sexual attractions to men, women, or both sexes), including sense of identity, attractions, and related behaviors (e.g., heterosexual, gay/lesbian, bisexual). (HBO 1 & 3)
- ☒ **SH1.12.9** Analyze associations between sexual orientation and health. (HBO 1 & 3)
- ☒ **SH1.12.10** Analyze characteristics of healthy relationships. (HBO 2)
- ☒ **SH1.12.11** Summarize the qualities of a healthy dating or sexual relationship. (HBO 2)
- ☒ **SH1.12.12** Explain how to build and maintain healthy family and peer relationships. (HBO 2)
- ☐ **SH1.12.13** Describe the range of family and peer relationship structures and dynamics (e.g., nuclear, single parent, blended, intergenerational, cohabiting, adoptive, foster, same sex or gender). (HBO 2 & 3)
- ☐ **SH1.12.14** Describe the range of dating and sexual relationship structures. (HBO 2)
- ☒ **SH1.12.15** Summarize the importance of talking with parents, caregivers, and other trusted adults about issues related to growth and development, relationships, sex, and sexual and reproductive health services. (HBO 1, 2, 3, 4, 5, 6, 7 & 10)
- ☒ **SH1.12.16** Analyze how power differences (e.g., age, race/ethnicity, sex, gender, socio-economic status) impact relationships. (HBO 2, 3, 4, 6, 7, 8 & 9)
- ☐ **SH1.12.17** Examine how gender role stereotypes impact goal-setting and decision-making in relationships. (HBO 2, 3, 4, 6, 7, 8 & 9)
- ☒ **SH1.12.18** Explain the negative consequences of sending sexually explicit pictures, messages, or media (e.g., e-mail, texting, chat groups, social media platforms, websites, phone and tablet applications). (HBO 2, 3 & 9)
- ☒ **SH1.12.19** Explain how viewing sexually explicit pictures, messages, or media can influence perceptions of, and expectations for, relationships. (HBO 2, 3 & 9)
- ☒ **SH1.12.20** Analyze the impact of technology and social media on peer, dating, and sexual relationships. (HBO 2, 3, 4, 6, 7, 8 & 9)

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

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

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

Grades 9–12 Knowledge Expectations (continued): Check the box next to any added sexual health-related knowledge expectations added and addressed in the curriculum.

By grade 12, students will be able to:

- ☒ **SH1.12.21** Evaluate effective strategies for dealing with difficult relationships with family members, peers, and dating or sexual partners. (HBO 2)
- ☒ **SH1.12.22** Summarize why it is wrong to tease or bully others based on their gender and sexuality (e.g., gender identity or expression, sexual orientation, sexual abstinence and activity). (HBO 7)
- ☒ **SH1.12.23** Summarize how bias, prejudice, and stigma related to gender and sexuality (e.g., gender identity and expression, sexual orientation, or sexual abstinence and activity) can impact health. (HBO 2 & 3)
- ☒ **SH1.12.24** Summarize the benefits of respecting individual differences in gender and sexuality (e.g., gender identity and expression, sexual orientation, or sexual abstinence and activity), growth and development, or physical appearance or ability. (HBO 2 & 3)
- ☒ **SH1.12.25** Summarize ways to show dignity and respect for all people with regard to their gender and sexuality (e.g., gender identity or expression, sexual orientation, sexual abstinence and activity). (HBO 2 & 3)
- ☒ **SH1.12.26** Analyze stereotypes, myths, and stigma about STIs, including HIV, and people living with AIDS. (HBO 3 & 6)
- ☒ **SH1.12.27** Define consent and its importance for decisions about sexual behaviors. (HBO 2, 4, 6, 7 & 8)
- ☒ **SH1.12.28** Summarize why individuals have the right to refuse sexual contact. (HBO 4, 5 & 9)
- ☒ **SH1.12.29** Explain why it is an individual's responsibility to verify that all sexual contact is consensual. (HBO 2 & 4)
- ☒ **SH1.12.30** Describe how to communicate consent for all sexual behaviors. (HBO 4 & 9)
- ☒ **SH1.12.31** Explain how to receive consent and accept a lack or retraction of consent. (HBO 2, 4, 6, 7 & 9)
- ☒ **SH1.12.32** Describe how consent cannot be fully present when there is an imbalance of power. (HBO 2, 4 & 9)
- ☒ **SH1.12.33** Explain why a person who has experienced any form of sexual violence (e.g., sexual harassment, sexual assault, incest, rape, domestic violence, coercion, and dating violence) is never to blame for actions of the perpetrator. (HBO 2, 4 & 9)
- ☒ **SH1.12.34** Analyze the relationship between using alcohol and other drugs and sexual risk behaviors. (HBO 5, 6, 7, 8 & 9)
- ☒ **SH1.12.35** Analyze situations that could lead to being pressured to have sex. (HBO 4 & 9)
- ☐ **SH1.12.36** Analyze techniques that are used to coerce or pressure someone to have sex. (HBO 2, 3 & 9)
- ☒ **SH1.12.37** Describe how a person can call attention to or leave an uncomfortable or dangerous situation, including instances of sexual violence. (HBO 8 & 9)
- ☒ **SH1.12.38** Summarize the importance of setting personal limits to avoid risky sexual behavior. (HBO 2, 3 & 4)
- ☒ **SH1.12.39** Describe the importance of shared responsibilities for avoiding sexual activity and preventing sexual risk behaviors. (HBO 2, 8 & 9)
- ☒ **SH1.12.40** Justify why abstinence from sex is the safest, most effective risk avoidance method of protection from STIs, including HIV, and unintended pregnancy. (HBO 5, 6 & 7)

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

Standard 1

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

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

Grades 9–12 Knowledge Expectations (continued): Check the box next to any added sexual health-related knowledge expectations added and addressed in the curriculum.

By grade 12, students will be able to:

- ☐ **SH1.12.41** Analyze the factors that protect one against engaging in sexual risk behaviors. (HBO 2, 4, 5, 6, 7 & 10)
- ☐ **SH1.12.42** Analyze the factors that contribute to engaging in sexual risk behaviors. (HBO 2, 4, 5, 6, 7 & 9)
- ☒ **SH1.12.43** Summarize how the most common STIs and HIV are transmitted. (HBO 6)
- ☒ **SH1.12.44** Summarize the signs and symptoms of the most common STIs, including HIV. (HBO 6)
- ☐ **SH1.12.45** Summarize the problems associated with asymptomatic STIs and HIV. (HBO 6)
- ☐ **SH1.12.46** Summarize the short- and long-term consequences of the most common STIs, including HIV. (HBO 6)
- ☒ **SH1.12.47** Analyze methods of birth control (e.g., IUD or implant, shot, patch, ring, birth control pills, condoms, emergency contraception) including their effectiveness, required user action or proper use, and possible side effects. (HBO 6 & 7)
- ☒ **SH1.12.48** Explain why the most effective contraceptive methods (i.e., IUD or implant, shot, patch, ring, birth control pills) do not prevent STIs, including HIV. (HBO 6 & 7)
- ☒ **SH1.12.49** Summarize the importance of using condoms consistently and correctly to reduce risk of STIs, including HIV, and unintended pregnancy. (HBO 6 & 7)
- ☐ **SH1.12.50** Analyze the effectiveness of perfect use vs. typical use of condoms in reducing the risk of STIs (e.g., chlamydia, syphilis), including HIV, and unintended pregnancy. (HBO 6 & 7)
- ☒ **SH1.12.51** Explain the importance of using a condom for STI/HIV prevention at the same time as using a more effective contraceptive method (i.e., IUD or implant, shot, patch, ring, birth control pills) for pregnancy prevention. (HBO 6 & 7)
- ☒ **SH1.12.52** Analyze the importance of using condoms with all sexual partners. (HBO 6, 7, 8 & 9)
- ☒ **SH1.12.53** Summarize ways to prevent common STIs, including HIV, and unintended pregnancy. (HBO 5, 6 & 7)
- ☒ **SH1.12.54** Describe how pre-exposure prophylaxis (PrEP) and post-exposure prophylaxis (PEP) are safe and effective ways to prevent HIV infection and transmission. (HBO 6)
- ☒ **SH1.12.55** Describe the role of HIV treatment [e.g., antiretroviral therapy (ART)] in preventing HIV transmission. (HBO 6)
- ☒ **SH1.12.56** Analyze the emotional, social, physical, and financial effects of becoming a parent. (HBO 4 & 8)
- ☒ **SH1.12.57** Explain what confidential care is and give specific instances when confidential care cannot be maintained. (HBO 3, 4, 6, 7 & 10)
- ☐ **SH1.12.58** Describe the importance of 'time-alone' between young people and the healthcare provider (e.g., doctor, nurse) to discuss sexual and reproductive health and other sensitive health topics. (HBO 4, 6, 7 & 10)
- ☒ **SH1.12.59** Explain the importance of disclosing sexual activity to a healthcare provider. (HBO 6, 7 & 10)
- ☒ **SH1.12.60** Describe young people's rights to confidential services in their state. (HBO 3, 4, 6, 7 & 10)

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

Standard 1

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

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

Grades 9–12 Knowledge Expectations (continued): Check the box next to any added sexual health-related knowledge expectations added and addressed in the curriculum.

By grade 12, students will be able to:

- ☒ **SH1.12.61** Summarize young people's legal rights to consent to sexual and reproductive health services, including STI/HIV testing, treatment (including ART, PrEP, PEP), and contraception. (HBO 6, 7 & 10)
- ☒ **SH1.12.62** Explain what to expect from youth-friendly sexual health services and providers (e.g., hours, use of preferred names and pronouns). (HBO 6, 7 & 10)
- ☐ **SH1.12.63** Explain the importance of preventative care including examinations, checkups, immunizations, and health screenings (e.g., breast and testicular self-examination, Pap smears) necessary to maintain sexual and reproductive health. (HBO 6 & 10)
- ☒ **SH1.12.64** Explain the importance of STI and HIV testing and counseling if sexually active. (HBO 6 & 10)
- ☒ **SH1.12.65** Explain the importance of contraceptive counseling and services if sexually active. (HBO 6 & 10)
- ☐ **SH1.12.66** Explain the basic side effects and costs of treatment for STIs. (HBO 6 & 10)
- ☐ **SH1.12.67** Explain the basic side effects and costs of treatment for HIV. (HBO 6 & 10)
- ☒ **SH1.12.68** Explain why it is important to know the STI and HIV status of oneself and of a sexual partner. (HBO 2, 6 & 10)
- ☐ **SH1.12.69** Describe how the Human papillomavirus (HPV) vaccination is a safe and effective way to avoid HPV infection, cancer, and other HPV-related health issues. (HBO 6 & 10)

Additional Knowledge Expectations

- ☐ _____
- ☐ _____

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

The curriculum addresses:

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

KNOWLEDGE EXPECTATIONS COVERAGE SCORE



3

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

Notes:

Aligns very well to 3RS.
 Communication, consent, and bias are well-covered, as well as birth control and condom use, STDs, and sexual orientation and gender identity. Impacts of technology use on relationships is included.
 Information about and importance of relationships with healthcare providers is included.
 Puberty, family structures, and some information about side effects and cost of STD/HIV treatment are missing.

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

This is the end of Standard 1

Notes:

Standards 2–8

The Standards 2–8 analysis will result in two ratings for each standard. One rating reflects the extent to which the curriculum addresses the skill expectations important to achieve selected Healthy Behavior Outcomes related to sexual health (HBOs, 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 span. The sexual health-specific skill expectations are based on the general skill expectations listed in Appendix 4: HECAT Skill Expectations for Skill Standards 2–8. There are some grade spans for which sexual health skill expectations are not applicable. These include the statement “NA-Skill expectations are not identified for this grade span.”

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

Add, delete, or revise skill expectations to reflect community needs and meet the curriculum requirements of the state or school district. Refer to the general skill expectations listed in Appendix 4 for guidance when considering additions, deletions or revisions. Also, review skill expectations in other health topic modules for skill expectations that could be edited and added to the skill expectations for this topic. 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 span (last grade in that span), and skill expectation item number. For example, SH3.5.1 would represent Sexual Health, standard 3, grade span 3–5, skill expectation item 1.

Directions for Standards 2–8

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

Standard 2

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

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

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

By grade 2, students will be able to:

- ☐ SH2.2.1 Identify how family can influence relationships.

Additional Skill Expectations

- ☐ _____
- ☐ _____

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

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE

→

0

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

Standard 2

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

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

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

Check the box if,

Criteria met

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

Student Skill Practice Score

(Total number of checks)

0

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

Notes:

The skill of identifying how families influence relationships is not covered in this curriculum.

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

Standard 2

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

After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on 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 grade 5, students will be able to:

- ☒ SH2.5.1 Identify how peers influence relationships.
- ☒ SH2.5.2 Identify how culture influences relationships.
- ☐ SH2.5.3 Describe how media and technology influence personal relationships.

Additional Skill Expectations

- ☐ _____
- ☐ _____

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

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



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

Standard 2

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

After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on 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.	☒
2. The curriculum provides at least one opportunity or activity for students to practice the skills needed to meet this standard (<i>Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i>)	☒
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. (<i>Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i>)	☐
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)

2

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

Notes:

Students examine the influence of peers and culture on relationships, but the influence of media and technology on relationships is not covered at this grade level.

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

Standard 2

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

After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on 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 grade 8, students will be able to:

- ☒ **SH2.8.1** Explain how school rules, community norms, and public health policies or laws (e.g., minors' access to confidential sexual health services) influence sexual relationships, practices, and behaviors.
- ☒ **SH2.8.2** Explain how perceptions of norms influence healthy and unhealthy sexual relationships, practices, and behaviors.
- ☒ **SH2.8.3** Explain how social expectations influence healthy and unhealthy sexual relationships, practices, and behaviors.
- ☒ **SH2.8.4** Explain how personal values and beliefs influence sexual relationships, practices, and behaviors.
- ☒ **SH2.8.5** Explain how friends, family, media, society, and culture can influence self-concept and body image.
- ☒ **SH2.8.6** Describe how some health risk behaviors influence the likelihood of engaging in sexual risk behaviors (e.g., how alcohol use influences sexual risk behavior).
- ☒ **SH2.8.7** Analyze how family and culture influence sexual relationships, practices, and behaviors.
- ☒ **SH2.8.8** Analyze how school and community influence sexual relationships, practices, and behaviors.
- ☒ **SH2.8.9** Analyze how media (e.g., pornography, sexually explicit material, social media) and technology influence sexual relationships, practices, and behaviors.
- ☒ **SH2.8.10** Analyze how peers influence sexual relationships, practices, and behaviors.

Additional Skill Expectations

- ☐ _____
- ☐ _____

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

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



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

Standard 2

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

After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on 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. ☐
2. The curriculum provides **at least one** opportunity or activity for students to practice the skills needed to meet this standard. *(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)* ☐
3. The curriculum provides **two or more** opportunities or activities for students to practice the skills needed to meet this standard. *(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)* ☒
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists. ☐

Student Skill Practice Score

(Total number of checks)

3

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

Notes:

3Rs aligns to this standard very well. Students analyze influences from all of the sources outlined in the HECAT (peers, family, media, etc), and the curriculum provides opportunities to practice skills in many lessons.

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

Standard 2

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

After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on 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 grade 12, students will be able to:

- ☒ **SH2.12.1** Explain how public health policies and state laws influence sexual health beliefs, relationships, practices, and behaviors.
- ☒ **SH2.12.2** Analyze how culture supports and challenges sexual health beliefs, relationships, practices, and behaviors.
- ☒ **SH2.12.3** Analyze how peers and perceptions of norms influence healthy and unhealthy sexual beliefs, relationships, practices, and behaviors.
- ☒ **SH2.12.4** Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy sexual health relationships, practices, and behaviors.
- ☒ **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 and reproductive health.
- ☒ **SH2.12.7** Analyze how school and community settings influence personal sexual health beliefs, relationships, practices, and behaviors.
- ☒ **SH2.12.8** Analyze how media (e.g., pornography, sexually explicit images, social media) and technology influence personal, family, and community sexual health beliefs, relationships, practices, and behaviors.
- ☒ **SH2.12.9** Differentiate relevant influences, including family, culture, peers, school, community, media, technology and public health policies, on sexual and reproductive health practices and behaviors, including self-concept and body image.
- ☒ **SH2.12.10** Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support sexual and reproductive health for oneself and others.

Additional Skill Expectations

☐

☐

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

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



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

Standard 2

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

After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on 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.	☐
2. The curriculum provides at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	☐
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	☒
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	☐

Student Skill Practice Score
(Total number of checks)



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

Notes:

3Rs aligns to this standard very well. Students analyze influences from all of the sources outlined in the HECAT (peers, family, media, etc.), and the curriculum provides opportunities to practice skills in many lessons.

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

Standard **3**

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

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

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

By grade 2, students will be able to:

☒ **NA** Skill expectations are not identified for this grade span.

Additional Skill Expectations

☐

☐

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

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



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)*.

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

Standard 3

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

After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to 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. ☐
2. The curriculum provides **at least one** opportunity or activity for students to practice the skills needed to meet this standard. *(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)* ☐
3. The curriculum provides **two or more** opportunities or activities for students to practice the skills needed to meet this standard. *(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)* ☐
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists. ☐

Student Skill Practice Score

(Total number of checks)



N/A

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:

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

Standard **3**

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

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

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

By grade 5, students will be able to:

☒ **NA** Skill expectations are not identified for this grade span.

Additional Skill Expectations

☐

☐

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

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



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)*.

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

Standard 3

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

After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to 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. | ☐ |
| 2. The curriculum provides at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i> | ☐ |
| 3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i> | ☐ |
| 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)



N/A

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:

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

Standard

3

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

After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to 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 grade 8, students will be able to:

- ☒ **SH3.8.1** Analyze the validity of sexual and reproductive health information (e.g., differentiate between neutral, fact-driven content and advertising, including sponsored content).
- ☒ **SH3.8.2** Analyze the validity of sexual and reproductive health products.
- ☒ **SH3.8.3** Analyze the validity of sexual and reproductive health services.
- ☒ **SH3.8.4** Describe situations that call for professional sexual and reproductive healthcare services.
- ☒ **SH3.8.5** Determine the availability of valid sexual and reproductive healthcare products.
- ☒ **SH3.8.6** Access valid sexual and reproductive health information from home, school, or community.
- ☒ **SH3.8.7** Locate valid sexual and reproductive healthcare products when needed or appropriate.
- ☒ **SH3.8.8** Locate valid sexual and reproductive healthcare services when needed or appropriate.

Additional Skill Expectations

- ☐ _____
- ☐ _____

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

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



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

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

Standard 3

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

After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to 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.	☐
2. The curriculum provides at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	☐
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	☒
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)

3

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

Notes:

Accessing information is included extensively in 3Rs. Students have opportunities to practice accessing information about sexual health services, knowing which information they need to see a doctor for, and locating and discerning trustworthy information on line. Students practice this skill by researching and analyzing during the lesson itself.

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

Standard

3

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

After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to 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 grade 12, students will be able to:

- ☒ SH3.12.1
- Evaluate the validity of sexual and reproductive health information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- ☒ SH3.12.2
- Evaluate the validity of sexual and reproductive healthcare products.
- ☒ SH3.12.3
- Evaluate the validity of sexual and reproductive healthcare services.
- ☒ SH3.12.4
- Determine the accessibility of valid sexual and reproductive healthcare products.
- ☒ SH3.12.5
- Determine when professional sexual and reproductive healthcare services may be required.
- ☒ SH3.12.6
- Determine the accessibility of valid sexual and reproductive healthcare services.
- ☒ SH3.12.7
- Use resources that provide valid sexual and reproductive health information.
- ☒ SH3.12.8
- Use valid sexual and reproductive healthcare products when needed or appropriate.
- ☒ SH3.12.9
- Use valid sexual and reproductive healthcare services when needed or appropriate.

Additional Skill Expectations

- ☐
- ☐

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

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



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

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

Standard 3

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

After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to 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.	☐
2. The curriculum provides at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	☐
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	☒
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)

—————→ 3

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

Notes:

Accessing information is included extensively in 3Rs. Students have opportunities to practice accessing information about sexual health services, knowing which information they need to see a doctor for, and locating and discerning trustworthy information on line. Students practice this skill by researching and analyzing during the lesson itself.

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

Standard

4

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

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

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

By 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 relationships.
- ☒ SH4.2.3
- Demonstrate how to effectively tell a trusted adult when they or someone they know is being hurt or feels unsafe.

Additional Skill Expectations

- ☐ _____
- ☐ _____

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

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



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

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

Standard 4

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

After implementing this curriculum, students will be able to use interpersonal communication skills to promote sexual health and 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.	☐
2. The curriculum provides at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	☐
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	☒
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)

3

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

Notes:

Well aligned to 3Rs. Communication skills are covered in the context of family and peer relationships and personal safety. Many opportunities to practice the skill within the lesson are included.

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

Standard 4

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

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

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

By 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** Demonstrate giving and receiving verbal consent in interactions with family members, peers, and other adults.
- ☒ **SH4.5.3** Explain how to be empathetic and compassionate toward others who are at a different stage of puberty from oneself.
- ☒ **SH4.5.4** Explain how to be empathetic and compassionate toward others who have a different gender identity and expression or sexual orientation from oneself.
- ☒ **SH4.5.5** Demonstrate how to effectively ask for help to deal with physical and emotional changes that occur during puberty.
- ☐ **SH4.5.6** Demonstrate how to effectively communicate support for peers who are progressing through puberty.

Additional Skill Expectations

- ☐ _____
- ☐ _____

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

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE

→ 3

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

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

Standard 4

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

After implementing this curriculum, students will be able to use interpersonal communication skills to promote sexual health and 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.	☐
2. The curriculum provides at least one opportunity or activity for students to practice the skills needed to meet this standard. (<i>Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i>)	☐
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. (<i>Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i>)	☒
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)

3

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

Notes:

Well aligned to 3Rs. Communication skills are covered in the context of family and peer relationships and personal safety, and in this grade level, extend to communicating respect for people of all identities, and as they go through puberty. Many opportunities to practice the skill within the lesson are included. Only knowledge not addressed is communicating support for people who are going through puberty.

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

Standard 4

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

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

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

By grade 8, students will be able to:

- ☒ **SH4.8.1** Demonstrate the effective use of verbal and nonverbal communication skills to promote healthy relationships and sexual and reproductive health.
- ☒ **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 giving and receiving verbal consent for all sexual behaviors between partners.
- ☒ **SH4.8.6** Demonstrate how to effectively ask for assistance from parents, caregivers, or trusted adults to improve or maintain healthy relationships and sexual and reproductive health.
- ☒ **SH4.8.7** 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 SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



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

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

Standard 4

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

After implementing this curriculum, students will be able to use interpersonal communication skills to promote sexual health and 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. | ☐ |
| 2. The curriculum provides at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i> | ☐ |
| 3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i> | ☒ |
| 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)

3

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

Notes:

Well aligned to 3Rs. Communication skills are covered in the context of sexual behaviors, with a focus on avoiding or reducing sexual risk behaviors. Students also examine the role of technology on communication and practice effective digital communication. Many opportunities to practice the skill within the lesson are included.

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

Standard 4

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

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

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

By grade 12, students will be able to:

- ☒ **SH4.12.1** Demonstrate effective communication skills to promote healthy relationships and sexual and reproductive health.
- ☒ **SH4.12.2** Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in sexual risk behaviors.
- ☒ **SH4.12.3** Demonstrate giving and receiving verbal consent for all sexual behaviors between partners.
- ☒ **SH4.12.4** Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflicts.
- ☐ **SH4.12.5** Demonstrate how to effectively ask for assistance from parents, caregivers, or trusted adults to improve 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, or gender identity) are different from one's own.

Additional Skill Expectations

- ☐ _____
- ☐ _____

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

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



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

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

Standard 4

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

After implementing this curriculum, students will be able to use interpersonal communication skills to promote sexual health and 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. | ☐ |
| 2. The curriculum provides at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i> | ☐ |
| 3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i> | ☒ |
| 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)



3

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

Notes:

Well aligned to 3Rs. Communication skills are covered in the context of sexual behaviors, with a focus on promoting healthy relationships and behaviors. Many opportunities to practice the skill within the lesson are included.

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

Standard

5

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

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

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

By grade 2, students will be able to:

☒ **NA** Skill expectations are not identified for this grade span.

Additional Skill Expectations

- ☐ _____
- ☐ _____

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

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



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

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

Standard 5

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

After implementing this curriculum, students will be able to demonstrate the ability to use decision making skills to 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. | ☐ |
| 2. The curriculum provides at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i> | ☐ |
| 3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i> | ☐ |
| 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)



N/A

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:

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

Standard 5

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

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

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

By grade 5, students will be able to:

- ☒ **SH5.5.1** Identify situations that need a decision related to family, peer, or friend relationships.
- ☒ **SH5.5.2** Decide when help is needed and when it is not needed to make a decision related to family, peer, or friend relationships.
- ☐ **SH5.5.3** Identify options and their potential outcomes when making a decision related to family, peer, or friend relationships.
- ☒ **SH5.5.4** Choose a healthy option when making a decision related to family, peer, or friend relationships.
- ☐ **SH5.5.5** Describe the final outcome of a decision related to family, peer, or friend relationships.

Additional Skill Expectations

- ☐ _____
- ☐ _____

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

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



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

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

Standard 5

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

After implementing this curriculum, students will be able to demonstrate the ability to use decision making skills to 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. | ☐ |
| 2. The curriculum provides at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i> | ☒ |
| 3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i> | ☐ |
| 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)



2

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

Notes:

3Rs aligns to this standard to some extent. Students identify decisions related to unhealthy friendships, decide when help is needed and then practice making a healthy decisions. All of the indicators listed for Grade 5 are covered in 3Rs, but in older grade bands.

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

Standard

5

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

After implementing this curriculum, students will be able to demonstrate the ability to use decision making skills to 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 grade 8, students will be able to:

- ☒ SH5.8.1
- Identify circumstances that help or hinder making a decision related to a safe and 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 safe and potentially risky sexual health-related situations should be made individually or with others (e.g., sexual partner).
- ☒ SH5.8.4
- Explain how family, culture, technology, 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 SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



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

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

Standard 5

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

After implementing this curriculum, students will be able to demonstrate the ability to use decision making skills to 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. | ☐ |
| 2. The curriculum provides at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i> | ☐ |
| 3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i> | ☒ |
| 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)



3

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

Notes:

This standard is well aligned to 3Rs. Decision-making is heavily covered, including a specific decision-making strategy that students learn and practice during the lessons. Decision-making content is focused on sexual health-related decision making in the context of relationships and practices to reduce risk.

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

Standard 5

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

After implementing this curriculum, students will be able to demonstrate the ability to use decision making skills to 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 grade 12, students will be able to:

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

Additional Skill Expectations

☐

☐

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

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



3

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

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

Standard 5

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

After implementing this curriculum, students will be able to demonstrate the ability to use decision making skills to 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.	☐
2. The curriculum provides at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	☐
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	☒
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	☐

Student Skill Practice Score
(Total number of checks)



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

Notes:

This standard is well aligned to 3Rs. Decision-making is heavily covered, including more nuanced topics such as decision influences and barriers to decision-making. Decision-making content is focused on sexual health-related decision making in the context of relationships and practices to reduce risk.

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

Standard

6

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

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

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

By grade 2, students will be able to:

☒ NA

Skill expectations are not identified for this grade span.

Additional Skill Expectations

☐

☐

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

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



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

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

Standard 6

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

After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to 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. | ☐ |
| 2. The curriculum provides at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i> | ☐ |
| 3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i> | ☐ |
| 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)



N/A

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:

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

Standard 6

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

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

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

By grade 5, students will be able to:

- ☒ **SH6.5.1** Set a realistic goal to maintain personal hygiene during puberty.
- ☐ **SH6.5.2** Track progress toward achieving a personal goal related to hygiene during puberty.
- ☒ **SH6.5.3** Identify resources that can help achieve a personal goal related to hygiene during puberty.

Additional Skill Expectations

- ☐ _____
- ☐ _____

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

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



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

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

Standard 6

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

After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to 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. | ☒ |
| 2. The curriculum provides at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i> | ☐ |
| 3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i> | ☒ |
| 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)



1

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

Notes:

This standard aligns to 3Rs. Students identify resources to support their goal setting, and develop plans to manage puberty.

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

Standard 6

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

After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to 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 grade 8, students will be able to:

- ☐ **SH6.8.1** Set a realistic goal related to maintaining personal hygiene during puberty.
- ☒ **SH6.8.2** Assess relationships, practices, and behaviors related to sexual and reproductive health.
- ☒ **SH6.8.3** Set a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STIs.
- ☒ **SH6.8.4** Assess the barriers to achieving a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STIs.
- ☒ **SH6.8.5** Apply strategies to overcome barriers to achieving a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STIs.
- ☒ **SH6.8.6** Use strategies and skills to achieve a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STIs.

Additional Skill Expectations

☐ _____

☐ _____

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

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE

—————→ 3

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

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

Standard 6

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

After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to 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. ☐
2. The curriculum provides **at least one** opportunity or activity for students to practice the skills needed to meet this standard. *(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)* ☐
3. The curriculum provides **two or more** opportunities or activities for students to practice the skills needed to meet this standard. *(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)* ☐
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists. ☒

Student Skill Practice Score

(Total number of checks)

4

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

Notes:

This is well aligned to 3Rs. Students set personal goals and examine potential barriers to setting sexual health goals.

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

Standard 6

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

After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to 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 grade 12, students will be able to:

- ☒ **SH6.12.1** Assess personal practices and behaviors related to sexual and reproductive health.
- ☒ **SH6.12.2** Set a realistic personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STIs.
- ☒ **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 STIs.
- ☒ **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 STIs.
- ☐ **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 STIs.
- ☒ **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 STIs.
- ☐ **SH6.12.7** Formulate a long-term personal plan to achieve a goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STIs.

Additional Skill Expectations

- ☐ _____
- ☐ _____

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

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



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

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

Standard 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.	☐
2. The curriculum provides at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	☐
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	☒
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)



3

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

Notes:

This is well aligned to 3Rs. Students set personal goals and examine potential barriers to setting sexual health goals. Students do not self-monitor their progress towards the goals as a part of the curriculum.

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

Standard **7**

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

After implementing this curriculum, students will be able to demonstrate 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 span. Check the box next to any added sexual health-related skill expectation addressed in the curriculum..

By grade 2, students will be able to:

☒ **NA** Skill expectations are not identified for this grade span.

Additional Skill Expectations

☐ _____

☐ _____

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

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE

→

N/A

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

Standard 7

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

After implementing this curriculum, students will be able to demonstrate 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. | ☐ |
| 2. The curriculum provides at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i> | ☐ |
| 3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i> | ☐ |
| 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)



N/A

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:

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

Standard **7**

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

After implementing this curriculum, students will be able to demonstrate 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 span. Check the box next to any added sexual health-related skill expectation addressed in the curriculum.

By grade 5, students will be able to:

☒ **NA** Skill expectations are not identified for this grade span.

Additional Skill Expectations

☐ _____

☐ _____

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

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE

→

N/A

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

Standard 7

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

After implementing this curriculum, students will be able to demonstrate 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.	☐
2. The curriculum provides at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	☐
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	☐
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)

N/A

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:

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

Standard

7

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

After implementing this curriculum, students will be able to demonstrate behaviors that 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 grade 8, students will be able to:

- ☒ SH7.8.1 Explain the importance of being responsible for practicing sexual abstinence.
- ☒ SH7.8.2 Explain the importance of being responsible for practicing safer sexual behaviors.
- ☒ SH7.8.3 Analyze personal practices and behaviors that reduce or prevent sexual risk behaviors.
- ☒ SH7.8.4 Demonstrate practices and behaviors to improve the sexual and reproductive health of oneself and others.
- ☐ SH7.8.5 Commit to practicing healthy sexual behaviors.

Additional Skill Expectations

- ☐ _____
- ☐ _____

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

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



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

Standard 7

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

After implementing this curriculum, students will be able to demonstrate behaviors that 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.	☐
2. The curriculum provides at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	☐
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	☒
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

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

Notes:

This standard aligns well to 3Rs. The content introduces many types of sexual health risks, and students have opportunities to learn about and when appropriate, demonstrate content related to abstinence, birth control, condom use, and routine testing as practices that support health. These are bolstered by content related to communication and healthy relationships.

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

Standard

7

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

After implementing this curriculum, students will be able to demonstrate behaviors that 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 grade 12, students will be able to:

- ☒ **SH7.12.1** Analyze the role of individual responsibility for sexual and reproductive 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 and reproductive health of oneself and others.
- ☐ **SH7.12.4** Commit to practicing healthy sexual behaviors.

Additional Skill Expectations

- ☐ _____
- ☐ _____

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

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



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

Standard **7**

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

After implementing this curriculum, students will be able to demonstrate 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.	☐
2. The curriculum provides at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	☐
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	☒
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	☒

Student Skill Practice Score 4
(Total number of checks)

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

Notes:

This standard aligns well to 3Rs. The content introduces many types of sexual health risks, and students have opportunities to learn about, and when appropriate, demonstrate content related to about abstinence, birth control, condom use, and routine testing as practices that support health. These are bolstered by content related to communication and healthy relationships.

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

Standard 8

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

After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to 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 span. Check the box next to any added sexual health-related skill expectation addressed in the curriculum..

By grade 2, students will be able to:

☒ **NA** Skill expectations are not identified for this grade span.

Additional Skill Expectations

☐

☐

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

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



N/A

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

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. | ☐ |
| 2. The curriculum provides at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i> | ☐ |
| 3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i> | ☐ |
| 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)



N/A

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:

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

Standard

8

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

After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to 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 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 identity or expression, sexual orientation, and other personal characteristics.

Additional Skill Expectations

- ☐
- ☐

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

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



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

Standard 8

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

After implementing this curriculum, students will be able to demonstrate 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. | ☒ |
| 2. The curriculum provides at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i> | ☐ |
| 3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i> | ☐ |
| 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)



1

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

Notes:

Aligns to 3Rs. Curriculum covers content related to creating safe school spaces through respectful interaction, why it is wrong to tease or bully others, and upstanding behaviors to support others.

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

Standard

8

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

After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to 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 grade 8, students will be able to:

- ☒ SH8.8.1
- State a health-enhancing position on a sexual and reproductive health topic, supported with accurate information, to improve the health of self and 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 and gender (e.g., 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

- ☐
- ☐

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

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



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

Standard 8

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

After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to 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.	☒
2. The curriculum provides at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	☐
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	☐
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)

1

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

Notes:

Aligns somewhat to 3Rs. Curriculum covers content related to creating safe school spaces through respectful interaction, and advocating for a health enhancing message for others.

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

Standard 8

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

After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to 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 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 promoting healthy sexuality and 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 sexual relationships, practices, and behaviors.
- ☒ **SH8.12.4** Collaborate with others to advocate for improving personal, family, and community sexual and reproductive health.
- ☒ **SH8.12.5** Encourage school and community environments and policies to protect and affirm promote the sexual health of others with regard to aspects of their sexuality and gender (such as sexual activity, sexual abstinence, sexual orientation, and gender expression or identity).
- ☐ **SH8.12.6** Adapt sexual health messages and communication techniques for reach a specific target audience.
- ☒ **SH8.12.7** Persuade school and community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable sexual and reproductive health opportunities, products, and services to improve the health of oneself and others.

Additional Skill Expectations

- ☐ _____
- ☐ _____

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

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE

→ 3

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

Standard 8

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

After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to 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.	☐
2. The curriculum provides at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	☐
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	☒
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)

3

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

Notes:

Aligns to 3Rs. Curriculum covers content related to persuading others to reduce risky behaviors or make healthy decisions. Students practice advocacy for sexual health and access to care.

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

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

Additional Notes: