

# HECAT

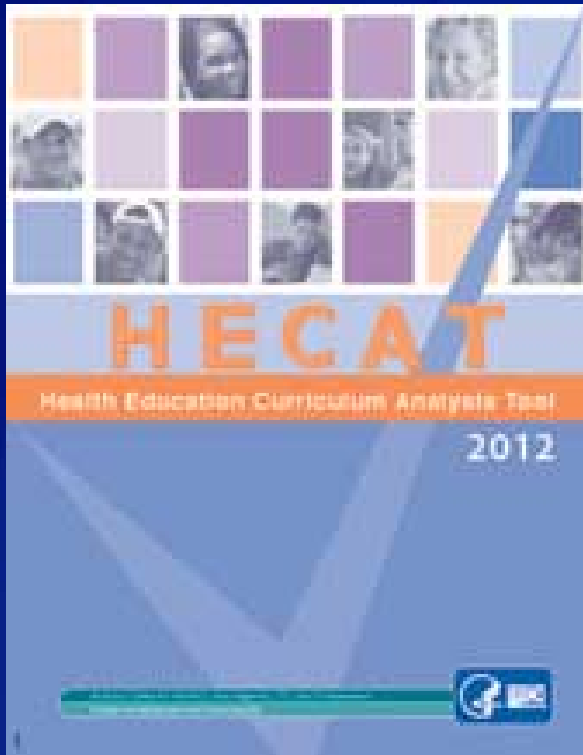
## Health Education Curriculum Analysis Tool\*

### Lessons for Health Education Teacher Preparation Programs

\* Centers for Disease Control and Prevention. *Health Education Curriculum Analysis Tool*. Atlanta, GA: U.S. Department of Health and Human Services; 2012.

National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention  
Division of Adolescent and School Health





## Introduction to CDC's

# HECAT

Health Education Curriculum  
Analysis Tool \*

## Lesson 3:

Diving into the HECAT

\* Centers for Disease Control and Prevention. *Health Education Curriculum Analysis Tool*. Atlanta, GA: U.S. Department of Health and Human Services; 2012.

## **Lesson 3: Objectives**

**After completing this lesson, students will be able to:**

- 1. Summarize the content and the purpose of the sections in the HECAT, including**
  - Chapter 3: Overall Summary Forms**
  - Chapter 4: Accuracy Analysis**
  - Chapter 4: Acceptability Analysis**
  - Chapter 4: Feasibility Analysis**
  - Chapter 4: Affordability Analysis**
  - Chapter 5: Curriculum Fundamentals**
- 2. Complete a HECAT Chapter 4 and 5 assessment on a single subject, single grade level health education curriculum.**

# Chapter 3: Overall Summary Forms

Chapter 3: Overall Summary Forms

**HECAT: Chapter 3  
Overall Summary Form  
Individual Curriculum Summary Scores**

Reviewer's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Use this form to summarize the scores from chapters 4, 5, and 6. As each scoring section in Chapters 4 and 5, and relevant health topic modules in Chapter 6 are completed, transfer the scores to the score column below. Use a separate form for each grade group or health topic module. Use the form marked Multiple Curricula Comparison Scores (page 3-3) to consolidate scores for more than one curriculum, grade group, or health topic module.

Grade groups	CURRICULUM TITLE:	Score
<input type="checkbox"/> pre-K-2		
<input type="checkbox"/> 3-5		
<input type="checkbox"/> 6-8		
<input type="checkbox"/> 9-12		
Chapter 4	Accuracy Analysis (pg. 4-4)	
Preliminary Curriculum Considerations	Acceptability Analysis (pg. 4-8)	
	Feasibility Analysis (pg. 4-9)	
	Advisability Analysis (pg. 4-14)	

Check Relevant Chapter 6 Module(s)

- AOD
- HE
- MEH
- PEH
- PA
- S
- SH
- T
- V
- CHE

Standard 4: Communication Skills (Student Skill Expectations)

Standard 4: Communication Skills (Student Skill Practice)

Standard 4: Decision Making (Skill Expectations)

Standard 4: Decision Making (Student Skill Practice)

Standard 5: Decision Making (Skill Expectations)

Standard 5: Decision Making (Student Skill Practice)

Standard 6: Goal Setting (Skill Expectations)

Standard 6: Goal Setting (Student Skill Practice)

Standard 6: Goal Setting (Student Skill Practice)

Standard 6: Goal Setting (Student Skill Practice)

Standard 7: Practicing Healthy Behaviors (Student Skill Practice)

Standard 7: Practicing Healthy Behaviors (Student Skill Practice)

Standard 7: Practicing Healthy Behaviors (Student Skill Practice)

Standard 8: Advocating for Health (Student Skill Practice)

Standard 8: Advocating for Health (Student Skill Practice)

Standard 8: Advocating for Health (Student Skill Practice)

Standard 8: Advocating for Health (Student Skill Practice)

Make additional copies of this form to review other grade groups, curricula, or health topic modules.

2012 HECAT Chapter 3: Overall Summary Forms  
3-2

**Individual Curriculum  
Summary Score  
(pg. 3-2)**

Chapter 3: Overall Summary Forms

**HECAT: Chapter 3  
Overall Summary Form  
Multiple Curricula Comparison Scores**

Reviewer's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Use this form to compare scores for multiple curricula or grades. List the Individual Curriculum Summary Scores for all curricula or grade groups that were reviewed. Make additional copies if necessary.

Grade groups	Write in the titles of curricula in each column.	1	2	3
<input type="checkbox"/> pre-K-2				
<input type="checkbox"/> 3-5				
<input type="checkbox"/> 6-8				
<input type="checkbox"/> 9-12				
Chapter 4	Accuracy Analysis			
Preliminary Curriculum Considerations	Acceptability Analysis	Score	Score	Score
	Feasibility Analysis			
	Advisability Analysis			
Chapter 5	Curriculum Design			
	Learning Objectives			
	Teacher Considerations			

Standard 4: Communication Skills (Student Skill Expectations)

Standard 4: Communication Skills (Student Skill Practice)

Standard 4: Decision Making (Skill Expectations)

Standard 4: Decision Making (Student Skill Practice)

Standard 5: Decision Making (Skill Expectations)

Standard 5: Decision Making (Student Skill Practice)

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Standard 7: Practicing Healthy Behaviors (Student Skill Practice)

Standard 7: Practicing Healthy Behaviors (Student Skill Practice)

Standard 7: Practicing Healthy Behaviors (Student Skill Practice)

Standard 7: Practicing Healthy Behaviors (Student Skill Practice)

Standard 8: Advocating for Health (Student Skill Practice)

Standard 8: Advocating for Health (Student Skill Practice)

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Standard 8: Advocating for Health (Student Skill Practice)

2012 HECAT Chapter 3: Overall Summary Forms  
3-3

**Multiple Curriculum  
Comparison Scores  
(pg. 3-3)**

## **In Depth View: HECAT Chapters 4 & 5**

- **Chapter 4: Preliminary Curriculum Considerations**
  - **Contains tools to help analyze and score important characteristics of any health education curriculum**
- **Chapter 5: Curriculum Fundamentals**
  - **Contains tools to help analyze and score characteristics relevant to the review of any education curriculum**

## **Activity 1: Explaining the HECAT - Instructions**

- **Form groups with five members in each group.**
- **Each member in your group will be assigned one of the following sections from the HECAT:**
  - **Chapter 4: Accuracy Analysis (HECAT pgs. 4-2 – 4-4)**
  - **Chapter 4: Acceptability Analysis (HECAT pgs. 4-5 – 4-8)**
  - **Chapter 4: Feasibility Analysis (HECAT pg. 4-9)**
  - **Chapter 4: Affordability Analysis (HECAT pgs. 4-10 – 4-14)**
  - **Chapter 5: Curriculum Fundamentals (HECAT pgs. 5-1 – 5-9)**
- **Thoroughly review your section content.**
- **Answer the questions on the *Explaining the HECAT Guiding Questions* handout for your section (5-10 minutes).**
- **Share your answers with your group.**

## **Activity 1: Explaining the HECAT - Guiding Questions**

- **What is the purpose of this section? What does it provide?**
- **Who should complete this section?**
- **What are some examples of issues or concerns that might be considered in this section?**
- **What forms are included in this section?**
- **How might this section help you to understand and review curricula?**

## **Activity 1: Explaining the HECAT - Reporting**

**In small groups...**

- **Each member will have 3-5 minutes to share their summary about the section he or she reviewed.**
- **Other members will take notes on all sections, recording important points to remember on the *Understanding the HECAT Note Sheet* handout.**



# Activity 2: Complete Chapter 4 Preliminary Curriculum Consideration Forms

## Accuracy Analysis (pgs. 4-2 – 4-4)

## Acceptability Analysis (pgs. 4-5 – 4-8)

## Feasibility Analysis (pg. 4-9)

## Affordability Analysis (pgs. 4-10 – 4-14)

# Activity 2: Complete Chapter 5 Curriculum Fundamentals Forms

Chapter 5: Curriculum Design

**Curriculum Design**

Chapter 5: Learning Objectives

**Learning Objectives**

Chapter 5: Teacher Guidance and Preparation

**Teacher Guidance and Preparation**

Chapter 5: Instructional Strategies and Materials

**Instructional Strategies and Materials**

Name of the Curriculum: \_\_\_\_\_

Grade groups addressed by the curriculum (Check any that apply)  
 Pre-K-2     3-5     6-8     9-12

Complete the **Instructional Strategies and Materials** score by checking the box for each criterion that applies to the curriculum under review and summing the checks. When reviewing a comprehensive curriculum (CHE), check only when the criteria is met for most or all of the topic areas and grade groups.

**Instructional Strategies and Materials - Check the box if:**      **Criteria Met**

- Most or all of the instructional strategies methods that actively engage students personalize the information, such as coo discussions, problem solving, role playing.
- Most or all of the instructional strategies, experiences are culturally relevant to the
- Most or all of the instructional strategies, experiences are developmentally appropriate learning needs of the students to be served.
- Instructional strategies or activities are provided opportunities outside of the classroom, such as family activities, investigative assignments, internet review assignments, and field trips.

**Instructional Strategies and Materials Score** (Total number of checks) →

TRANSFER THIS SCORE TO THE INSTRUCTIONAL STRATEGIES AND MATERIALS LINE ON THE OVERALL SUMMARY FORM (CHAPTER 3).

Notes:

2012 HECAT Chapter 5: Curriculum Fundamentals  
5-5

Chapter 5: Teaching Health Skills

**Teaching Health Skills**

Chapter 5: Student Assessment

**Student Assessment**

Chapter 5: Promoting Healthy Norms

**Promoting Healthy Norms**

Name of the Curriculum: \_\_\_\_\_

Grade groups addressed by the curriculum (Check any that apply)  
 Pre-K-2     3-5     6-8     9-12

Complete the **Promoting Healthy Norms** score by checking the box for each criterion that applies to the curriculum under review and summing the checks. When reviewing a comprehensive curriculum (CHE), check only when the criteria is met for most or all of the topic areas and grade groups.

**Promoting Healthy Norms - Check the box if:**      **Criteria Met**

- Opportunities for peer-to-peer activities that affirm health-promoting beliefs and behaviors, such as peer discussions, group problem solving, and peer modeling and teaching are provided.
- Activities designed to influence the behavior of other students and family members are included, such as school-wide media campaigns and active healthy behaviors.
- Perceptions that many of their peers are provided. For example, behavior data to point out how few behavior or how many engage in
- and caregivers in promoting healthy behaviors as student-family homework registers to express their values and discourage risky behaviors.

**Promoting Healthy Norms Score** (Total number of checks) →

TRANSFER THIS SCORE TO THE PROMOTING HEALTHY NORMS LINE ON THE OVERALL SUMMARY FORM (CHAPTER 3).

Notes:

2012 HECAT Chapter 5: Curriculum Fundamentals  
5-8

## Curriculum Fundamentals (pgs. 5-1 – 5-8)

# Activity 2: Complete Chapter 3 Overall Summary Form

Chapter 3: Overall Summary Forms

**HECAT: Chapter 3  
Overall Summary Form  
Individual Curriculum Summary Scores**

Reviewer's Name \_\_\_\_\_ Date: \_\_\_\_\_

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<input type="checkbox"/> pre-K-2	<b>Score</b>	
<input type="checkbox"/> 3-5		
<input type="checkbox"/> 6-8		
<input type="checkbox"/> 9-12		
<b>Chapter 4</b>	Accuracy Analysis (pg. 4-4)	
	Acceptability Analysis (pg. 4-8)	
<b>Preliminary Curriculum Considerations</b>	Feasibility Analysis (pg. 4-9)	
	Affordability Analysis (pg. 4-14)	
	Curriculum Design (pg. 5-2)	
<b>Chapter 5</b>	Learning Objectives (pg. 5-3)	
	Teacher Guidance and Preparation (pg. 5-4)	
<b>Health Education Curriculum Fundamentals</b>	Instructional Strategies and Materials (pg. 5-5)	
	Teaching Health Skills (pg. 5-6)	
	Student Assessment (pg. 5-7)	
	Promoting Healthy Norms (pg. 5-8)	
	Continuity and Uniformity of CHE Curriculum (CHE Only) (pg. 5-9)	
<b>Chapter 6,</b>	<b>Standard 1:</b> Health Information/Concepts (Knowledge Expectations)	
	<b>Standard 2:</b> Analyzing Influences (Skill Expectations)	
<b>Specific Health Topic Modules</b>	<b>Standard 2:</b> Analyzing Influences (Student Skill Practice)	
	<b>Standard 3:</b> Accessing Valid Information (Skill Expectations)	
	<b>Standard 3:</b> Accessing Valid Information (Student Skill Practice)	
<b>Check Relevant Chapter</b>		
	<b>Standard 7:</b> Practicing Healthy Behaviors (Student Skill Practice)	
<input type="checkbox"/> T	<b>Standard 8:</b> Advocating for Health (Skill Expectations)	
<input type="checkbox"/> V	<b>Standard 8:</b> Advocating for Health (Student Skill Practice)	
<input type="checkbox"/> CHE		

**Overall Summary Form  
(pg. 3-2)**

Make additional copies of this form to review other grade groups, curricula, or health topic modules.

2012 HECAT Chapter 3: Overall Summary Forms  
3-2

# Any questions?

**For more information please contact Centers for Disease Control and Prevention**

1600 Clifton Road NE, Atlanta, GA 30333

Telephone, 1-800-CDC-INFO (232-4636)/TTY: 1-888-232-6348

E-mail: [cdcinfo@cdc.gov](mailto:cdcinfo@cdc.gov) Web: [www.cdc.gov](http://www.cdc.gov)

The findings and conclusions in this report are those of the authors and do not necessarily represent the official position of the Centers for Disease Control and Prevention.

National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention

Division of Adolescent and School Health

