

## Module Example (Sexual Health)

### Audio Descriptive Text

Title: Chapter 3. Using the HECAT; Module Example (Sexual Health). Images from HECAT document showing forms and text. Icons that represent these topic areas: alcohol and other drugs; healthy eating; mental and emotional health; physical activity; personal health and wellness; safety; sexual health; tobacco; violence prevention; and comprehensive health education. Active Child icon.

### Video Summary

- Knowledge and skill expectations for this module are intended to help students adopt and maintain the specific healthy behavioral outcomes that promote sexual health and prevent sexual risk-related health problems.
- Scores from reviewers' analysis of this module are transferred to the Overall Summary Forms.

### Audio Script

Let's demonstrate how to fill out one of the Health Topic Modules. For this example, we'll focus on the Sexual Health Module.

The knowledge and skill expectations included in this module were developed through a rigorous process guided by research on the types of knowledge, skill, and experience that help students in grades pre-k through 12 adopt and maintain the specific healthy behavioral outcomes that promote sexual health and prevent sexual risk-related health problems.

The module is organized by the *National Health Education Standards* and is specifically grouped by Standard 1, essential knowledge expectations, and Standards 2-8, essential skill expectations. It is further categorized by grade groups: pre-K through Grade 2; Grades 3 through 5; Grades 6 through 8; and Grades 9 through 12.

For our example, we will focus on grade group 3 through 5.

#### **STANDARD 1**

The Standard 1 curriculum analysis will result in a single score that reflects the extent to which the curriculum addresses the knowledge expectations related to sexual health. Each expectation corresponds with one or more healthy behavior outcomes listed on the first page of that module. This allows your review team to add, delete, or revise items to meet your selected healthy behavior outcomes, the curriculum requirements of your state or school district, and community needs.

As they review a curriculum, team members check the box next to each sexual health-related knowledge expectation addressed in the curriculum they are reviewing. A knowledge expectation is considered "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.

Then, looking at the number of items checked, you can determine a Knowledge Expectations Coverage Score for this standard and for the grade group. In our example, our sheet has some of the items checked, but not a majority of them, so the score for Standard 1, Grades 3 through 5, is a "2."

If the curriculum addresses more than one grade group, complete a separate analysis of Standard 1 for each group.

## **STANDARDS 2-8**

Standards 2–8 focus on what students should be able to do by the end of a specific grade level span. This section will result in two ratings for each standard:

- How well the skill expectations are covered for that standard, and
- The extent to which the curriculum provides opportunities for students to understand and practice the skills necessary to meet these skill expectations.

The skill expectations are listed, much the same as the knowledge expectations were for Standard 1. Again, we'll focus on Grades 3 through 5.

In analyzing and scoring these expectations, look for evidence this expectation is fully met, and then check the expectation statement if it can be found in the curriculum. For our example, all of the skill expectations have been met for Standard 2, Grades 3 through 5. Therefore, the Coverage Score is a "4" in this case.

The second score for Standards 2-8 is the student skill practice analysis. This emphasizes the importance of practicing skills to improve skill learning.

The student skill practice questions are the same in all topic modules, for every skill listed in Standard 2-8, and for every grade group. The focus is on the number of opportunities students have to practice the skills needed to meet the standard and their ability to assess their own progress in developing skills.

Note that questions two and three focus on practicing the skills needed to meet the standard. This calls for analyzing the extent to which the curriculum addresses more than one skill expectation and the full range of skill-building activities to determine if the criteria have been met.

Check the box if a criterion is met and total the number of checks for the Student Skill Practice Score.

For our example, one box is checked, so the Student Skill Practice Score for Standard 2, Grades 3 through 5 is a "1." Unfortunately, skill practice is commonly given little attention or time in a curriculum. This element may score poorly across skill standards. Skill practice can be strengthened by teacher instruction through augmented lessons or training. Keep in mind, skills don't have to be practiced for every standard, health topic, and grade level. They can be varied throughout and across standards, topics, and grades to help students develop skills that can be applied in a variety of situations.

Repeat this process, totaling the student skill expectations and student skill practice scores for each of the Standards 2-8.

Take the results from analyzing each standard and transfer those scores to the Overall Summary Forms. Once the curriculum analysis has been conducted for all health topic modules, it's time to tabulate scores in the Overall Summary Forms.

Now, we have come to the portion of the training to discuss the Overall Summary Forms in greater detail.