

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

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

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

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

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

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

**Notes:**

**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.

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

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

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

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

**Notes:**

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

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

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

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

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

### Additional Knowledge Expectations

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

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

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

### Additional Skill Expectations

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- \_\_\_\_\_

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

The curriculum addresses:

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

**SKILL EXPECTATIONS COVERAGE SCORE**

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

**Notes:**

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

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

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

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

### Check the box if, Criteria met

- |   |                          |
|---|--------------------------|
| 1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.  | <input 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 2:  
ANALYZING INFLUENCES (STUDENT SKILL  
PRACTICE) LINE OF THE OVERALL SUMMARY  
FORM (CHAP. 3).**

**Notes:**

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

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

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**Grades 9–12 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 12, students will be able to:**

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

### Additional Skill Expectations

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- \_\_\_\_\_

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

The curriculum addresses:

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

**SKILL EXPECTATIONS COVERAGE SCORE**

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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:**

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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.

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

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

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

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input 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 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 9–12 Student Skill Expectations: Check the box next to each sexual health-related skill expectation addressed in the curriculum.**

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

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

### Additional Skill Expectations

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

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input 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 9–12 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 12, students will be able to:

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

### Additional Skill Expectations

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

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input 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 9–12 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 12, students will be able to:

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

### Additional Skill Expectations

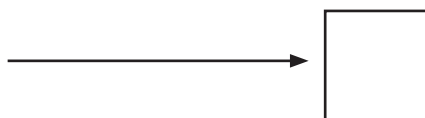
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**SKILL EXPECTATIONS COVERAGE SCORE:** Complete the score based on the criteria listed below.

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 6: GOAL SETTING (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).**

**Notes:**

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

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

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

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input 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 reduce or avoid sexual health risks.

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

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

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

### Additional Skill Expectations

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

### Check the box if, Criteria met

- |   |                          |
|---|--------------------------|
| 1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.  | <input 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 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 9–12 Student Skill Expectations: Check the box next to each sexual health-related skill expectation addressed in the curriculum.**

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

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

### Additional Skill Expectations

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

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

The curriculum addresses:

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

**SKILL EXPECTATIONS COVERAGE SCORE**

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

**Notes:**


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



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

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

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

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input 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>	

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

**Notes:**

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

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**Additional Notes:**