

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

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

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

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

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

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

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

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

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

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

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

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

### Additional Knowledge Expectations

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- \_\_\_\_\_

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

The curriculum addresses:

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

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

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

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

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

**KNOWLEDGE EXPECTATIONS COVERAGE SCORE**

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

**Notes:**

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

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

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

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

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

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

### Additional Skill Expectations

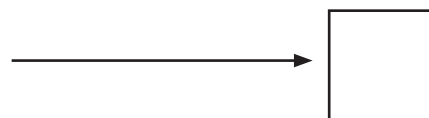
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**SKILL EXPECTATIONS COVERAGE SCORE:** Complete the score based on the criteria listed below.

The curriculum addresses:

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

**SKILL EXPECTATIONS COVERAGE SCORE**



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

**Notes:**

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

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

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

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

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

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




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

**Notes:**

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

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

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

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

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

### Additional Skill Expectations

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

The curriculum addresses:

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

**SKILL EXPECTATIONS COVERAGE SCORE**

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

**Notes:**

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

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

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

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

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

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

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

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



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

**Notes:**

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

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

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

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

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

### Additional Skill Expectations

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

The curriculum addresses:

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

**SKILL EXPECTATIONS COVERAGE SCORE**

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

**Notes:**

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

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

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

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

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

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




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

**Notes:**



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

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

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

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

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

### Additional Skill Expectations

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- \_\_\_\_\_

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

The curriculum addresses:

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

**SKILL EXPECTATIONS COVERAGE SCORE**

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

**Notes:**

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

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

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

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

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

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




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

**Notes:**

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

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

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

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

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

### Additional Skill Expectations

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- \_\_\_\_\_

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

The curriculum addresses:

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

**SKILL EXPECTATIONS COVERAGE SCORE**

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

**Notes:**

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

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

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

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

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

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




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

**Notes:**

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

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

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

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

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

### Additional Skill Expectations

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

The curriculum addresses:

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

**SKILL EXPECTATIONS COVERAGE SCORE**

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

**Notes:**

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

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

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

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

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the <b>skills needed to meet this standard</b> . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the <b>skills needed to meet this standard</b> . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>
<b>Student Skill Practice Score (total number of checks)</b>	<input style="width: 50px; height: 50px;" type="text"/>

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

**Notes:**

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

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

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

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

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

### Additional Skill Expectations

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- \_\_\_\_\_

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

The curriculum addresses:

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

**SKILL EXPECTATIONS COVERAGE SCORE**

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

**Notes:**

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

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

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

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <u>at least one</u> opportunity or activity for students to practice the <b>skills needed to meet this standard</b> . (Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
3. The curriculum provides <u>two or more</u> opportunities or activities for students to practice the <b>skills needed to meet this standard</b> . (Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>
<b>Student Skill Practice Score (total number of checks)</b> →	<input style="width: 50px; height: 50px;" type="text"/>

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

**Notes:**