

This chapter captures general descriptive information that is needed to understand and review any health education curriculum and make a final curriculum selection. One person can complete the curriculum information and provide the results for the others. Although most of this information can be found in the curriculum materials, it might be necessary to contact the publisher, the developer, or a website for information. Skip any item not relevant to the review of a locally –developed curriculum.

**Curriculum Description Analysis Items**

1. Name of curriculum: **Healthy Lifestyle Choices Program**
2. Year Published or developed: **2006**,if applicable, year revised: **2018**
3. Publisher/Developer/Distributor

Name: **Kendall Hunt Publishing Company**

Contact Person:

Address: 4050 West Mark Drive, P.O. Box 1840 Dubuque, IA 52004

Website: [www.kendallhunt.com](http://www.kendallhunt.com)

4. Summarize the overall goals or focus of the curriculum(e.g., tobacco prevention; violence prevention). **The purpose of the HLC program is to reduce youth risks behaviors as identified by the centers for Disease Control.**
5. Who is the intended audience?  
**X** General population of students (K-6)

Specific subpopulations: If checked, identify the subpopulations:

6. What topic does the curriculum address? (check all that apply)

**X Promoting an alcohol and other drug-free lifestyle**

**X Promoting healthy eating**

**X Promoting mental and emotional health**

**X Promoting personal health and wellness**

**X Promoting physical activity**

**X Promoting safety**

**Promoting sexual health**

**X Promoting a tobacco-free lifestyle**

**X Preventing violence**

**X Other: Conflict Resolution**

7. What grade levels does the curriculum address? (Check all that apply)

**X Pre-Kindergarten**

**X Kindergarten**

**X Grade 1**

**X Grade 2**

**X Grade 3**

**X Grade 4**

**X Grade 5**

**X Grade 6**

**Grade 7**

**Grade 8**

**Grade 9**

**Grade 10**

**Grade 11**

**Grade 12**

8. How many lessons are in the curriculum? **24** \* **All lessons include booster and afterschool/summer camp activities.**

**Life Skills (4)**

**Nutrition (4)**

**Fitness (4)**

**Safety (4)**

**Conflict Resolution (4)**

**Substance Abuse Prevention (4)**

9. If appropriate, describe how the lessons are divided.

**By grade level: Each grade level binder has 24 lessons.**

**By health topic: Each health topic has 4 lessons.**

10. Is the curriculum included on a federal agency's list of programs

Considered to be exemplary, promising, or effective? **NO**

11. Is the curriculum on the state health education curriculum adoption list? **N/A**

12. According to the developer, does the curriculum match national or state health education standards and frameworks? **Yes**

**X Standard 1**

**X Standard 2**

**X Standard 3**

**X Standard 4**

**X Standard 5**

**X Standard 6**

**X Standard 7**

**X Standard 8**

13. Does the developer indicate that the curriculum is based on specific health behavior theories? **Yes. The Social Learning Theory and the Know Your Body Curriculum. (KYB, 2nd Ed.)**

14. If the curriculum is being considered for purchase with federal funds, identify the funding federal agency and if the curriculum is compliant with relevant federal requirements. If not being considered for purchase with federal funds, proceed to #15. **N/A**

15. Is professional development or training **required** by the developer to purchase or use curriculum materials? **No**

16. Does Professional development or training appear necessary to implement the curriculum effectively? **Yes.** If yes, who is available to provide this professional development/training? **The Program Director and School Site Coordinators are available for trainings.**

17. Does the curriculum provide strategies for integrating content from other academic subjects into health education lessons? **Yes, Language Arts, Visual Arts, Dramatic Arts, Math, Science and Social Studies.**

18. What guidance does the curriculum provide to notify parents and families about the curriculum or content of instruction? **Specific examples, sample letters, sample text for teacher or school newsletter template.**

19. What guidance is provided to help teachers handle sensitive or controversial content issues? **The HLC Parenting guide is available as an additional resource as well as online resources that provide additional background and supplemental material.**

20. What materials, tools, technology, and resources are included? **Lessons plans, student assessment, after-school and summer camp**

**activities, individual copies of student worksheets, and simulation activities are included.**

21. What types of technology are used in the curriculum? **Videotapes, DVD's, and the Internet are used in the curriculum.**

22. What other supports and services are provided by the publisher/developer as part of the curriculum purchase? Professional development, curriculum updates, activities and resources are available on a website or newsletter.

## Accuracy Analysis

**Directions:** The accuracy analysis should be completed by persons from the HECAT committee capable of assessing the accuracy of the health and scientific information in the written health education curriculum. The following questions are starting points for consideration:

- Is the information written in the curriculum scientifically sound, medically accurate and current?
- Does the curriculum use accurate and appropriate terminology?

**The content of the HLC K-6 program is based on the Know Your Body Program (KYB, 2<sup>nd</sup> ed.), which is a comprehensive school health education program developed by the American Health Foundation. Over 100 medical and health professionals in the areas of biology, chemistry, public health, epidemiology, psychology, sociology, and nutrition and health education make up the development staff at AHF. The HLC Program meets all seven of the National Health Education Standards, ensuring that the program includes the most important ideas, issues and concepts related to health literacy and achieving good health.**

- Are data, information, and sources of information up to date and accurately interpreted?

**Up-to-date information on health education, NASPE**

**Standards for Health Education, and lesson updates are available on the program website.**



## Acceptability Analysis

**Directions:** The acceptability analysis should be completed by people from the HECAT committee who are knowledgeable about the school expectations for health education materials; state and local school district policies, requirements, frameworks and standards that guide health education; and the health education needs of students. Review the curriculum to ensure that data is represented accurately in charts, graphs, and written text. Also ensures that it does not promote bias or stereotypical perceptions of individuals or groups on the basis of race, ethnicity, gender, religion, culture, age, or sexual orientation.

Some questions to consider when analyzing acceptability include the following:

- Does the curriculum address the health problems that affect youth, families and the community?
- Does the curriculum address issues and experiences that are important to improving the health-promoting decisions and practices of the students?

**The HLC Program addresses the five youth risk behaviors identified by the Centers for Disease Control and Prevention as contributing to the leading causes of early death and disability in children. The topics**

**include: conflict resolution, nutrition, fitness, safety and substance abuse prevention.**

- Does the curriculum reflect the perspectives, diversity, and needs among students, families and community?
- Does the curriculum address issues required by special statute or policy including the requirements identified in the health education framework or course of study?
- Is the curriculum information and material consistent with health education guidelines?

**The HLC Program meets all seven National Health Education Standards.**

## Feasibility Analysis

**Directions:** The feasibility analysis should be completed by persons from the HECAT committee who know whether the health education curriculum content, materials, and instructional strategies can be successfully implemented and utilized in local schools. Complete each item below.

Record notes and comments to justify scores.

1. The Curriculum can be reasonably implemented by most health education teachers and others who might use this curriculum. **Yes**
2. The curriculum can be implemented within the available classroom and instructional time. **Yes**

## Affordability Analysis

**Directions:** The affordability analysis should be completed by persons on the HECAT committee who know how to purchase, implement, and revise a curriculum; and can identify available resources to cover the cost of the new curriculum.

### 1. What is the initial cost of the curriculum?

Items	Unit Cost	Number of Units Needed	Total Initial Cost (Unit cost times number of units needed)
Core curriculum (breakdown of separate grade-specific or content-specific materials might be necessary.	<b>\$109</b>		
Necessary instructional materials not included as part of core curriculum (may include cost of equipment, videos, CD's, master transparencies, etc.)	<b>N/A</b>		

Required consumable student materials	N/A		
Other(e.g., parent materials take home items)	\$49		
<b>Total Minimum Curriculum Purchase Costs</b>	<b>\$109</b>		
Optional supplementary materials (including suggested, but not required, consumable materials)	\$649.15		
<b>Total Initial Curriculum Costs</b>	<b>\$109</b>		

**Notes:**

**The HLC Program binders are \$109 per grade level binder. The HLC Big Book is optional and cost \$49. The Children’s literature collection is suggested, but not required. The cost is estimated at \$649.15. Schools are not required to purchase the entire curriculum. Total price depends on number of binders purchased.**

**2. What is the cost of sustaining the curriculum materials annually?**

<b>Items</b>	<b>Unit Cost</b>	<b>Number of Units Needed</b>	<b>Total Initial Cost (Unit cost times number of units needed)</b>
Core curriculum (breakdown of separate grade-specific or content-specific materials might be necessary.	<b>\$109</b>		
Necessary instructional materials not included as part of core curriculum (may include cost of equipment, videos, CD's, master transparencies, etc.)			
Required consumable student materials			
Other(e.g., parent materials take home items)	<b>\$49</b>		
<b>Total Minimum Curriculum</b>	<b>\$109</b>		

<b>Purchase Costs</b>			
Optional supplementary materials (including suggested, but not required, consumable materials)	<b>\$649.15</b>		
<b>Total Sustaining Curriculum Costs</b>			

**Notes:**

**3. What are the additional financial costs related to curriculum implementation?**

Additional staff	\$	Initial Cost Continuous Annual
Professional development costs/training fees	\$	Initial Cost Continuous Annual
Paying substitutes to cover classes	\$	Initial Cost Continuous Annual
Other	\$	Initial Cost Continuous Annual

Other	\$	Initial Cost Continuous Annual
<b>Total Additional Costs</b>	\$	<b>Initial Cost Continuous</b> <b>Annual</b>

Notes and Comments:

**4. What funds are available for curriculum purchase and implementation?**

Source Amount \_\_\_\_\_

\$ \_\_\_\_\_

\$ \_\_\_\_\_

\$ \_\_\_\_\_.

**Notes and comments:**

**5. Funding Summary:**

<b>Item</b>	<b>Initial Cost</b>	<b>Annual Cost</b>
Costs of materials	\$	\$



<b>Additional costs for implementation</b>	<b>\$</b>	<b>\$</b>
<b>Funds available for purchase and implementation</b>	<b>\$</b>	<b>\$</b>

**Notes and comments:**

- 6. Identify needed changes in staffing, facilities, professional development, and class schedule so that lessons and student assessment protocols in the curriculum can be implemented as written. Briefly note any changes that require a cost in dollars, time and effort.**
  
- 7. Consider any costs that would be involved in revising the curriculum to ensure that the content is accurate and acceptable.**

**Notes and comments:**

- 8. Based on the information above, score how affordable the curriculum appears to be. (write score in box below)**  
  
**X 4= definitely affordable**

**3= probably affordable**

**2= possibly affordable**

**1= probably not affordable**

**0=definitely not affordable**

**Content Analysis for Health Topic Module: AOD (Grades K-6)**

<b>Standard</b>	<b>Score</b>
<b>Standard 1: Health Information/Concepts (Concept Coverage)</b>	<b>4</b>
<b>Standard 2: Analyzing Influences (learning application)</b>	<b>4</b>
<b>Standard 2:Analyzing Influences(instruction/assessment)</b>	<b>4</b>
<b>Standard 3: Accessing valid information (Skill Application)</b>	<b>4</b>
<b>Standard 3: Accessing valid information (instruction/assessment)</b>	<b>4</b>
<b>Standard 4: Communication Skills (skill application)</b>	<b>4</b>

<b>Standard 4: Communication Skills</b> <b>(instruction/assessment)</b>	<b>4</b>
<b>Standard 5: Decision Making (skill application)</b>	<b>4</b>
<b>Standard 5: Decision Making</b> <b>(Instruction/assessment)</b>	<b>4</b>
<b>Standard 6: Goal Setting (skill application)</b>	<b>4</b>
<b>Standard 6: Goal Setting (instruction/assessment)</b>	<b>4</b>
<b>Standard 7: Practicing Healthy Behaviors (skill application)</b>	<b>4</b>
<b>Standard 7: Practicing Healthy Behaviors</b> <b>(instruction/assessment)</b>	<b>4</b>
<b>Standard 8: Advocating for Health (skill application)</b>	<b>4</b>
<b>Standard 8: Advocating for Health</b> <b>(instruction/assessment)</b>	<b>4</b>

**Content Analysis for Health Topic Module: HE (grades K-6)**

<b>Standard</b>	<b>Score</b>
<b>Standard 1: Health Information/Concepts (Concept Coverage)</b>	4
<b>Standard 2: Analyzing Influences (learning application)</b>	4
<b>Standard 2: Analyzing Influences (instruction/assessment)</b>	4
<b>Standard 3: Accessing valid information (Skill Application)</b>	4
<b>Standard 3: Accessing valid information (instruction/assessment)</b>	4
<b>Standard 4: Communication Skills (skill application)</b>	4
<b>Standard 4: Communication Skills (instruction/assessment)</b>	4
<b>Standard 5: Decision Making (skill application)</b>	4

<b>Standard 5: Decision Making (Instruction/assessment)</b>	4
<b>Standard 6: Goal Setting (skill application)</b>	4
<b>Standard 6: Goal Setting (instruction/assessment)</b>	4
<b>Standard 7: Practicing Healthy Behaviors (skill application)</b>	4
<b>Standard 7: Practicing Healthy Behaviors (skill application)</b>	4
<b>Standard 8: Advocating for Health (skill application)</b>	4
<b>Standard 8: Advocating for Health (instruction/assessment)</b>	4

**Content Analysis for Health Topic Module: MEH (Grades K-6)**

<b>Standard</b>	<b>Score</b>
<b>Standard 1: Health</b>	4

<b>Information/Concepts (Concept Coverage)</b>	
<b>Standard 2: Analyzing Influences (learning application)</b>	4
<b>Standard 2: Analyzing Influences (instruction/assessment)</b>	4
<b>Standard 3: Accessing valid information (Skill Application)</b>	4
<b>Standard 3: Accessing valid information (instruction/assessment)</b>	4
<b>Standard 4: Communication Skills (skill application)</b>	4
<b>Standard 4: Communication Skills (instruction/assessment)</b>	4
<b>Standard 5: Decision Making (skill application)</b>	4
<b>Standard 5: Decision Making (Instruction/assessment)</b>	4

<b>Standard 6: Goal Setting (skill application)</b>	4
<b>Standard 6: Goal Setting (instruction/assessment)</b>	4
<b>Standard 7: Practicing Healthy Behaviors (skill application)</b>	4
<b>Standard 7: Practicing Healthy Behaviors (skill application)</b>	4
<b>Standard 8: Advocating for Health (skill application)</b>	4
<b>Standard 8: Advocating for Health (instruction/assessment)</b>	4

**Content Analysis for Health Topic Module: PHW (Grades K-6)**

<b>Standard</b>	<b>Score</b>
<b>Standard 1: Health Information/Concepts (Concept Coverage)</b>	<b>4</b>
<b>Standard 2: Analyzing Influences</b>	<b>4</b>

<b>(learning application)</b>	
<b>Standard 2: Analyzing Influences (instruction/assessment)</b>	<b>4</b>
<b>Standard 3: Accessing valid information (Skill Application)</b>	<b>4</b>
<b>Standard 3: Accessing valid information (instruction/assessment)</b>	<b>4</b>
<b>Standard 4: Communication Skills (skill application)</b>	<b>4</b>
<b>Standard 4: Communication Skills (instruction/assessment)</b>	<b>4</b>
<b>Standard 5: Decision Making (skill application)</b>	<b>4</b>
<b>Standard 5: Decision Making (Instruction/assessment)</b>	<b>4</b>
<b>Standard 6: Goal Setting (skill application)</b>	<b>4</b>
<b>Standard 6: Goal Setting</b>	<b>4</b>



(instruction/assessment)	
<b>Standard 7: Practicing Healthy Behaviors (skill application)</b>	<b>4</b>
<b>Standard 7: Practicing Healthy Behaviors (skill application)</b>	<b>4</b>
<b>Standard 8: Advocating for Health (skill application)</b>	<b>4</b>
<b>Standard 8: Advocating for Health (instruction/assessment)</b>	<b>4</b>

**CONTENT ANALYSIS FOR HEALTH TOPIC MODULE: PA**

**(GRADES K-6)**

<b>STANDARD</b>	<b>SCORE</b>
<b>Standard 1: Health Information/Concepts (Concept Coverage)</b>	<b>4</b>
<b>Standard 2: Analyzing Influences (instruction/assessment)</b>	<b>4</b>

<b>Standard 2: Analyzing Influences</b> <b>(learning application)</b>	
<b>Standard 3: Accessing valid information</b> <b>(instruction/assessment)</b>	<b>4</b>
<b>Standard 3: Accessing valid information (Skill Application)</b>	<b>4</b>
<b>Standard 4: Communication Skills</b> <b>(instruction/assessment)</b>	<b>4</b>
<b>Standard 4: Communication Skills</b> <b>(skill application)</b>	<b>4</b>
<b>Standard 5: Decision Making</b> <b>(Instruction/assessment)</b>	<b>4</b>
<b>Standard 5: Decision Making (skill</b>	<b>4</b>

<b>application)</b>	
<b>Standard 6: Goal Setting (instruction/assessment)</b>	<b>4</b>
<b>Standard 6: Goal Setting (skill application)</b>	<b>4</b>
<b>Standard 7: Practicing Healthy Behaviors (skill application)</b>	<b>4</b>
<b>Standard 7: Practicing Healthy Behaviors (skill application)</b>	<b>4</b>
<b>Standard 8: Advocating for Health (instruction/assessment)</b>	<b>4</b>
<b>Standard 8: Advocating for Health (skill application)</b>	<b>4</b>

**CONTENT ANALYSIS FOR HEALTH TOPIC MODULE: SAFETY****(GRADE K-6)**

<b>STANDARD</b>	<b>SCORE</b>
<b>Standard 1: Health Information/Concepts (Concept Coverage)</b>	<b>4</b>
<b>Standard 2: Analyzing Influences (instruction/assessment)</b>	<b>4</b>
<b>Standard 2: Analyzing Influences (learning application)</b>	<b>4</b>
<b>Standard 3: Accessing valid information (instruction/assessment)</b>	<b>4</b>
<b>Standard 3: Accessing valid information (Skill Application)</b>	<b>4</b>

<b>Standard 4: Communication Skills</b> <b>(instruction/assessment)</b>	<b>4</b>
<b>Standard 4: Communication Skills</b> <b>(skill application)</b>	<b>4</b>
<b>Standard 5: Decision Making</b> <b>(Instruction/assessment)</b>	<b>4</b>
<b>Standard 5: Decision Making (skill application)</b>	<b>4</b>
<b>Standard 6: Goal Setting</b> <b>(instruction/assessment)</b>	<b>4</b>
<b>Standard 6: Goal Setting (skill application)</b>  <b>Standard 7: Practicing Healthy Behaviors (skill application)</b>	<b>4</b>

<b>Standard 7: Practicing Healthy Behaviors (skill application)</b>	<b>4</b>
<b>Standard 8: Advocating for Health (instruction/assessment)</b>	<b>4</b>
<b>Standard 8: Advocating for Health (skill application)</b>	<b>4</b>

**CONTENT ANALYSIS FOR HEALTH TOPIC MODULE: SH**

**(GRADES K-6)\* The HLC K-6 Program does not address Sexual**

**Health**

<b>STANDARD</b>	<b>SCORE</b>
<b>Standard 1: Health Information/Concepts (Concept Coverage)</b>	<b>*</b>
<b>Standard 2: Analyzing Influences (instruction/assessment)</b>	<b>*</b>

<b>Standard 2: Analyzing Influences</b> <b>(learning application)</b>	*
<b>Standard 3: Accessing valid</b> <b>information</b> <b>(instruction/assessment)</b>	*
<b>Standard 3: Accessing valid</b> <b>information (Skill Application)</b>	*
<b>Standard 4: Communication Skills</b> <b>(instruction/assessment)</b>	*
<b>Standard 4: Communication Skills</b> <b>(skill application)</b>	*
<b>Standard 5: Decision Making</b> <b>(Instruction/assessment)</b>	*

<b>Standard 5: Decision Making (skill application)</b>	*
<b>Standard 6: Goal Setting (instruction/assessment)</b>	*
<b>Standard 6: Goal Setting (skill application)</b>	*
<b>Standard 7: Practicing Healthy Behaviors (skill application)</b>	*
<b>Standard 7: Practicing Healthy Behaviors (skill application)</b>	*
<b>Standard 8: Advocating for Health (instruction/assessment)</b>	*



**CONTENT ANALYSIS FOR HEALTH TOPIC MODULE: TOB**

**(GRADES K-6)**

<b>STANDARD</b>	<b>SCORE</b>
<b>Standard 1: Health Information/Concepts (Concept Coverage)</b>	<b>4</b>
<b>Standard 2: Analyzing Influences (instruction/assessment)</b>	<b>4</b>
<b>Standard 2: Analyzing Influences (learning application)</b>	<b>4</b>
<b>Standard 3: Accessing valid information (instruction/assessment)</b>	<b>4</b>
<b>Standard 3: Accessing valid information (Skill Application)</b>	<b>4</b>

<b>Standard 4: Communication Skills</b> <b>(instruction/assessment)</b>	<b>4</b>
<b>Standard 4: Communication Skills</b> <b>(skill application)</b>	<b>4</b>
<b>Standard 5: Decision Making</b> <b>(Instruction/assessment)</b>	<b>4</b>
<b>Standard 5: Decision Making (skill</b> <b>application)</b>	<b>4</b>
<b>Standard 6: Goal Setting</b> <b>(instruction/assessment)</b>	<b>4</b>
<b>Standard 6: Goal Setting (skill</b> <b>application)</b>	<b>4</b>
<b>Standard 7: Practicing Healthy</b> <b>Behaviors (skill application)</b>	<b>4</b>

<b>Standard 7: Practicing Healthy Behaviors (skill application)</b>	
<b>Standard 8: Advocating for Health (instruction/assessment)</b>	<b>4</b>
<b>Standard 8: Advocating for Health (skill application)</b>	<b>4</b>

**CONTENT ANALYSIS FOR HEALTH TOPIC MODULE: V**

**(GRADES K-6)**

<b>STANDARD</b>	<b>SCORE</b>
<b>Standard 1: Health Information/Concepts (Concept Coverage)</b>	<b>4</b>
<b>Standard 2: Analyzing Influences (instruction/assessment)</b>	<b>4</b>

<b>Standard 2: Analyzing Influences</b> <b>(learning application)</b>	
<b>Standard 3: Accessing valid information</b> <b>(instruction/assessment)</b>	<b>4</b>
<b>Standard 3: Accessing valid information (Skill Application)</b>	<b>4</b>
<b>Standard 4: Communication Skills</b> <b>(instruction/assessment)</b>	<b>4</b>
<b>Standard 4: Communication Skills</b> <b>(skill application)</b>	<b>4</b>
<b>Standard 5: Decision Making</b> <b>(Instruction/assessment)</b>	<b>4</b>
<b>Standard 5: Decision Making (skill</b>	<b>4</b>

<b>application)</b>	
<b>Standard 6: Goal Setting (instruction/assessment)</b>	<b>4</b>
<b>Standard 6: Goal Setting (skill application)</b>	<b>4</b>
<b>Standard 7: Practicing Healthy Behaviors (skill application)</b>	<b>4</b>
<b>Standard 7: Practicing Healthy Behaviors (skill application)</b>	<b>4</b>
<b>Standard 8: Advocating for Health (instruction/assessment)</b>	<b>4</b>
<b>Standard 8: Advocating for Health (skill application)</b>	<b>4</b>

**CONTENT ANALYSIS FOR HEALTH TOPIC MODULE: CHE**

**(GRADES K-6)**

<b>STANDARD</b>	<b>SCORE</b>
<b>Standard 1: Health Information/Concepts (Concept Coverage)</b>	<b>*CDC Module not available for analysis.</b>
<b>Standard 2: Analyzing Influences (instruction/assessment)</b>	<b>*</b>
<b>Standard 2: Analyzing Influences (learning application)</b>	<b>*</b>
<b>Standard 3: Accessing valid information (instruction/assessment)</b>	<b>*</b>
<b>Standard 3: Accessing valid information (Skill Application)</b>	<b>*</b>

<b>Standard 4: Communication Skills</b> <b>(instruction/assessment)</b>	*
<b>Standard 4: Communication Skills</b> <b>(skill application)</b>	*
<b>Standard 5: Decision Making</b> <b>(Instruction/assessment)</b>	*
<b>Standard 5: Decision Making (skill application)</b>	*
<b>Standard 6: Goal Setting</b> <b>(instruction/assessment)</b>	*
<b>Standard 6: Goal Setting (skill application)</b>	*
<b>Standard 7: Practicing Healthy Behaviors (skill application)</b>	*

<b>Standard 7: Practicing Healthy Behaviors (skill application)</b>	
<b>Standard 8: Advocating for Health (instruction/assessment)</b>	*
<b>Standard 8: Advocating for Health (skill application)</b>	*

**NOTES: HEALTH TOPIC MODULE CODE**

**AOD: ALCOHOL AND OTHER DRUGS**

**HE: HEALTHY EATING**

**MEH: MENTAL AND EMOTIONAL HEALTH**

**PA: PHYSICAL ACTIVITY**

**SAFETY:**

**SH: SEXUAL HEALTH**

**TOB: TOBACCO**

**V: VIOLENCE PREVENTION**



**CHE:\* COMPREHENSIVE HEALTH CURRICULUM (module currently not available for analysis)**

**Notes: \* Key for scoring: Total up number of Yes responses to questions. 0=Lowest, 4=Highest available score.**