



District of Columbia
Office of the State Superintendent of Education



HEALTH EDUCATION CURRICULUM ANALYSIS TOOL CROSSWALK: NUTRITION

TABLE OF CONTENTS

Introduction	4
Directions	4
HECAT Nutrition Guidelines for Pre-K	7
HECAT Nutrition Guidelines for Grade K- 2	13
HECAT Nutrition Guidelines for Grade 3-5	19
HECAT Nutrition Guidelines for Grade 6-8	27
HECAT Nutrition Guidelines for Grades 9-12	41
Acknowledgements	54

Welcome to the Office of the State Superintendent of Education's (OSSE) Health Education Curriculum Analysis Tool (HECAT) Crosswalk: Nutrition. The [HECAT](#), developed by the Centers for Disease Control and Prevention (CDC), can help school districts, schools, and others conduct a clear, complete, and consistent analysis of health education curricula.

ABOUT THIS RESOURCE:

This resource can be used either independently or as a complement to the [Nutrition Curriculum Review](#) guidance document. Because the DC Nutrition Curriculum Review guidance document was created prior to the release of the District's [2016 DC Health Education Standards](#) and the CDC's 2012 HECAT, we have created this as a complement to demonstrate which standards may not have been addressed in our initial review of curricula for which the 2008 HECAT was used.

This crosswalk:

- Shows users the alignment between the 2008 HECAT, the 2012 HECAT, and 2016 DC Health Education Standards.
- Is a tool users can utilize independently with the HECAT to conduct their own HECAT analysis to make sure that they are including the 2016 DC Health Education Standards in their analysis. This will save users planning time and provide consistency across the District by ensuring all users are incorporating the 2016 DC Health Education Standards that are not covered in the original 2008 HECAT.
- Will show the minimal difference between the 2008 HECAT, the 2012 HECAT, and the 2016 DC Health Education Standards covered in the reviews.

HOW TO USE THIS CROSSWALK:

1. Review the instructions on how to use this crosswalk in the Directions.
2. Go to the tab of the grade band that belongs to the curriculum you are referencing. The tab has been designated for each of the following grade bands:
 - Grade Pre-K
 - Grade K-2
 - Grade 3-5
 - Grade 6-8
 - Grade 9-12

3. You may place a request through the Healthy Schools and Wellness Programs team's [Technical Assistance Request Form](#) if you need assistance using this crosswalk.

DIRECTIONS:

The directions in this section should be reviewed fully before using this crosswalk.


1) UNDERSTANDING THE ACTION COLUMN

This crosswalk consists of the following five (5) columns:

1. [Health Education Curriculum Analysis Tool \(2008\)](#): The HECAT tool that was used for the Nutrition Curriculum Review guidance document.
2. [Health Education Curriculum Analysis Tool \(2012\)](#): The updated HECAT released by the CDC in 2012. This tool was released after the initial curriculum review was performed.
3. [DC Health Education Standards \(2016\)](#): The DC Health Education Standards were revised in 2016 to provide a clear, skill-based, and age-appropriate approach to the essential health topics that currently impact District students. For Pre-K, the DC Early Learning Standards have been included.
4. [Action](#): This column was created to indicate whether a standard used in the original review process was also included in the HECAT (2012) and/or 2016 DC Health Education Standards.
5. [Notes](#): Additional notes about the alignment can be found in this column.

The examples below will demonstrate how to use this document. You can follow along each row of the crosswalk to identify whether a specific standard is present in each of the resources. Please note, all crosswalks that accompany the curriculum review documents follow the same format. The examples below were derived from the Nutrition Curriculum Review guidance document.


EXAMPLE 1

Health Education Curriculum Analysis Tool (2008)	Health Education Curriculum Analysis Tool (2012)	DC Health Education Standards	Action	Notes
Standard 1: Pre- K				
Explain the importance of choosing healthy foods and beverages.	HE 1.2.2 Explain the importance of choosing healthy foods and beverages.	K-2.5.1.1 Explain why healthy bodies require rest, exercise, and good nutrition.		


In example 1, the standard included in the 2008 HECAT (column 1) was also included in the 2012 HECAT (column 2) and the 2016 DC Health Education Standards (column 3). The standard was given a “**Green**” action (column 4) because the standard, or a version covering the same concept, was included in all three resources. With a “**Green**” action, you can be sure that standard was taken into consideration during the initial review of curricula included in the curriculum review document.

 **Green = Standard addressed.**


EXAMPLE 2

Health Education Curriculum Analysis Tool (2008)	Health Education Curriculum Analysis Tool (2012)	DC Health Education Standards	Action	Notes
Standard 1: Pre- K				
—	HE 1.2.1 Explain the importance of trying new foods.	K-2.5.7.13 Understands the concept of variety in diet and explain why it is important to health (within and between food groups).		

In example 2, the standard is included in the 2012 HECAT (column 2) as well as the 2016 DC Health Education Standards (column 3). However, it was not included in the HECAT 2008 tool (column 1). Therefore, it has an action color of “**Yellow**” to represent that supplemental materials may be needed to ensure that this standard is covered since it was not included in the initial review process.

 **Yellow = Pursue with caution. When curricula were reviewed, this standard was not addressed. We recommend you find another resource that will fulfill this standard.**

EXAMPLE 3

Health Education Curriculum Analysis Tool (2008)	Health Education Curriculum Analysis Tool (2012)	DC Health Education Standards	Action	Notes
Standard 1: Pre- K				
Describe how to keep food safe from harmful germs.	HE 1.2.7 Describe how to keep food safe from harmful germs.	—		Standard is found under Safety Skills category

In example 3, the standard included in the 2008 HECAT (column 1) was also included in the 2012 HECAT (column 2). However, this standard was not included in the 2016 DC Health Education Standards (column 3). Therefore, it has an action color of “**Orange**.” An action color of “**Orange**” indicates that the standard is found in another category or age group of the 2016 DC DC Health Education Standards. In this case, the Notes indicate the standard is found under the Safety Skills category.

 **Orange = Standard is addressed within another category of the 2016 DC Health Education Standards.**

2) UNDERSTANDING THE DIFFERENT COLORED FONTS

You will note the 2008 HECAT column has standards written in two different colored fonts. The 2008 HECAT was set up as follows:

- Standard 1 contained concepts curricula should address for each grade band.
- Standards 2 through 8 contained sub-skills for each grade band plus skill examples for each grade band.

In order to differentiate between the sub-skills and the skill examples in standards 2 through 8. All skill examples are included in **blue** font. The note “These were examples of the subskills and were considered in the review” will also be found in each of these standards.

Pre-K

Health Education Curriculum Analysis Tool (2008)	Health Education Curriculum Analysis Tool (2012)	DC Early Learning Standards	Action	Notes
Standard 1: Pre- K				
Explain the importance of choosing healthy foods and beverages.	HE 1.2.2 Explain the importance of choosing healthy foods and beverages.	34c: Begins to understand that foods have different nutritional values.	●	
Identify a variety of healthy snacks.	HE 1.2.3 Identify a variety of healthy snacks.	34c: Begins to understand that foods have different nutritional values.	●	
Identify the benefits of drinking plenty of water.	HE 1.2.4 Identify the benefits of drinking plenty of water.	34c: Begins to understand that foods have different nutritional values.	●	
Describe the benefits of eating breakfast every day.	HE 1.2.6 Describe the benefits of eating breakfast every day.	—	●	
Describe the type of foods and beverages that should be limited.	HE 1.2.5 Describe the types of foods and beverages that should be limited.	34c: Begins to understand that foods have different nutritional values.	●	
Describe body signals that tell people when they are hungry and when they are full.	HE 1.2.8 Describe body signals that tell a person when they are hungry and when they are full.	—	●	
Describe how to keep food safe from harmful germs.	HE 1.2.7 Describe how to keep food safe from harmful germs.	34: Demonstrates behaviors that promote health and safety.	●	
Identify eating behaviors that contribute to maintaining a healthy weight.	HE 1.2.9 Identify healthy eating patterns that provide energy and help the body grow and develop.	34c: Begins to understand that foods have different nutritional values.	●	
—	HE 1.2.1 Explain the importance of trying new foods.	34c: Begins to understand that foods have different nutritional values.	●	
Standard 2: Pre- K				
Analyze the influence of the media on personal health practices.	HE2.2.3 Identify relevant influences of media and technology on food choices and other eating practices and behaviors.	—	●	
Analyze parent and family influence on personal health practices.	HE2.2.1 Identify relevant influences of family on food choices and other eating practices and behaviors.	6a. Describes familiar people, places, things, and events and, with prompting and support, provides additional detail.	●	
Analyze peer influence on personal health practices.	—	6a. Describes familiar people, places, things, and events and, with prompting and support, provides additional detail.	●	

Health Education Curriculum Analysis Tool (2008)	Health Education Curriculum Analysis Tool (2012)	DC Early Learning Standards	Action	Notes
Analyze community influence on personal health practices.	HE2.2.2 Identify relevant influences of school personnel on food choices and other eating practices and behaviors.	6a. Describes familiar people, places, things, and events and, with prompting and support, provides additional detail.	●	
Analyze the influence of cultural and peer norms on personal health practices.	—	6a. Describes familiar people, places, things, and events and, with prompting and support, provides additional detail.	●	
Analyze the influence of personal values and beliefs on personal health practices.	HE 2.2.4 Describe positive influences on personal food choices and other eating practices and behaviors.	6a. Describes familiar people, places, things, and events and, with prompting and support, provides additional detail.	●	
Analyze the influence of alcohol and other drug use on judgment, self-control, and behavior.	HE 2.2.5 Describe negative influences on personal food choices and other eating practices and behaviors.	6a. Describes familiar people, places, things, and events and, with prompting and support, provides additional detail.	●	
Explain how family can influence food choices.	—	6a. Describes familiar people, places, things, and events and, with prompting and support, provides additional detail.	●	These were examples of the subskills and were considered in the review
Describe how television advertisements can influence food choices.	—	—	●	These were examples of the subskills and were considered in the review
Standard 3: Pre- K				
Differentiate accurate from inaccurate health information.	—	14a. Groups objects according to a common characteristic, regroups them according to a different characteristic, and explains the grouping rules.	●	
Select valid and reliable products and services.	—	14a. Groups objects according to a common characteristic, regroups them according to a different characteristic, and explains the grouping rules.	●	
Access valid and reliable products and services that promote health.	—	14a. Groups objects according to a common characteristic, regroups them according to a different characteristic, and explains the grouping rules.	●	
Access helpful people for accurate information.	HE3.2.2 Identify trusted adults and professionals in school (e.g., foodservice director) who can help promote healthy eating.	6a. Describes familiar people, places, things, and events and, with prompting and support, provides additional detail.	●	
Identify trusted adults and professionals.	HE3.2.1 Identify trusted adults at home who can help promote healthy eating.	6a. Describes familiar people, places, things, and events and, with prompting and support, provides additional detail.	●	

Health Education Curriculum Analysis Tool (2008)	Health Education Curriculum Analysis Tool (2012)	DC Early Learning Standards	Action	Notes
Assess the accuracy and reliability of assistance for health-related problems.	—	—	●	
Identify people who can provide accurate information about healthy eating.	HE3.2.3 Identify trusted adults and professionals in the community (e.g., registered dietitian, healthcare provider) who can help promote healthy eating.	6a. Describes familiar people, places, things, and events and, with prompting and support, provides additional detail.	●	These were examples of the subskills and were considered in the review
Identify nutrition information on food labels.	—	34c: Begins to understand that foods have different nutritional values.	●	These were examples of the subskills and were considered in the review

Standard 4: Pre- K

Use effective interpersonal skills with family, friends, and others.	—	5a. Asks and answers questions in order to seek and offer help, get and offer information, or clarify something that is not understood.	●	
Resist pressure from peers to engage in unhealthy behaviors.	—	31a: Suggests ways to resolve social conflicts.	●	
Communicate empathy and support for others.	—	27a. Recognizes and labels the basic feelings of others.	●	
Effectively manage interpersonal conflicts.	—	31a: Suggests ways to resolve social conflicts.	●	
Ask for assistance to enhance personal health and health of others.	—	34a: Follows familiar health and safety rules with occasional reminders.	●	
Demonstrate how to politely refuse less nutritious foods.	HE4.2.1 Demonstrate effective refusal skills to avoid unhealthy food choices and promote healthy eating.	34a. Describes basic health and safety rules and follows them.	●	These were examples of the subskills and were considered in the review
Demonstrate how to politely request foods that are more nutritious.	—	34a. Describes basic health and safety rules and follows them.	●	These were examples of the subskills and were considered in the review
Demonstrate how to refuse foods that cause an allergic reaction.	—	34a. Describes basic health and safety rules and follows them.	●	These were examples of the subskills and were considered in the review

Standard 5: Pre- K






Determine when health-related situations require the application of a thoughtful decision-making process.	HE5.2.1 Identify situations which need a healthy eating-related decision.	22b. Makes predictions and tests ideas.	●	
---	---	--	---	--

Health Education Curriculum Analysis Tool (2008)	Health Education Curriculum Analysis Tool (2012)	DC Early Learning Standards	Action	Notes
Generate alternatives to health-related issues or problems.	—	22b. Makes predictions and tests ideas.	●	
Determine barriers that can hinder healthy decision making.	HE5.2.2 Identify how family, peers, or media influence a healthy eating-related decision.	34a. Describes basic health and safety rules and follows them.	●	
Predict the short and long-term consequences of each alternative on self and others.	—	22b. Makes predictions and tests ideas.	●	
Choose healthy alternatives over unhealthy alternatives.	—	34a. Describes basic health and safety rules and follows them.	●	
Evaluate the outcomes of a health-related decision.	HE5.2.3 Explain the potential positive and negative outcomes from a nutrition-related decision.	22b. Makes predictions and tests ideas.	●	
Choose healthy foods and beverages instead of less healthy foods and beverages.	—	14a. Groups objects according to a common characteristic, regroupes them according to a different characteristic, and explains the grouping rules.	●	These were examples of the subskills and were considered in the review
—	HE5.2.4 Describe when help is needed and when it is not needed to make a healthy eating-related decision.	—	●	

Standard 6: Pre- K

Assess personal health practices and status.	—	34a. Describes basic health and safety rules and follows them.	●	
Develop a goal to adopt, maintain, or improve a personal health practice.	HE6.2.1 Identify a realistic personal short-term goal to improve healthy eating.	34a. Describes basic health and safety rules and follows them.	●	
Plan strategies for performing health-enhancing practices.	HE6.2.2 Take steps to achieve a personal goal to improve healthy eating.	34a. Describes basic health and safety rules and follows them.	●	
Make a commitment to improve health.	—	34a. Describes basic health and safety rules and follows them.	●	
Overcome barriers to action.	—	2a. Perseveres to understand and accomplish a challenging, self-selected activity despite interruptions and distractions.	●	
Monitor progress in achieving desired health practices and outcomes.	—	—	●	
Measure accomplishment in meeting health outcomes.	—	3a. Uses multiple strategies to solve problems and complete tasks.	●	

Health Education Curriculum Analysis Tool (2008)	Health Education Curriculum Analysis Tool (2012)	DC Early Learning Standards	Action	Notes
Set a goal to eat more fruits and vegetables.	—	3a. Uses multiple strategies to solve problems and complete tasks.	●	These were examples of the subskills and were considered in the review
Describe ways that parents and other trusted adults can help meet a goal of eating more fruits and vegetables.	HE6.2.3 Identify people who can help achieve a personal goal to improve healthy eating.	29a. Engages in positive interactions with adults to share ideas and plan activities.	●	These were examples of the subskills and were considered in the review
Standard 7: Pre- K				
Express intentions to engage in health-enhancing behaviors.	HE7.2.3 Make a commitment to practice healthy eating behaviors.	3a. Uses multiple strategies to solve problems and complete tasks.	●	
Perform healthy practices.	HE7.2.2 Demonstrate healthy eating practices.	34a. Describes basic health and safety rules and follows them.	●	
Take responsibility for personal health.	HE7.2.1 Identify practices that reduce or prevent unhealthy eating behaviors.	34a. Describes basic health and safety rules and follows them.	●	
Choose a variety of healthy snacks.	—	34a. Describes basic health and safety rules and follows them.	●	These were examples of the subskills and were considered in the review
Express intentions to eat breakfast every day.	—	34a. Describes basic health and safety rules and follows them.	●	These were examples of the subskills and were considered in the review
Express intentions to drink plenty of water every day.	—	34a. Describes basic health and safety rules and follows them.	●	These were examples of the subskills and were considered in the review
Express intentions to eat a variety of nutritious foods every day.	—	34a. Describes basic health and safety rules and follows them.	●	These were examples of the subskills and were considered in the review
Express the intention to eat fruits and vegetables every day.	—	34a. Describes basic health and safety rules and follows them.	●	These were examples of the subskills and were considered in the review
Standard 8 : Pre- K				
Declare positive beliefs about health-enhancing practices.	—	34a. Describes basic health and safety rules and follows them.	●	
Educate others about health-enhancing practices.	—	22c. Communicates with others about discoveries.	●	
Influence positive health practices of others.	—	22c. Communicates with others about discoveries.	●	

Health Education Curriculum Analysis Tool (2008)	Health Education Curriculum Analysis Tool (2012)	DC Early Learning Standards	Action	Notes
Promote societal norms that are health-enhancing.	—	22c. Communicates with others about discoveries.		
Provide support for others.	HE8.2.2 Demonstrate how to encourage peers to make healthy food and beverage choices.	27a. Recognizes and labels the basic feelings of others.		
Ask parents, guardians, and other caretakers to offer more nutritious food choices at home.	HE8.2.1 Make requests to others (e.g., family members) about preferences for healthy eating.	29a. Engages in positive interactions with adults to share ideas and plan activities.		These were examples of the subskills and were considered in the review
Encourage parents, guardians, and other caretakers to make healthy eating choices.	—	29a. Engages in positive interactions with adults to share ideas and plan activities.		These were examples of the subskills and were considered in the review
Provide support to peers for choosing healthy foods.	—	22c. Communicates with others about discoveries.		These were examples of the subskills and were considered in the review

K – Grade 2

Health Education Curriculum Analysis Tool (2008)	Health Education Curriculum Analysis Tool (2012)	DC Health Education Standards	Action	Notes
Standard 1: Grade K-2				
Explain the importance of choosing healthy foods and beverages.	HE 1.2.2 Explain the importance of choosing healthy foods and beverages.	K-2.5.1.1 Explain why healthy bodies require rest, exercise, and good nutrition.	●	
Identify a variety of healthy snacks.	HE 1.2.3 Identify a variety of healthy snacks.	K-2.5.7.14 Recognize a nutritious meal or snack.	●	
Identify the benefits of drinking plenty of water.	HE 1.2.4 Identify the benefits of drinking plenty of water.	K-2.5.1.3 Explain the benefits of drinking water and making healthy beverage choices.	●	
Describe the benefits of eating breakfast every day.	HE 1.2.6 Describe the benefits of eating breakfast every day.	K-2.5.5.10 Identify healthy eating habits.	●	
Describe the type of foods and beverages that should be limited.	HE 1.2.5 Describe the types of foods and beverages that should be limited.	K-2.5.1.4 Identify foods that should be limited (e.g. non-nutrient dense foods, or foods high in sugar, salt, or fat).	●	
Describe body signals that tell people when they are hungry and when they are full.	HE 1.2.8 Describe body signals that tell a person when they are hungry and when they are full.	K-2.5.5.11 Distinguish the feeling of hunger from the feeling of being satiated or full.	●	
Describe how to keep food safe from harmful germs.	HE 1.2.7 Describe how to keep food safe from harmful germs.	—	●	3-5.2.7.13 Differentiate between safe and risky behaviors. (Safety Skills)
Identify eating behaviors that contribute to maintaining a healthy weight.	HE 1.2.9 Identify healthy eating patterns that provide energy and help the body grow and develop.	K-2.5.1.1 Explain why healthy bodies require rest, exercise and good nutrition.	●	
—	HE 1.2.1 Explain the importance of trying new foods.	K-2.5.7.13 Understand the concept of variety in diet and explain why it is important to health (within and between food groups).	●	
Standard 2: Grade K-2				
Analyze the influence of the media on personal health practices.	HE2.2.3 Identify relevant influences of media and technology on food choices and other eating practices and behaviors.	K-2.5.2.5 Explain how culture, media, peers, family, and other factors influence eating behaviors.	●	
Analyze parent and family influence on personal health practices.	HE2.2.1 Identify relevant influences of family on food choices and other eating practices and behaviors.	K-2.5.2.5 Explain how culture, media, peers, family, and other factors influence eating behaviors.	●	

Health Education Curriculum Analysis Tool (2008)	Health Education Curriculum Analysis Tool (2012)	DC Health Education Standards	Action	Notes
Analyze peer influence on personal health practices.	—	K-2.5.2.5 Explain how culture, media, peers, family, and other factors influence eating behaviors.	●	
Analyze community influence on personal health practices.	HE2.2.2 Identify relevant influences of school personnel on food choices and other eating practices and behaviors.	K-2.5.2.5 Explain how culture, media, peers, family, and other factors influence eating behaviors.	●	
Analyze the influence of cultural and peer norms on personal health practices.	—	K-2.5.2.5 Explain how culture, media, peers, family, and other factors influence eating behaviors.	●	
Analyze the influence of personal values and beliefs on personal health practices.	HE 2.2.4 Describe positive influences on personal food choices and other eating practices and behaviors.	K-2.5.2.5 Explain how culture, media, peers, family, and other factors influence eating behaviors.	●	
Analyze the influence of alcohol and other drug use on judgment, self-control, and behavior.	HE 2.2.5 Describe negative influences on personal food choices and other eating practices and behaviors.	K-2.5.2.5 Explain how culture, media, peers, family, and other factors influence eating behaviors.	●	
Explain how family can influence food choices.	—	K-2.5.2.5 Explain how culture, media, peers, family, and other factors influence eating behaviors.	●	These were examples of the subskills and were considered in the review
Describe how television advertisements can influence food choices.	—	K-2.5.2.5 Explain how culture, media, peers, family, and other factors influence eating behaviors.	●	These were examples of the subskills and were considered in the review
Standard 3: Grade K-2				
Differentiate accurate from inaccurate health information.	—	K-2.5.2.6 Recognize that not all products advertised or sold are good for growing bodies.	●	
Select valid and reliable products and services.	—	K-2.5.4.9 Describe criteria for making healthy vs. less healthy food choices.	●	
Access valid and reliable products and services that promote health.	—	K-2.5.4.9 Describe criteria for making healthy vs. less healthy food choices.	●	
Access helpful people for accurate information.	HE3.2.2 Identify trusted adults and professionals in school (e.g., foodservice director) who can help promote healthy eating.	K-2.5.3.8 Identify members of the school community who are reliable sources of information about healthy foods.	●	
Identify trusted adults and professionals.	HE3.2.1 Identify trusted adults at home who can help promote healthy eating.	K-2.5.3.8 Identify members of the school community who are reliable sources of information about healthy foods.	●	

Health Education Curriculum Analysis Tool (2008)	Health Education Curriculum Analysis Tool (2012)	DC Health Education Standards	Action	Notes
Assess the accuracy and reliability of assistance for health-related problems.	—	K-2.5.3.8 Identify members of the school community who are reliable sources of information about healthy foods.	●	
Identify people who can provide accurate information about healthy eating.	HE3.2.3 Identify trusted adults and professionals in the community (e.g., registered dietitian, healthcare provider) who can help promote healthy eating.	K-2.5.3.8 Identify members of the school community who are reliable sources of information about healthy foods.	●	These were examples of the subskills and were considered in the review
Identify nutrition information on food labels.	—	K-2.5.4.9 Describe criteria for making healthy vs. less healthy food choices.	●	These were examples of the subskills and were considered in the review
Standard 4: Grade K-2				
Use effective interpersonal skills with family, friends, and others.	—	K-2.5.8.15 Practice how to ask for healthy food choices.	●	
Resist pressure from peers to engage in unhealthy behaviors.	—	K-2.5.2.5 Explain how culture, media, peers, family, and other factors influence eating behaviors.	●	
Communicate empathy and support for others.	—	—	●	K-2.1.8.10 Explain ways children can model healthful behaviors for others (Mental and Emotional Health).
Effectively manage interpersonal conflicts.	—	K-2.5.8.15 Practice how to ask for healthy food choices.	●	
Ask for assistance to enhance personal health and health of others.	—	K-2.5.8.15 Practice how to ask for healthy food choices.	●	
Demonstrate how to politely refuse less nutritious foods.	HE4.2.1 Demonstrate effective refusal skills to avoid unhealthy food choices and promote healthy eating.	K-2.5.8.15 Practice how to ask for healthy food choices.	●	These were examples of the subskills and were considered in the review
Demonstrate how to politely request foods that are more nutritious.	—	K-2.5.8.15 Practice how to ask for healthy food choices.	●	These were examples of the subskills and were considered in the review
Demonstrate how to refuse foods that cause an allergic reaction.	—	K-2.5.8.15 Practice how to ask for healthy food choices.	●	These were examples of the subskills and were considered in the review

Health Education Curriculum Analysis Tool (2008)	Health Education Curriculum Analysis Tool (2012)	DC Health Education Standards	Action	Notes
Standard 5: Grade K-2				
Determine when health-related situations require the application of a thoughtful decision-making process.	HE5.2.1 Identify situations which need a healthy eating-related decision.	K-2.5.4.9 Describe criteria for making healthy vs. less healthy food choices.	●	
Determine when health-related situations require the application of a thoughtful decision-making process.	HE5.2.4 Describe when help is needed and when it is not needed to make a healthy eating-related decision.	K-2.5.3.8 Identify members of the school community who are reliable sources of information about healthy foods.	●	
Generate alternatives to health-related issues or problems.	—	K-2.5.4.9 Describe criteria for making healthy vs. less healthy food choices.	●	
Determine barriers that can hinder healthy decision making.	HE5.2.2 Identify how family, peers, or media influence a healthy eating-related decision.	K-2.5.2.5 Explain how culture, media, peers, family, and other factors influence eating behaviors.	●	
Predict the short and long-term consequences of each alternative on self and others.	—	K-2.5.1.1 Explain why healthy bodies require rest, exercise, and good nutrition.	●	
Choose healthy alternatives over unhealthy alternatives.	—	K-2.5.4.9 Describe criteria for making healthy vs. less healthy food choices.	●	
Evaluate the outcomes of a health-related decision.	HE5.2.3 Explain the potential positive and negative outcomes from a nutrition-related decision.	K-2.5.1.1 Explain why healthy bodies require rest, exercise and good nutrition.	●	
Choose healthy foods and beverages instead of less healthy foods and beverages.	—	K-2.5.4.9 Describe criteria for making healthy vs. less healthy food choices.	●	These were examples of the subskills and were considered in the review
Standard 6: Grade K-2				
Assess personal health practices and status.	—	K-2.5.5.10 Identify healthy eating habits.	●	
Develop a goal to adopt, maintain, or improve a personal health practice.	HE6.2.1 Identify a realistic personal short-term goal to improve healthy eating.	K-2.5.6.12 Set a goal to choose healthy foods for snacks and meals.	●	
Plan strategies for performing health-enhancing practices.	HE6.2.2 Take steps to achieve a personal goal to improve healthy eating.	K-2.5.6.12 Set a goal to choose healthy foods for snacks and meals.	●	
Make a commitment to improve health.	—	K-2.5.6.12 Set a goal to choose healthy foods for snacks and meals.	●	
Overcome barriers to action.	—	K-2.5.4.9 Describe criteria for making healthy vs. less healthy food choices.	●	

Health Education Curriculum Analysis Tool (2008)	Health Education Curriculum Analysis Tool (2012)	DC Health Education Standards	Action	Notes
Monitor progress in achieving desired health practices and outcomes.	—	K-2.5.6.12 Set a goal to choose healthy foods for snacks and meals.	●	
Measure accomplishments in meeting health outcomes.	—	K-2.5.6.12 Set a goal to choose healthy foods for snacks and meals.	●	
Set a goal to eat more fruits and vegetables.	—	K-2.5.6.12 Set a goal to choose healthy foods for snacks and meals.	●	These were examples of the subskills and were considered in the review
Describe ways that parents and other trusted adults can help meet a goal of eating more fruits and vegetables.	HE6.2.3 Identify people who can help achieve a personal goal to improve healthy eating.	K-2.5.3.7 Identify community members who grow or sell healthy food and the importance of consuming locally grown food.	●	These were examples of the subskills and were considered in the review






Standard 7: Grade K-2

Express intentions to engage in health-enhancing behaviors.	HE7.2.3 Make a commitment to practice healthy eating behaviors.	K-2.5.6.12 Set a goal to choose healthy foods for snacks and meals.	●	
Perform healthy practices.	HE7.2.2 Demonstrate healthy eating practices.	K-2.5.5.10 Identify healthy eating habits.	●	
Take responsibility for personal health.	HE7.2.1 Identify practices that reduce or prevent unhealthy eating behaviors.	K-2.5.6.12 Set a goal to choose healthy foods for snacks and meals.	●	
Choose a variety of healthy snacks.	—	K-2.5.7.14 Recognize a nutritious meal or snack.	●	These were examples of the subskills and were considered in the review
Express intentions to eat breakfast every day.	—	K-2.5.5.10 Identify healthy eating habits.	●	These were examples of the subskills and were considered in the review
Express intentions to drink plenty of water every day.	—	K-2.5.1.3 Explain the benefits of drinking water and making healthy beverage choices.	●	These were examples of the subskills and were considered in the review
Express intentions to eat a variety of nutritious foods every day.	—	K-2.5.7.13 Understand the concept of variety in diet and explain why it is important to health (within and between food groups).	●	These were examples of the subskills and were considered in the review
Express the intention to eat fruits and vegetables every day.	—	K-2.5.7.13 Understand the concept of variety in diet and explain why it is important to health (within and between food groups).	●	These were examples of the subskills and were considered in the review








Health Education Curriculum Analysis Tool (2008)	Health Education Curriculum Analysis Tool (2012)	DC Health Education Standards	Action	Notes
Standard 8: Grade K-2				
Declare positive beliefs about health-enhancing practices.	—	K-2.5.1.1 Explain why healthy bodies require rest, exercise, and good nutrition.	●	
Educate others about health-enhancing practices.	—	K-2.5.8.15 Practice how to ask for healthy food choices.	●	
Influence positive health practices of others.	—	K-2.5.2.5 Explain how culture, media, peers, family, and other factors influence eating behaviors.	●	
Promote societal norms that are health-enhancing.	—	K-2.5.2.5 Explain how culture, media, peers, family, and other factors influence eating behaviors.	●	
Provide support for others.	HE8.2.2 Demonstrate how to encourage peers to make healthy food and beverage choices.	—	●	
Ask parents, guardians, and other caretakers to offer more nutritious food choices at home.	HE8.2.1 Make requests to others (e.g., family members) about preferences for healthy eating.	K-2.5.8.15 Practice how to ask for healthy food choices.	●	These were examples of the subskills and were considered in the review
Encourage parents, guardians, and other caretakers to make healthy eating choices.	—	K-2.5.2.5 Explain how culture, media, peers, family, and other factors influence eating behaviors.	●	These were examples of the subskills and were considered in the review
Provide support to peers for choosing healthy foods.	—	—	●	These were examples of the subskills and were considered in the review

Grades 3 - 5

Health Education Curriculum Analysis Tool (2008)	Health Education Curriculum Analysis Tool (2012)	DC Health Education Standards	Action	Notes
Standard 1: Grade 3-5				
Name the food groups and a variety of nutritious food choices for each food group.	HE 1.5.1 Name the food groups and variety of nutritious food choices for each food group.	3-5.5.1.2 Describe the food groups including recommended portions for each.	●	
Explain the importance of eating a variety of foods from all food groups.	HE 1.5.4 Explain the importance of eating a variety of foods from all the food groups.	3-5.5.1.2 Describe the food groups including recommended portions for each.	●	
Identify the number of servings of food from each food group that a child needs daily.	HE 1.5.2 Identify the amount of food from each food group that a child needs daily.	3-5.5.1.2 Describe the food groups including recommended portions for each.	●	
Summarize the benefits of healthy eating.	HE 1.5.15 Describe the benefits of healthy eating.	—	●	K-2.5.1.1 Explain why healthy bodies require rest, exercise, and good nutrition. (Nutrition K-2)
Explain the concept of eating in moderation.	HE 1.5.14 Explain the concept of eating in moderation.	3-5.5.1.2 Describe the food groups including recommended portions for each.	●	
Describe the benefits of eating plenty of fruits and vegetables.	HE 1.5.3 Describe the benefits of eating plenty of fruits and vegetables.	3-5.5.1.2 Describe the food groups including recommended portions for each.	●	
Summarize the benefits of drinking plenty of water.	HE 1.5.6 Describe the benefits of drinking plenty of water.	3.5.5.1.1 Describe the relationship between physical activity and the need for food and water.	●	
Identify nutritious and non-nutritious beverages.	HE 1.5.5 Identify nutritious and non-nutritious beverages.	3-5.5.3.5 Identify key components of the 'Nutrition Facts' label and ingredients list.	●	
Identify foods that are high in fat and low in fat.	HE 1.5.7 Identify foods that is high in fat and low in fat.	3-5.5.3.5 Identify key components of the 'Nutrition Facts' label and ingredients list.	●	
Identify foods that are high in added sugar.	HE 1.5.9 Identify foods that are high in added sugars.	3-5.5.3.5 Identify key components of the 'Nutrition Facts' label and ingredients list.	●	
Describe the benefits of limiting the consumption of fat and added sugar.	HE 1.5.11 Describe the benefits of limiting the consumption of solid fat, added sugar, and sodium.	3-5.5.7.12 Plan or prepare a nutritious snack and justify its nutritional value.	●	
Conclude that breakfast should be eaten every day.	HE 1.5.12 Explain why breakfast should be eaten every day.	—	●	K-2.5.5.10 Identify healthy eating habits. (Nutrition K-2)
Summarize body signals that tell people when they are hungry and when they are full.	HE 1.5.16 Explain body signals that tell a person when they are hungry and when they are full.	—	●	K-2.5.5.11 Distinguish the feeling of hunger from the feeling of being satiated or full. (Nutrition K-2)

Health Education Curriculum Analysis Tool (2008)	Health Education Curriculum Analysis Tool (2012)	DC Health Education Standards	Action	Notes
Describe methods to keep food safe from harmful germs.	HE 1.5.13 Describe methods to keep food safe from harmful germs.	—		3-5.2.7.13 Differentiate between safe and risky behaviors. (Safety Skills)
Explain that both eating habits and level of physical activity can affect a person's weight.	—	3-5.5.1.1 Describe the relationship between physical activity and the need for food and water.		
Explain how eating disorders impact proper nutrition.	—	—		3-5.2.7.13 Differentiate between safe and risky behaviors. (Safety Skills)
—	HE.1.5.8 Identify alternate sources of fat (e.g., unsaturated fats and oils).	3-5.5.7.11 Demonstrate how to use 'Nutrition Facts' labels to select a healthy food or snack.		
—	HE 1.5.10 Identify foods that is high in sodium.	3-5.5.3.5 Identify key components of the 'Nutrition Facts' label and ingredients list.		

Standard 2: Grade 3-5

Analyze the influence of the media on personal health practices.	HE2.5.6 Describe how relevant influences of media (e.g., advertising) and technology affect food choices and other eating practices and behaviors.	3-5.5.2.3 Analyze the influence of advertising and marketing techniques on food and beverage choices.		
Analyze parent and family influence on personal health practices.	HE2.5.4 Describe how relevant influences of family and culture affect personal food choices and other eating practices and behaviors.	3-5.5.2.4 Identify internal and external influences that affect food choices.		
Analyze peer influence on personal health practices.	HE2.5.2 Identify how relevant influences of peers on food choices and other eating practices and behaviors.	3-5.5.2.4 Identify internal and external influences that affect food choices.		
Analyze community influence on personal health practices.	HE2.5.3 Identify relevant influences of community on food choices and other eating practices and behaviors.	3-5.5.2.4 Identify internal and external influences that affect food choices.		
Analyze the influence of cultural and peer norms on personal health practices.	HE2.5.1 Identify relevant influences of culture on food choices and other eating practices and behaviors.	3-5.5.2.4 Identify internal and external influences that affect food choices.		
Analyze the influence of personal values and beliefs on personal health practices.	—	3-5.5.2.4 Identify internal and external influences that affect food choices.		
Analyze the influence of alcohol and other drug use on judgment, self-control, and behavior.	—	3-5.5.2.4 Identify internal and external influences that affect food choices.		

Health Education Curriculum Analysis Tool (2008)	Health Education Curriculum Analysis Tool (2012)	DC Health Education Standards	Action	Notes
Describe how family and cultural traditions influence food choices.	HE2.2.5 Describe how relevant influences of school and community affect food choices and other eating practices and behaviors.	3-5.5.2.4 Identify internal and external influences that affect food choices.	●	These were examples of the subskills and were considered in the review
Describe how personal preferences influence food choices.	—	3-5.5.2.4 Identify internal and external influences that affect food choices.	●	These were examples of the subskills and were considered in the review
Identify the various strategies used by the media to influence food choices.	—	3-5.5.2.3 Analyze the influence of advertising and marketing techniques on food and beverage choices.	●	These were examples of the subskills and were considered in the review
Describe how peers can influence food choices.	HE2.5.7 Describe how relevant influences of peers affect food choices and other eating practices and behaviors.	3-5.5.2.4 Identify internal and external influences that affect food choices.	●	These were examples of the subskills and were considered in the review
Describe the influence of culture and media on body image.	—	3-5.5.2.4 Identify internal and external influences that affect food choices.	●	These were examples of the subskills and were considered in the review

Standard 3: Grade 3-5

Differentiate accurate from inaccurate health information.	HE3.5.1 Describe characteristics of accurate nutrition information.	3-5.5.3.6 Identify sources of nutrition information and evaluate their reliability.	●	
Select valid and reliable products and services.	—	3-5.5.3.6 Identify sources of nutrition information and evaluate their reliability.	●	
Access valid and reliable products and services that promote health.	HE3.5.2 Describe characteristics of appropriate and reliable nutrition products.	3-5.5.3.6 Identify sources of nutrition information and evaluate their reliability.	●	
Access helpful people for accurate information.	—	3-5.5.3.6 Identify sources of nutrition information and evaluate their reliability.	●	
Identify trusted adults and professionals.	—	3-5.5.3.6 Identify sources of nutrition information and evaluate their reliability.	●	
Assess the accuracy and reliability of assistance for health-related problems.	HE3.5.3 Describe characteristics of appropriate and trustworthy nutrition services.	3-5.5.3.6 Identify sources of nutrition information and evaluate their reliability.	●	
Identify sources of reliable information about healthy eating.	—	3-5.5.3.6 Identify sources of nutrition information and evaluate their reliability.	●	These were examples of the subskills and were considered in the review
Demonstrate the ability to access people who can provide accurate information and advice on healthy eating.	—	3-5.5.3.6 Identify sources of nutrition information and evaluate their reliability.	●	These were examples of the subskills and were considered in the review

Health Education Curriculum Analysis Tool (2008)	Health Education Curriculum Analysis Tool (2012)	DC Health Education Standards	Action	Notes
Use the nutrition information on food labels to compare products.	—	3-5.5.7.11 Demonstrate how to use ‘Nutrition Facts’ labels to select a healthy food or snack.	●	These were examples of the subskills and were considered in the review
Demonstrate the ability to access sources of accurate information about healthy eating and safe weight management.	HE3.5.4 Demonstrate how to locate sources of accurate nutrition information.	3-5.5.3.6 Identify sources of nutrition information and evaluate their reliability.	●	These were examples of the subskills and were considered in the review
Standard 4: Grade 3-5				
Use effective interpersonal skills with family, friends, and others.	—	3-5.5.8.13 Encourage and promote healthy eating opportunities at home, in school, and in the community.	●	
Resist pressure from peers to engage in unhealthy behaviors.	—	3-5.5.8.13 Encourage and promote healthy eating opportunities at home, in school, and in the community.	●	
Communicate empathy and support for others.	HE4.5.2 Explain how to be empathetic and compassionate towards a family member who is trying to improve personal food choices and healthy eating.	3-5.5.8.13 Encourage and promote healthy eating opportunities at home, in school, and in the community.	●	
Effectively manage interpersonal conflicts.	—	3-5.5.2.4 Identify internal and external influences that affect food choices.	●	
Ask for assistance to enhance personal health and health of others.	HE4.5.3 Demonstrate how to effectively ask for help to improve personal food choices and promote healthy eating.	3-5.5.8.13 Encourage and promote healthy eating opportunities at home, in school, and in the community.	●	
Demonstrate how to politely refuse less nutritious foods.	HE4.5.1 Demonstrate effective verbal and nonverbal communication to avoid unhealthy food choices and promote healthy eating.	3-5.5.4.8 Demonstrate how to ask for nutritious foods.	●	These were examples of the subskills and were considered in the review
Demonstrate how to politely request foods that are more nutritious.	—	3-5.5.4.8 Demonstrate how to ask for nutritious foods.	●	These were examples of the subskills and were considered in the review
Demonstrate how to refuse foods that cause an allergic reaction.	—	3-5.5.4.8 Demonstrate how to ask for nutritious foods.	●	These were examples of the subskills and were considered in the review
Demonstrate interpersonal skills for dealing with peer influence to eat less nutritious foods.	—	3-5.5.4.8 Demonstrate how to ask for nutritious foods.	●	These were examples of the subskills and were considered in the review

Health Education Curriculum Analysis Tool (2008)	Health Education Curriculum Analysis Tool (2012)	DC Health Education Standards	Action	Notes
Standard 5: Grade 3-5				
Determine when health-related situations require the application of a thoughtful decision-making process.	HE5.5.1 Identify situations which need a decision related to healthy eating (e.g., when a peer offers a soft drink).	3-5.5.7.12 Plan or prepare a nutritious snack and justify its nutritional value.	●	
Determine when health-related situations require the application of a thoughtful decision-making process.	HE5.5.2 Decide when help is needed and when it is not needed to make a decision related to healthy eating behaviors.	—	●	K-2.5.3.8 Identify members of the school community who are reliable sources of information about healthy foods. (Nutrition K-2)
Generate alternatives to health-related issues or problems.	—	3-5.5.5.9 Compare and contrast snacks, (which can contribute to or undermine healthy eating habits) and identify why some are better than others.	●	
Determine barriers that can hinder healthy decision making.	HE5.5.3 Explain how family, culture, peers, or media influence a decision related to healthy eating behaviors.	3-5.5.2.4 Identify internal and external influences that affect food choices.	●	
Predict the short and long-term consequences of each alternative on self and others.	—	3-5.5.6.10 Set a short-term nutrition goal and track progress toward its achievement.	●	
Choose healthy alternatives over unhealthy alternatives.	HE5.5.4 Identify options and their potential outcomes when making a decision related to healthy and safe eating behaviors.	3-5.5.5.9 Compare and contrast snacks, (which can contribute to or undermine healthy eating habits) and identify why some are better than others.	●	
Evaluate the outcomes of a health-related decision.	HE5.5.6 Describe the final outcome of a decision related to healthy eating behaviors.	3-5.5.6.10 Set a short-term nutrition goal and track progress toward its achievement.	●	
Choose healthy foods and beverages instead of less healthy foods and beverages.	HE5.5.5 Choose a healthy food or beverage option when making a decision related to healthy eating behaviors.	3-5.5.7.12 Plan or prepare a nutritious snack and justify its nutritional value.	●	These were examples of the subskills and were considered in the review
Demonstrate the ability to select healthy from unhealthy foods on a fast food restaurant menu.	—	3-5.5.7.11 Demonstrate how to use 'Nutrition Facts' labels to select a healthy food or snack.	●	These were examples of the subskills and were considered in the review
Describe positive outcomes from choosing healthy foods.	—	—	●	These were examples of the subskills and were considered in the review

Health Education Curriculum Analysis Tool (2008)	Health Education Curriculum Analysis Tool (2012)	DC Health Education Standards	Action	Notes
Standard 6: Grade 3-5				
Assess personal health practices and status.	—	3-5.5.6.10 Set a short-term nutrition goal and track progress toward its achievement.	●	
Develop a goal to adopt, maintain, or improve a personal health practice.	HE6.5.1 Set a realistic personal goal related to improve healthy eating behaviors.	3-5.5.6.10 Set a short-term nutrition goal and track progress toward its achievement.	●	
Plan strategies for performing health-enhancing practices.	—	3-5.5.6.10 Set a short-term nutrition goal and track progress toward its achievement.	●	
Make a commitment to improve health.	—	3-5.5.6.10 Set a short-term nutrition goal and track progress toward its achievement.	●	
Overcome barriers to action.	—	3-5.5.2.4 Identify internal and external influences that affect food choices.	●	
Monitor progress in achieving desired health practices and outcomes.	HE6.5.2 Track progress toward achieving a personal goal to improve healthy eating behaviors.	3-5.5.6.10 Set a short-term nutrition goal and track progress toward its achievement.	●	
Measure accomplished in meeting health outcomes.	—	3-5.5.6.10 Set a short-term nutrition goal and track progress toward its achievement.	●	
—	HE6.5.3 Identify resources that can help achieve a personal goal to improve healthy eating behaviors.	3-5.5.3.6 Identify sources of nutrition information and evaluate their reliability.	●	
Assess the strengths and weaknesses of personal diet.	—	3-5.5.6.10 Set a short-term nutrition goal and track progress toward its achievement.	●	These were examples of the subskills and were considered in the review
Set a goal to improve food choices.	—	3-5.5.6.10 Set a short-term nutrition goal and track progress toward its achievement.	●	These were examples of the subskills and were considered in the review
Make a personal commitment to improve food choices.	—	3-5.5.6.10 Set a short-term nutrition goal and track progress toward its achievement.	●	These were examples of the subskills and were considered in the review
Demonstrate the ability to keep track of foods and beverages consumed.	—	3-5.5.6.10 Set a short-term nutrition goal and track progress toward its achievement.	●	These were examples of the subskills and were considered in the review
Monitor progress toward meeting the goal of improving food choices.	—	3-5.5.6.10 Set a short-term nutrition goal and track progress toward its achievement.	●	These were examples of the subskills and were considered in the review

Health Education Curriculum Analysis Tool (2008)	Health Education Curriculum Analysis Tool (2012)	DC Health Education Standards	Action	Notes
Standard 7: Grade 3-5				
Express intentions to engage in health-enhancing behaviors.	HE7.5.3 Make a commitment to practice healthy eating behaviors.	3-5.5.6.10 Set a short-term nutrition goal and track progress toward its achievement.	●	
Perform healthy practices.	HE7.5.2 Demonstrate healthy eating practices and behaviors.	3-5.5.8.13 Encourage and promote healthy eating opportunities at home, in school, and in the community	●	
Take responsibility for personal health.	HE7.5.1 Describe practices and behaviors that reduce or prevent unhealthy eating behaviors.	3-5.5.8.13 Encourage and promote healthy eating opportunities at home, in school, and in the community	●	
Use information on food labels to make healthy eating choices.	—	3-5.5.7.11 Demonstrate how to use 'Nutrition Facts' labels to select a healthy food or snack.	●	These were examples of the subskills and were considered in the review
Choose healthy foods in appropriate portion sizes.	—	3-5.5.1.2 Describe the food groups including recommended portions for each.	●	These were examples of the subskills and were considered in the review
Plan and prepare a healthy snack.	—	3-5.5.7.12 Plan or prepare a nutritious snack and justify its nutritional value.	●	These were examples of the subskills and were considered in the review
Choose a variety of nutritious breakfast foods.	—	3-5.5.4.8 Demonstrate how to ask for nutritious foods.	●	These were examples of the subskills and were considered in the review
Identify ways a person can eat more fruits and vegetables.	—	3-5.5.1.2 Describe the food groups including recommended portions for each.	●	These were examples of the subskills and were considered in the review
Identify ways a person can drink more water and nutritious beverages.	—	3-5.5.1.2 Describe the food groups including recommended portions for each.	●	These were examples of the subskills and were considered in the review
Identify ways a person can eat less fat.	—	3-5.5.1.2 Describe the food groups including recommended portions for each.	●	These were examples of the subskills and were considered in the review
Identify ways a person can eat less sugar.	—	3-5.5.1.2 Describe the food groups including recommended portions for each.	●	These were examples of the subskills and were considered in the review
Develop strategies for making healthier choices at restaurants.	—	3-5.5.4.8 Demonstrate how to ask for nutritious foods.	●	These were examples of the subskills and were considered in the review

Health Education Curriculum Analysis Tool (2008)	Health Education Curriculum Analysis Tool (2012)	DC Health Education Standards	Action	Notes
Identify ways a person can keep from overeating.	—	3-5.5.7.12 Plan or prepare a nutritious snack and justify its nutritional value.	●	These were examples of the subskills and were considered in the review
Plan a meal based on the food groups.	—	3-5.5.1.2 Describe the food groups including recommended portions for each.	●	These were examples of the subskills and were considered in the review
Express the intention to eat a variety of nutritious foods daily.	—	3-5.5.1.2 Describe the food groups including recommended portions for each.	●	These were examples of the subskills and were considered in the review
Describe the importance of assuming personal responsibility for healthy eating.	—	3-5.5.4.8 Demonstrate how to ask for nutritious foods.	●	These were examples of the subskills and were considered in the review
Demonstrate safe food handling and storage practices.	—	—	●	3-5.2.7.13 Differentiate between safe and risky behaviors. (Safety Skills)

Standard 8 : Grade 3-5

Declare positive beliefs about health-enhancing practices.	HE8.5.2 State personal beliefs to improve the food and beverage selections of others.	3-5.5.8.13 Encourage and promote healthy eating opportunities at home, in school, and in the community.	●	
Educate others about health-enhancing practices.	—	3-5.5.8.13 Encourage and promote healthy eating opportunities at home, in school, and in the community.	●	
Influence positive health practices of others.	—	3-5.5.8.13 Encourage and promote healthy eating opportunities at home, in school, and in the community.	●	
Promote societal norms that are health-enhancing.	HE8.5.3 Demonstrate how to persuade others to make healthy food and beverage choices.	3-5.5.8.13 Encourage and promote healthy eating opportunities at home, in school, and in the community.	●	
Provide support for others.	HE8.5.1 Give factual information to improve the food and beverage selections of others.	3-5.5.8.13 Encourage and promote healthy eating opportunities at home, in school, and in the community.	●	











Grade 6-8

Health Education Curriculum Analysis Tool (2008)	Health Education Curriculum Analysis Tool (2012)	DC Health Education Standards	Action	Notes
Standard 1: Grade 6-8				
Summarize a variety of nutritious food choices for each food group.	HE 1.8.2 Summarize a variety of nutritious food choices for each food group.	6-8.5.1.1 Differentiate amongst portion size, serving size, and recommended amounts of each food group using the USDA food guidance (e.g. my plate) system for different age groups.	●	
Classify the number and appropriate sizes of servings of food from each food group that a person needs each day.	HE 1.8.1 Classify the amount of food from each food group that a person needs each day.	6-8.5.1.1 Differentiate amongst portion size, serving size, and recommended amounts of each food group using the USDA food guidance (e.g. my plate) system for different age groups.	●	
Explain why some food groups have a greater number of recommended portions than other food groups.	HE 1.8.4 Explain why the recommended amount of food a person needs each day may be different for each food group.	6-8.5.1.1 Differentiate amongst portion size, serving size, and recommended amounts of each food group using the USDA food guidance (e.g. my plate) system for different age groups.	●	
Analyze the benefits of healthy eating.	HE 1.8.20 Analyze the benefits of eating healthy.	6-8.5.1.4 Describe the relationship between diet and chronic disease (e.g., high blood pressure, tooth decay, and obesity) and other health problems (e.g., food allergies and eating disorders).	●	
Describe the federal dietary guidelines for teens.	HE 1.8.3 Describe the <i>U.S. Dietary Guidelines for Americans</i> .	6-8.5.5.14 Utilize the USDA Food Guidance System to evaluate personal eating patterns and habits.	●	
Explain the similarities and differences among protein, fats, and carbohydrates regarding nutritional value and other food sources.	HE 1.8.7 Explain the similarities and differences among protein, fats, and carbohydrates regarding nutritional value and food sources.	6-8.5.1.1 Differentiate amongst portion size, serving size, and recommended amounts of each food group using the USDA food guidance (e.g. my plate) system for different age groups.	●	
Describe the benefits of eating in moderation.	HE 1.8.22 Describe the benefits of eating in moderation.	6-8.5.7.16 Analyze the concepts of variety, moderation, caloric intake and energy expenditure.	●	
Summarize the benefits of eating plenty of fruits and vegetables.	HE 1.8.5 Summarize the benefits of eating plenty of fruits and vegetables.	6-8.5.7.16 Analyze the concepts of variety, moderation, caloric intake and energy expenditure.	●	

Health Education Curriculum Analysis Tool (2008)	Health Education Curriculum Analysis Tool (2012)	DC Health Education Standards	Action	Notes
Analyze the benefits of drinking plenty of water.	HE 1.8.11 Summarize the benefits of drinking plenty of water.	6-8.5.7.16 Analyze the concepts of variety, moderation, caloric intake and energy expenditure.	●	
Differentiate between nutritious and non-nutritious beverages.	HE 1.8.12 Differentiate between nutritious and non-nutritious beverages.	6-8.5.1.1 Differentiate amongst portion size, serving size, and recommended amounts of each food group using the USDA food guidance (e.g. my plate) system for different age groups.	●	
Identify foods that are high in fiber.	HE 1.8.9 Identify foods that are high in fiber.	6-8.5.1.1 Differentiate amongst portion size, serving size, and recommended amounts of each food group using the USDA food guidance (e.g. my plate) system for different age groups.	●	
Identify food preparation methods that add less fat to food.	HE 1.8.14 Identify food preparation methods that add less fat to food and use unsaturated fats and oils to replace solid saturated fats.	6-8.5.1.1 Differentiate amongst portion size, serving size, and recommended amounts of each food group using the USDA food guidance (e.g. my plate) system for different age groups.	●	
Identify examples of whole grain foods.	HE 1.8.10 Identify examples of whole grain foods.	6-8.5.1.1 Differentiate amongst portion size, serving size, and recommended amounts of each food group using the USDA food guidance (e.g. my plate) system for different age groups.	●	
Describe the benefits of consuming an adequate amount of calcium and a variety of foods high in calcium.	HE 1.8.8 Describe the benefits of consuming an adequate amount of calcium and a variety of foods high in calcium.	6-8.5.1.1 Differentiate amongst portion size, serving size, and recommended amounts of each food group using the USDA food guidance (e.g. my plate) system for different age groups.	●	
Describe the benefits of eating a variety of foods high in iron.	HE 1.8.6 Describe the benefits of eating a variety of foods high in iron.	6-8.5.1.1 Differentiate amongst portion size, serving size, and recommended amounts of each food group using the USDA food guidance (e.g. my plate) system for different age groups.	●	
Summarize the benefits of limiting the consumption of fat and added sugar.	HE 1.8.13 Summarize the benefits of limiting the consumption of solid fat, added sugar, and sodium.	6-8.5.1.1 Differentiate amongst portion size, serving size, and recommended amounts of each food group using the USDA food guidance (e.g. my plate) system for different age groups.	●	

Health Education Curriculum Analysis Tool (2008)	Health Education Curriculum Analysis Tool (2012)	DC Health Education Standards	Action	Notes
Describe the relationship between what people eat their physical activity level, and their body weight.	HE 1.8.16 Explain the relationship between access to healthy foods and personal food choices.	6-8.5.5.14 Utilize the USDA Food Guidance System to evaluate personal eating patterns and habits.	●	
Explain various methods available to evaluate body weight.	HE 1.8.18 Explain various methods available to evaluate body weight.	6-8.5.3.10 Identify and evaluate ways to measure body composition.	●	
Identify healthy and risky approaches to weight management.	HE 1.8.21 Identify healthy and risky approaches to weight management.	6-8.5.2.7 Differentiate between research-based diets and ‘fad’ diets.	●	
Discuss the harmful effects of using weight loss pills.	—	6-8.5.2.7 Differentiate between research-based diets and ‘fad’ diets.	●	
Differentiate between a positive and negative body image, and state the importance of a positive body image.	—	6-8.5.1.5 Examine factors that contribute to individual differences in body weight, size, shape, and physical ability.	●	
Describe the signs, symptoms, and consequences of common eating disorders.	—	6-8.5.3.11 Access and use services that provide information and services for individuals with an eating disorder.	●	
Summarize how eating disorders impact proper nutrition.	—	6-8.5.3.11 Access and use services that provide information and services for individuals with an eating disorder.	●	
Summarize food safety strategies that can control germs that cause food borne illnesses.	—	—	●	6-8.4.5.12 Explain how sanitation, waste disposal, proper food handling/ storage, and environmental controls prevent diseases and improve health conditions. (Disease Prevention)
—	HE 1.8.17 Explain how to select healthy foods when dining out.	6-8.5.5.13 Demonstrate the ability to apply a decision-making model to make healthy food choices at home and away from home.	●	
—	HE 1.8.19 Describe major chronic diseases and their relationship to what people eat and their physical activity level.	6-8.5.1.4 Describe the relationship between diet and chronic disease (e.g. high blood pressure, tooth decay and obesity) and other health problems (e.g., food allergies and eating disorders).	●	

Health Education Curriculum Analysis Tool (2008)	Health Education Curriculum Analysis Tool (2012)	DC Health Education Standards	Action	Notes
Standard 2: Grade 6-8				
Analyze the influence of the media on personal health practices.	HE2.8.8 Analyze how relevant influences of media (e.g., advertising) and technology affect personal food choices and other eating practices and behaviors.	6-8.5.2.6 Analyze how internal and external influences (e.g., culture, food costs, poverty, environment, peers, and family) affect food choices.	●	
Analyze parent and family influence on personal health practices.	HE2.8.6 Analyze how relevant influences of family and culture affect personal food choices and other eating practices and behaviors.	6-8.5.2.6 Analyze how internal and external influences (e.g., culture, food costs, poverty, environment, peers, and family) affect food choices.	●	
Analyze peer influence on personal health practices.	HE2.8.9 Analyze how relevant influences of peers affect personal food choices and other eating practices and behaviors.	6-8.5.2.6 Analyze how internal and external influences (e.g., culture, food costs, poverty, environment, peers, and family) affect food choices.	●	
Analyze community influence on personal health practices.	HE2.8.1 Explain the influence of school rules and community laws on food choices and other eating practices and behaviors.	6-8.5.2.6 Analyze how internal and external influences (e.g., culture, food costs, poverty, environment, peers, and family) affect food choices.	●	
Analyze the influence of cultural and peer norms on personal health practices.	HE2.8.3 Explain how social expectations influence healthy and unhealthy food choices and other eating practices and behaviors.	6-8.5.2.6 Analyze how internal and external influences (e.g., culture, food costs, poverty, environment, peers, and family) affect food choices.	●	
Analyze the influence of personal values and beliefs on personal health practices.	HE2.8.4 Explain how personal values and beliefs influence food choices and other eating practices and behaviors.	6-8.5.2.6 Analyze how internal and external influences (e.g., culture, food costs, poverty, environment, peers, and family) affect food choices.	●	
Analyze the influence of alcohol and other drug use on judgment, self-control, and behavior.	HE2.8.5 Describe how some health risk behaviors influence the likelihood of engaging in unhealthy eating practices and behaviors.	—	●	6-8.6.1.2 Analyze the short term and long term effects of all drugs (e.g., stimulants, depressants, hallucinogens, marijuana, tobacco, alcohol, prescription, over the counter drugs, and club / designer drugs) on the brain and body of developing adolescents. (Alcohol, Tobacco, and Other Drugs)

Health Education Curriculum Analysis Tool (2008)	Health Education Curriculum Analysis Tool (2012)	DC Health Education Standards	Action	Notes
—	HE2.8.2 Explain how perceptions of norms influence healthy and unhealthy food choices and other eating practices and behaviors.	6-8.5.2.6 Analyze how internal and external influences (e.g., culture, food costs, poverty, environment, peers, and family) affect food choices.		
Describe how personal values and feelings influence food choices.	—	6-8.5.2.6 Analyze how internal and external influences (e.g., culture, food costs, poverty, environment, peers, and family) affect food choices.		These were examples of the subskills and were considered in the review
Analyze how family and culture influence food choices.	HE2.8.7 Analyze how relevant influences of school and community affect personal food choices and other eating practices and behaviors.	6-8.5.2.6 Analyze how internal and external influences (e.g., culture, food costs, poverty, environment, peers, and family) affect food choices.		These were examples of the subskills and were considered in the review
Summarize how peers influence food choices.	—	6-8.5.2.6 Analyze how internal and external influences (e.g., culture, food costs, poverty, environment, peers, and family) affect food choices.		These were examples of the subskills and were considered in the review
Describe how advertising and marketing influence food choices.	—	6-8.5.2.6 Analyze how internal and external influences (e.g., culture, food costs, poverty, environment, peers, and family) affect food choices.		These were examples of the subskills and were considered in the review
Explain how the media influence food choices.	—	6-8.5.2.6 Analyze how internal and external influences (e.g., culture, food costs, poverty, environment, peers, and family) affect food choices.		These were examples of the subskills and were considered in the review
Describe how technology affects the food supply and food choices.	—	6-8.5.2.6 Analyze how internal and external influences (e.g., culture, food costs, poverty, environment, peers, and family) affect food choices.		These were examples of the subskills and were considered in the review
Describe the influence of culture and media on body image.	—	6-8.5.2.6 Analyze how internal and external influences (e.g., culture, food costs, poverty, environment, peers, and family) affect food choices.		These were examples of the subskills and were considered in the review
Describe how personal economics influences food choices.	—	6-8.5.2.6 Analyze how internal and external influences (e.g., culture, food costs, poverty, environment, peers, and family) affect food choices.		These were examples of the subskills and were considered in the review
Explain how school policy can influence healthy or unhealthy eating.	—	6-8.5.2.6 Analyze how internal and external influences (e.g., culture, food costs, poverty, environment, peers, and family) affect food choices.		These were examples of the subskills and were considered in the review

Health Education Curriculum Analysis Tool (2008)	Health Education Curriculum Analysis Tool (2012)	DC Health Education Standards	Action	Notes
Standard 3: Grade 6-8				
Differentiate accurate from inaccurate health information.	HE3.8.1 Analyze the validity and reliability of nutrition information.	6-8.5.3.9 Evaluate the validity of nutritional information, products, and services and how they influence food choices.	●	
Select valid and reliable products and services.	HE3.8.3 Analyze the validity and reliability of nutrition services.	6-8.5.3.9 Evaluate the validity of nutritional information, products, and services and how they influence food choices.	●	
—	HE3.8.5 Determine the availability of valid and reliable nutrition products.	6-8.5.3.9 Evaluate the validity of nutritional information, products, and services and how they influence food choices.	●	
Access valid and reliable products and services that promote health.	HE3.8.2 Analyze the validity and reliability of nutrition products.	6-8.5.3.9 Evaluate the validity of nutritional information, products, and services and how they influence food choices.	●	
Access valid and reliable products and services that promote health.	HE3.8.7 Locate valid and reliable nutrition products.	6-8.5.3.9 Evaluate the validity of nutritional information, products, and services and how they influence food choices.	●	
Access valid and reliable products and services that promote health.	HE3.8.8 Locate valid and reliable nutrition services.	6-8.5.3.9 Evaluate the validity of nutritional information, products, and services and how they influence food choices.	●	
Access helpful people for accurate information.	—	6-8.5.3.9 Evaluate the validity of nutritional information, products, and services and how they influence food choices.	●	
Identify trusted adults and professionals.	—	6-8.5.3.9 Evaluate the validity of nutritional information, products, and services and how they influence food choices.	●	
Assess the accuracy and reliability of assistance for health-related problems.	—	6-8.5.3.9 Evaluate the validity of nutritional information, products, and services and how they influence food choices.	●	

Health Education Curriculum Analysis Tool (2008)	Health Education Curriculum Analysis Tool (2012)	DC Health Education Standards	Action	Notes
Distinguish accurate nutrition information from inaccurate information.	—	6-8.5.3.9 Evaluate the validity of nutritional information, products, and services and how they influence food choices.	●	These were examples of the subskills and were considered in the review
Summarize reliable sources of information about healthy eating.	HE3.8.6 Access valid and reliable nutrition information from home, school, or community.	6-8.5.3.9 Evaluate the validity of nutritional information, products, and services and how they influence food choices.	●	These were examples of the subskills and were considered in the review
Demonstrate the ability to access people who can provide accurate information and advice on healthy eating.	HE3.8.4 Describe situations that call for professional nutrition services.	6-8.5.3.9 Evaluate the validity of nutritional information, products, and services and how they influence food choices.	●	These were examples of the subskills and were considered in the review
Analyze the nutrition information on food labels to compare products.	—	6-8.5.3.9 Evaluate the validity of nutritional information, products, and services and how they influence food choices.	●	These were examples of the subskills and were considered in the review
Demonstrate the ability to access sources of accurate information about eating disorders.	—	6-8.5.3.11 Access and use services that provide information and services for individuals with an eating disorder.	●	These were examples of the subskills and were considered in the review
Analyze the accuracy of claims of nutrition supplements and weight loss pills.	—	6-8.5.2.7 Differentiate between research-based diets and ‘fad’ diets.	●	These were examples of the subskills and were considered in the review
Distinguish accurate from inaccurate information about healthy eating and safe weight management.	—	6-8.5.3.9 Evaluate the validity of nutritional information, products, and services and how they influence food choices.	●	These were examples of the subskills and were considered in the review
Standard 4: Grade 6-8				
Use effective interpersonal skills with family, friends, and others.	—	6-8.5.4.12 Use communication skills to deal with influences from peers and media regarding food choices and physical activity.	●	
Resist pressure from peers to engage in unhealthy behaviors.	HE4.8.2 Demonstrate effective peer resistance skills to avoid or reduce exposure to unhealthy food choices.	6-8.5.4.12 Use communication skills to deal with influences from peers and media regarding food choices and physical activity.	●	

Health Education Curriculum Analysis Tool (2008)	Health Education Curriculum Analysis Tool (2012)	DC Health Education Standards	Action	Notes
Communicate empathy and support for others.	HE4.8.5 Demonstrate how to effectively communicate empathy and support for others who are trying to improve personal food choices and healthy eating.	6-8.5.8.17 Demonstrate effective ways to influence, promote, and support positive health behaviors (e.g., supporting others to choose healthy food).	●	
Effectively manage interpersonal conflicts.	—	6-8.5.6.15 Develop a decision making process to select nutritious foods and beverages.	●	
Ask for assistance to enhance personal health and health of others.	—	6-8.5.8.17 Demonstrate effective ways to influence, promote, and support positive health behaviors (e.g., supporting others to choose healthy food).	●	
Demonstrate how to politely refuse less nutritious foods.	HE4.8.1 Demonstrate the use of effective verbal and nonverbal communication to avoid unhealthy food choices and promote healthy food choices.	6-8.5.8.17 Demonstrate effective ways to influence, promote, and support positive health behaviors (e.g., supporting others to choose healthy food).	●	These were examples of the subskills and were considered in the review
Summarize how to politely request foods that are more nutritious.	HE4.8.4 Demonstrate how to effectively ask for assistance to improve personal food choices, eating behaviors, and weight management.	6-8.5.8.17 Demonstrate effective ways to influence, promote, and support positive health behaviors (e.g., supporting others to choose healthy food)	●	These were examples of the subskills and were considered in the review
Demonstrate how to make a special request, related to healthy food preparation.	—	6-8.5.8.17 Demonstrate effective ways to influence, promote, and support positive health behaviors (e.g., supporting others to choose healthy food)	●	These were examples of the subskills and were considered in the review
Discuss plans to maintain healthy eating habits with parents and friends.	—	6-8.5.8.17 Demonstrate effective ways to influence, promote, and support positive health behaviors (e.g., supporting others to choose healthy food)	●	These were examples of the subskills and were considered in the review
Use effective interpersonal skills with family, friends, and others.	—	6-8.5.4.12 Use communication skills to deal with influences from peers and media regarding food choices and physical activity.	●	
Resist pressure from peers to engage in unhealthy behaviors.	HE4.8.2 Demonstrate effective peer resistance skills to avoid or reduce exposure to unhealthy food choices.	6-8.5.4.12 Use communication skills to deal with influences from peers and media regarding food choices and physical activity.	●	
Communicate empathy and support for others.	HE4.8.5 Demonstrate how to effectively communicate empathy and support for others who are trying to improve personal food choices and healthy eating.	6-8.5.8.17 Demonstrate effective ways to influence, promote, and support positive health behaviors (e.g., supporting others to choose healthy food).	●	

Health Education Curriculum Analysis Tool (2008)	Health Education Curriculum Analysis Tool (2012)	DC Health Education Standards	Action	Notes
Effectively manage interpersonal conflicts.	—	6-8.5.6.15 Develop a decision making process to select nutritious foods and beverages.	●	
Ask for assistance to enhance personal health and health of others.	—	6-8.5.8.17 Demonstrate effective ways to influence, promote, and support positive health behaviors (e.g., supporting others to choose healthy food).	●	
Demonstrate how to politely refuse less nutritious foods.	HE4.8.1 Demonstrate the use of effective verbal and nonverbal communication to avoid unhealthy food choices and promote healthy food choices.	6-8.5.8.17 Demonstrate effective ways to influence, promote, and support positive health behaviors (e.g., supporting others to choose healthy food).	●	These were examples of the subskills and were considered in the review
Summarize how to politely request foods that are more nutritious.	HE4.8.4 Demonstrate how to effectively ask for assistance to improve personal food choices, eating behaviors, and weight management.	6-8.5.8.17 Demonstrate effective ways to influence, promote, and support positive health behaviors (e.g., supporting others to choose healthy food)	●	These were examples of the subskills and were considered in the review
Demonstrate how to make a special request, related to healthy food preparation.	—	6-8.5.8.17 Demonstrate effective ways to influence, promote, and support positive health behaviors (e.g., supporting others to choose healthy food)	●	These were examples of the subskills and were considered in the review
Discuss plans to maintain healthy eating habits with parents and friends.	—	6-8.5.8.17 Demonstrate effective ways to influence, promote, and support positive health behaviors (e.g., supporting others to choose healthy food)	●	These were examples of the subskills and were considered in the review
Demonstrate negotiation skills for dealing with pressure to eat less nutritious foods.	HE4.8.3 Demonstrate effective negotiation skills to avoid or reduce unhealthy eating.	6-8.5.4.12 Use communication skills to deal with influences from peers and media regarding food choices and physical activity.	●	These were examples of the subskills and were considered in the review

Standard 5: Grade 6-8

Determine when health-related situations require the application of a thoughtful decision-making process.	HE5.8.2 Determine when situations require a decision related to a healthy eating behavior.	6-8.5.5.13 Demonstrate the ability to apply a decision-making model to make healthy food choices at home and away from home.	●	
Generate alternatives to health-related issues or problems.	—	6-8.5.6.15 Develop a decision making process to select nutritious foods and beverages.	●	
Determine barriers that can hinder healthy decision making.	HE5.8.1 Identify circumstances that help or hinder healthy decision making related to food and behavior choices.	6-8.5.2.6 Analyze how internal and external influences (e.g., culture, food costs, poverty, environment, peers, and family) affect food choices.	●	

Health Education Curriculum Analysis Tool (2008)	Health Education Curriculum Analysis Tool (2012)	DC Health Education Standards	Action	Notes
Predict the short and long-term consequences of each alternative on self and others.	—	6-8.5.6.15 Develop a decision making process to select nutritious foods and beverages.	●	
Demonstrate negotiation skills for dealing with pressure to eat less nutritious foods.	HE4.8.3 Demonstrate effective negotiation skills to avoid or reduce unhealthy eating.	6-8.5.4.12 Use communication skills to deal with influences from peers and media regarding food choices and physical activity.	●	These were examples of the subskills and were considered in the review
Standard 5: Grade 6-8				
Determine when health-related situations require the application of a thoughtful decision-making process.	HE5.8.2 Determine when situations require a decision related to a healthy eating behavior.	6-8.5.5.13 Demonstrate the ability to apply a decision-making model to make healthy food choices at home and away from home.	●	
Generate alternatives to health-related issues or problems.	—	6-8.5.6.15 Develop a decision making process to select nutritious foods and beverages.	●	
Determine barriers that can hinder healthy decision making.	HE5.8.1 Identify circumstances that help or hinder healthy decision making related to food and behavior choices.	6-8.5.2.6 Analyze how internal and external influences (e.g., culture, food costs, poverty, environment, peers, and family) affect food choices.	●	
Predict the short and long-term consequences of each alternative on self and others.	—	6-8.5.6.15 Develop a decision making process to select nutritious foods and beverages.	●	
Choose healthy alternatives over unhealthy alternatives.	HE5.8.7 Choose a healthy food or beverage alternative when making a decision related to healthy eating behaviors.	6-8.5.6.15 Develop a decision making process to select nutritious foods and beverages.	●	
Evaluate the outcomes of a health-related decision.	HE5.8.6 Predict the potential outcomes of healthy and unhealthy alternatives of a decision related to healthy eating behaviors.	6-8.5.6.15 Develop a decision making process to select nutritious foods and beverages.	●	
—	HE5.8.3 Distinguish when a decision related to food and beverage choices should be made individually or with the help of others.	6-8.5.8.17 Demonstrate effective ways to influence, promote, and support positive health behaviors (e.g., supporting others to choose healthy food).	●	
—	HE5.8.4 Explain how family, culture, media, peers and personal beliefs affect a decision related to healthy eating behaviors.	6-8.5.2.6 Analyze how internal and external influences (e.g., culture, food costs, poverty, environment, peers, and family) affect food choices.	●	

Health Education Curriculum Analysis Tool (2008)	Health Education Curriculum Analysis Tool (2012)	DC Health Education Standards	Action	Notes
Choose healthy foods and beverages instead of less healthy foods and beverages.	HE5.8.5 Distinguish between healthy and unhealthy alternatives of a decision related to eating behaviors.	6-8.5.6.15 Develop a decision making process to select nutritious foods and beverages.	●	These were examples of the subskills and were considered in the review
Demonstrate the ability to select healthy from unhealthy foods on a fast food restaurant menu.	—	6-8.5.5.13 Demonstrate the ability to apply a decision-making model to make healthy food choices at home and away from home.	●	These were examples of the subskills and were considered in the review
Explain positive outcomes from choosing healthy foods.	HE5.8.8 Analyze the effectiveness of a final outcome of a decision related to healthy eating behaviors.	6-8.5.1.4 Describe the relationship between diet and chronic disease (e.g. high blood pressure, tooth decay and obesity) and other health problems (e.g., food allergies and eating disorders).	●	These were examples of the subskills and were considered in the review
Describe the consequences of an unhealthy diet.	—	6-8.5.1.4 Describe the relationship between diet and chronic disease (e.g., high blood pressure, tooth decay, and obesity) and other health problems (e.g., food allergies and eating disorders).	●	These were examples of the subskills and were considered in the review
Choose restaurants that serve more healthy foods rather than ones that serve fewer healthy foods.	—	6-8.5.5.13 Demonstrate the ability to apply a decision-making model to make healthy food choices at home and away from home.	●	These were examples of the subskills and were considered in the review

Standard 6: Grade 6-8

Assess personal health practices and status.	HE6.8.1 Assess personal eating practices.	6-8.5.1.5 Examine factors that contribute to individual differences in body weight, size, shape, and physical ability.	●	
Develop a goal to adopt, maintain, or improve a personal health practice.	HE6.8.2 Set a realistic personal goal to improve healthy eating behaviors.	6-8.5.6.15 Develop a decision making process to select nutritious foods and beverages.	●	
Plan strategies for performing health-enhancing practices.	HE6.8.5 Use strategies and skills to achieve a personal goal to improve healthy eating behaviors.	6-8.5.6.15 Develop a decision making process to select nutritious foods and beverages.	●	
Make a commitment to improve health.	—	6-8.5.6.15 Develop a decision making process to select nutritious foods and beverages.	●	
Overcome barriers to action.	HE6.8.3 Assess the barriers to achieving a personal goal to improve healthy eating behaviors.	6-8.5.2.6 Analyze how internal and external influences (e.g., culture, food costs, poverty, environment, peers, and family) affect food choices.	●	

Health Education Curriculum Analysis Tool (2008)	Health Education Curriculum Analysis Tool (2012)	DC Health Education Standards	Action	Notes
Monitor progress in achieving desired health practices and outcomes.	HE.6.8.4 Apply strategies to overcome barriers to achieving a personal goal to improve healthy eating behaviors.	6-8.5.6.15 Develop a decision making process to select nutritious foods and beverages.	●	
Measure accomplishments in meeting health outcomes.	—	6-8.5.5.14 Utilize the USDA Food Guidance System to evaluate personal eating patterns and habits.	●	
Assess food intake in relation to established food groups.	—	6-8.5.5.14 Utilize the USDA Food Guidance System to evaluate personal eating patterns and habits.	●	These were examples of the subskills and were considered in the review
Set a goal to improve one's personal food choices that leads to a healthier diet.	—	6-8.5.6.15 Develop a decision making process to select nutritious foods and beverages.	●	These were examples of the subskills and were considered in the review
Design a plan for improving a healthier diet.	—	6-8.5.6.15 Develop a decision making process to select nutritious foods and beverages.	●	These were examples of the subskills and were considered in the review
Make a personal commitment to achieve a healthier diet.	—	6-8.5.6.15 Develop a decision making process to select nutritious foods and beverages.	●	These were examples of the subskills and were considered in the review
Identify barriers to achieving a healthier diet.	—	6-8.5.2.6 Analyze how internal and external influences (e.g., culture, food costs, poverty, environment, peers, and family) affect food choices.	●	These were examples of the subskills and were considered in the review
Develop strategies for overcoming barriers to achieving a healthier diet.	—	6-8.5.6.15 Develop a decision making process to select nutritious foods and beverages.	●	These were examples of the subskills and were considered in the review
Monitor progress towards achieving a healthier diet goal.	—	6-8.5.5.14 Utilize the USDA Food Guidance System to evaluate personal eating patterns and habits.	●	These were examples of the subskills and were considered in the review
Standard 7: Grade 6-8				
Express intentions to engage in health-enhancing behaviors.	HE7.8.4 Make a commitment to practice healthy eating behaviors.	6-8.5.6.15 Develop a decision making process to select nutritious foods and beverages.	●	
Perform healthy practices.	HE7.8.3 Demonstrate healthy eating practices and behaviors to improve the health of oneself and others.	6-8.5.6.15 Develop a decision making process to select nutritious foods and beverages.	●	

Health Education Curriculum Analysis Tool (2008)	Health Education Curriculum Analysis Tool (2012)	DC Health Education Standards	Action	Notes
Take responsibility for personal health.	HE7.8.2 Analyze personal practices eating practices and behaviors that reduce or prevent health risks.	6-8.5.6.15 Develop a decision making process to select nutritious foods and beverages.	●	
Use information on food labels to make healthy eating choices.	—	6-8.5.5.14 Utilize the USDA Food Guidance System to evaluate personal eating patterns and habits.	●	These were examples of the subskills and were considered in the review
Choose healthy foods in appropriate portion sizes.	—	6-8.5.5.14 Utilize the USDA Food Guidance System to evaluate personal eating patterns and habits.	●	These were examples of the subskills and were considered in the review
Plan and prepare a healthy snack.	—	6-8.5.6.15 Develop a decision making process to select nutritious foods and beverages.	●	These were examples of the subskills and were considered in the review
Develop strategies for making healthier choices at restaurants.	—	6-8.5.5.13 Demonstrate the ability to apply a decision-making model to make healthy food choices at home and away from home.	●	These were examples of the subskills and were considered in the review
Plan and prepare nutritious breakfasts.	—	6-8.5.6.15 Develop a decision making process to select nutritious foods and beverages.	●	These were examples of the subskills and were considered in the review
Describe strategies for eating more fruits and vegetables.	—	6-8.5.6.15 Develop a decision making process to select nutritious foods and beverages.	●	These were examples of the subskills and were considered in the review
Describe strategies for drinking an appropriate amount of water and nutritious beverages.	—	6-8.5.6.15 Develop a decision making process to select nutritious foods and beverages.	●	These were examples of the subskills and were considered in the review
Describe strategies a person can use to reduce the amount of fat consumed.	—	6-8.5.6.15 Develop a decision making process to select nutritious foods and beverages.	●	These were examples of the subskills and were considered in the review
Describe strategies a person can use to reduce the amount of sugar consumed.	—	6-8.5.6.15 Develop a decision making process to select nutritious foods and beverages.	●	These were examples of the subskills and were considered in the review
Describe strategies a person can use to keep from overeating.	—	6-8.5.7.16 Analyze the concepts of variety, moderation, caloric intake and energy expenditure.	●	These were examples of the subskills and were considered in the review
Plan a day's meals based on all of the food groups.	—	6-8.5.5.14 Utilize the USDA Food Guidance System to evaluate personal eating patterns and habits.	●	These were examples of the subskills and were considered in the review

Health Education Curriculum Analysis Tool (2008)	Health Education Curriculum Analysis Tool (2012)	DC Health Education Standards	Action	Notes
Summarize the importance of assuming personal responsibility for healthy eating.	—	6-8.5.6.15 Develop a decision making process to select nutritious foods and beverages.	●	These were examples of the subskills and were considered in the review
Express the intention to eat a variety of nutritious foods in moderation.	—	6-8.5.7.16 Analyze the concepts of variety, moderation, caloric intake and energy expenditure.	●	These were examples of the subskills and were considered in the review
Demonstrate safe food handling, preparation, and storage practices.	—	—	●	These were examples of the subskills and were considered in the review. 6-8.4.5.12 Explain how sanitation, waste disposal, proper food handling/ storage, and environmental controls prevent diseases and improve health conditions. (Disease Prevention 6-8)

Standard 8: Grade 6-8

Declare positive beliefs about health-enhancing practices.	HE8.8.1 State a healthy eating position, supported with accurate information, to improve the health of others.	6-8.5.8.17 Demonstrate effective ways to influence, promote, and support positive health behaviors (e.g., supporting others to choose healthy food).	●	
Educate others about health-enhancing practices.	HE8.8.4 Demonstrate how to adapt healthy eating messages for different audiences.	6-8.5.8.17 Demonstrate effective ways to influence, promote, and support positive health behaviors (e.g., supporting others to choose healthy food).	●	
Influence positive health practices of others.	HE8.8.3 Collaborate with others to advocate for healthy eating at home, in school, or in the community.	6-8.5.8.17 Demonstrate effective ways to influence, promote, and support positive health behaviors (e.g., supporting others to choose healthy food).	●	
Promote societal norms that are health-enhancing.	HE8.8.2 Persuade and support others to make positive food and beverage choices.	6-8.5.8.17 Demonstrate effective ways to influence, promote, and support positive health behaviors (e.g., supporting others to choose healthy food).	●	
Provide support for others.	—	6-8.5.8.17 Demonstrate effective ways to influence, promote, and support positive health behaviors (e.g., supporting others to choose healthy food).	●	

Grade 9-12

Health Education Curriculum Analysis Tool (2008)	Health Education Curriculum Analysis Tool (2012)	DC Health Education Standards	Action	Notes
Standard 1: Grade 9-12				
Describe the recommendations of the <i>Dietary Guidelines for Americans</i> .	HE1.12.1 Describe the recommendations of the <i>U.S. Dietary Guidelines for Americans</i> .	9-12.5.1.3 Describe dietary guidelines, food groups, nutrients, and serving sizes for healthy eating habits.	●	
Describe the relationship between nutrition and overall health.	HE1.12.17 Describe the relationship between nutrition and overall health.	9-12.5.1.4 Analyze the relationship between access to nutritious food, eating habits, and health status.	●	
Describe the relationship between diet and chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis.	HE1.12.2 Describe the relationship between diet and chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis.	9-12.5.1.4 Analyze the relationship between access to nutritious food, eating habits, and health status.	●	
Analyze the benefits of healthy eating.	HE1.12.20 Analyze the benefits of healthy eating.	9-12.5.1.4 Analyze the relationship between access to nutritious food, eating habits, and health status.	●	
Explain food sources that provide key nutrients.	HE1.12.5 Distinguish food sources that provide key nutrients.	9-12.5.5.12 Evaluate and propose opportunities to increase access to nutrient-dense food.	●	
Describe the importance of eating a variety of the appropriate foods to meet daily nutrient and caloric needs.	HE1.12.8 Describe the importance of eating a variety of appropriate foods to meet daily nutrient and caloric needs.	9-12.5.1.3 Describe dietary guidelines, food groups, nutrients, and serving sizes for healthy eating habits.	●	
Analyze the benefits of drinking water before, during, and after physical activity.	—	9-12.5.1.3 Describe dietary guidelines, food groups, nutrients, and serving sizes for healthy eating habits.	●	
Explain how to incorporate foods that are high in fiber into a healthy daily diet.	HE1.12.4 Explain how to incorporate foods that are high in fiber into a healthy daily diet.	9-12.5.1.3 Describe dietary guidelines, food groups, nutrients, and serving sizes for healthy eating habits.	●	
Explain how to incorporate an adequate amount of calcium into a healthy daily diet.	HE1.12.6 Explain how to incorporate an adequate amount of calcium into a healthy daily diet.	9-12.5.1.3 Describe dietary guidelines, food groups, nutrients, and serving sizes for healthy eating habits.	●	
Explain how to incorporate an adequate amount of iron into a healthy daily diet.	HE1.12.7 Explain how to incorporate an adequate amount of iron into a healthy daily diet.	9-12.5.1.3 Describe dietary guidelines, food groups, nutrients, and serving sizes for healthy eating habits.	●	
Identify how to make a vegetarian diet healthy.	HE1.12.9 Describe how to make a vegetarian diet healthy.	9-12.5.1.3 Describe dietary guidelines, food groups, nutrients, and serving sizes for healthy eating habits.	●	

Health Education Curriculum Analysis Tool (2008)	Health Education Curriculum Analysis Tool (2012)	DC Health Education Standards	Action	Notes
Describe the importance of healthy eating and physical activity in maintaining a healthy weight.	HE1.12.16 Summarize the importance of healthy eating and physical activity in maintaining a healthy weight.	9-12.5.7.17 Demonstrate various approaches to maintaining a healthy weight.	●	
Explain how the <i>Dietary Guidelines for Americans</i> are useful in planning a healthy diet.	HE1.12.3 Explain how the <i>U.S. Dietary Guidelines for Americans</i> are useful in planning a healthy diet.	9-12.5.1.3 Describe dietary guidelines, food groups, nutrients, and serving sizes for healthy eating habits.	●	
Describe healthy and risky approaches to weight management.	HE 1.12.18 Analyze healthy and risky approaches to weight management.	9-12.5.7.17 Demonstrate various approaches to maintaining a healthy weight.	●	
Analyze the harmful effects of using weight loss pills and anabolic steroids.	—	9-12.5.7.17 Demonstrate various approaches to maintaining a healthy weight.	●	
Explain the effects of eating disorders on healthy growth and development.	HE1.12.19 Explain the effects of eating disorders on healthy growth and development.	9-12.5.7.17 Demonstrate various approaches to maintaining a healthy weight.	●	
—	HE1.12.10 Summarize food preparation methods that add less fat, sugar, and sodium to food.	9-12.5.1.3 Describe dietary guidelines, food groups, nutrients, and serving sizes for healthy eating habits.	●	
—	HE1.12.11 Summarize the physical, mental, social, and academic benefits of eating breakfast every day.	9-12.5.1.3 Describe dietary guidelines, food groups, nutrients, and serving sizes for healthy eating habits.	●	
—	HE1.12.12 Summarize how to make healthy food selections when dining out.	9-12.5.4.11 Analyze positive strategies to communicate healthy eating needs at home, at school, and in the community.	●	
—	HE 1.12.13 Describe the benefits of limiting the consumption of energy drinks.	9-12.5.1.3 Describe dietary guidelines, food groups, nutrients, and serving sizes for healthy eating habits.	●	
—	HE1.12.14 Summarize the relationship between access to healthy foods and personal food choices.	9-12.5.1.4 Analyze the relationship between access to nutritious food, eating habits, and health status.	●	
—	HE1.12.15 Summarize food safety strategies that can control germs that cause foodborne illnesses.	—	●	6-8.4.5.12 Explain how sanitation, waste disposal, proper food handling/ storage, and environmental controls prevent diseases and improve health conditions. (Disease Prevention 6-8)

Health Education Curriculum Analysis Tool (2008)	Health Education Curriculum Analysis Tool (2012)	DC Health Education Standards	Action	Notes
Standard 2: Grade 9-12				
Analyze the influence of the media on personal health practices.	HE2.12.8 Analyze the effect of media and technology on personal, family, and community food choices and other eating behaviors.	9-12.5.3.8 Describe how availability, individual/ family preferences, culture, and the media influence food choices.	●	
Analyze parent and family influence on personal health practices.	—	9-12.5.3.8 Describe how availability, individual/ family preferences, culture, and the media influence food choices.	●	
Analyze peer influence on personal health practices.	HE2.12.3 Analyze how peers and perceptions of norms influence healthy and unhealthy food choices and other eating behaviors.	9-12.5.3.8 Describe how availability, individual/ family preferences, culture, and the media influence food choices.	●	
Analyze community influence on personal health practices.	HE2.12.7 Analyze how school and community affect personal food choices and other eating practices and behaviors.	9-12.5.3.8 Describe how availability, individual/ family preferences, culture, and the media influence food choices.	●	
Analyze the influence of cultural and peer norms on personal health practices.	HE2.12.2 Analyze how culture supports and challenges beliefs, practices, and behaviors related to food and beverage choices.	9-12.5.3.8 Describe how availability, individual/ family preferences, culture, and the media influence food choices.	●	
Analyze the influence of personal values and beliefs on personal health practices.	HE2.12.4 Analyze how personal attitudes, values, and beliefs influence food choices and other eating behaviors.	9-12.5.3.8 Describe how availability, individual/ family preferences, culture, and the media influence food choices.	●	
Analyze the influence of alcohol and other drug use on judgment, self-control, and behavior.	HE2.12.5 Analyze how some health risk behaviors influence the likelihood of engaging in unhealthy eating practices and behaviors.	9-12.5.3.8 Describe how availability, individual/ family preferences, culture, and the media influence food choices.	●	
—	HE2.12.10 Analyze the factors that influence opportunities to obtain safe, accessible and affordable opportunities for healthy eating practices and behaviors for oneself and others.	9-12.5.3.8 Describe how availability, individual/ family preferences, culture, and the media influence food choices.	●	
—	HE2.12.1 Explain the influence of public health policies and guidelines on personal food choices and other eating practices and behaviors.	9-12.5.2.7 Identify community programs and services that help people gain access to affordable, healthy foods.	●	
Analyze how personal values and feelings influence food choices and eating behavior.	—	9-12.5.3.8 Describe how availability, individual/ family preferences, culture, and the media influence food choices.	●	These were examples of the subskills and were considered in the review.
Evaluate family and cultural influences on food choices.	HE2.12.6 Analyze how laws, rules, and regulations influence personal food choices and other eating practices and behaviors.	9-12.5.3.8 Describe how availability, individual/ family preferences, culture, and the media influence food choices.	●	These were examples of the subskills and were considered in the review.

Health Education Curriculum Analysis Tool (2008)	Health Education Curriculum Analysis Tool (2012)	DC Health Education Standards	Action	Notes
Analyze how peers influence food choices.	—	9-12.5.3.8 Describe how availability, individual/ family preferences, culture, and the media influence food choices.	●	These were examples of the subskills and were considered in the review.
Analyze how advertising and marketing influence food choices.	—	9-12.5.3.8 Describe how availability, individual/ family preferences, culture, and the media influence food choices.	●	These were examples of the subskills and were considered in the review.
Analyze how the media influences food choices.	—	9-12.5.3.8 Describe how availability, individual/ family preferences, culture, and the media influence food choices.	●	These were examples of the subskills and were considered in the review.
Analyze how technology affects the availability of foods and food choices.	—	9-12.5.3.8 Describe how availability, individual/ family preferences, culture, and the media influence food choices.	●	These were examples of the subskills and were considered in the review.
Analyze the influence of culture and media on body image and subsequent effects on eating behavior.	—	9-12.5.3.8 Describe how availability, individual/ family preferences, culture, and the media influence food choices.	●	These were examples of the subskills and were considered in the review.
Analyze the influence of family and peers on body image.	—	9-12.5.3.8 Describe how availability, individual/ family preferences, culture, and the media influence food choices.	●	These were examples of the subskills and were considered in the review.
Analyze the influence of media on the selection of products and services related to weight management.	—	9-12.5.3.8 Describe how availability, individual/ family preferences, culture, and the media influence food choices.	●	These were examples of the subskills and were considered in the review.
Analyze how personal economics influence food choices.	—	9-12.5.3.9 Analyze how economics influences food prices, availability, and marketing strategies.	●	These were examples of the subskills and were considered in the review.
Analyze how school policy can influence healthy or unhealthy eating.	HE2.12.9 Differentiate the relevant influences, including family, culture, peers, school, community, media, technology, and public health policies on personal food choices and other eating behaviors.	9-12.5.3.8 Describe how availability, individual/ family preferences, culture, and the media influence food choices.	●	These were examples of the subskills and were considered in the review.
Standard 3: Grade 9-12				
Differentiate accurate from inaccurate health information.	—	9-12.5.3.10 Access sources of accurate information about safe and healthy weight management and nutrition.	●	
Select valid and reliable products and services.	HE3.12.2 Evaluate the validity and reliability of nutrition products.	9-12.5.3.10 Access sources of accurate information about safe and healthy weight management and nutrition.	●	

Health Education Curriculum Analysis Tool (2008)	Health Education Curriculum Analysis Tool (2012)	DC Health Education Standards	Action	Notes
Access valid and reliable products and services that promote health.	HE3.12.3 Evaluate the validity and reliability of nutrition services.	9-12.5.3.10 Access sources of accurate information about safe and healthy weight management and nutrition.	●	
Access helpful people for accurate information.	HE3.12.7 Use resources that provide valid and reliable nutrition information.	9-12.5.3.10 Access sources of accurate information about safe and healthy weight management and nutrition.	●	
Identify trusted adults and professionals.	HE3.12.5 Determine when professional nutrition services may be required.	9-12.5.3.10 Access sources of accurate information about safe and healthy weight management and nutrition.	●	
Assess the accuracy and reliability of assistance for health-related problems	HE3.12.6 Determine the accessibility of valid and reliable nutrition services.	9-12.5.3.10 Access sources of accurate information about safe and healthy weight management and nutrition.	●	
—	HE 3.12.4 Determine the accessibility of valid and reliable nutrition products.	9-12.5.3.10 Access sources of accurate information about safe and healthy weight management and nutrition.	●	
—	HE3.12.8 Use valid and reliable nutrition products.	9-12.5.5.14 Demonstrate ability to use available resources and guidelines to create a nutritionally balanced diet.	●	
—	HE3.12.9 Use valid and reliable nutrition services.	9-12.5.5.14 Demonstrate ability to use available resources and guidelines to create a nutritionally balanced diet.	●	
Differentiate between accurate and inaccurate nutrition information.	HE3.12.1 Evaluate the validity and reliability of nutrition information.	9-12.5.3.10 Access sources of accurate information about safe and healthy weight management and nutrition.	●	These were examples of the subskills and were considered in the review.
Demonstrate the ability to access people who can provide valid information and advice on healthy eating.	—	9-12.5.3.10 Access sources of accurate information about safe and healthy weight management and nutrition.	●	These were examples of the subskills and were considered in the review.
Evaluate the nutrition information on food labels to compare products.	—	9-12.5.5.14 Demonstrate ability to use available resources and guidelines to create a nutritionally balanced diet.	●	These were examples of the subskills and were considered in the review.
Demonstrate the ability to access sources of accurate information about eating disorders.	—	9-12.5.3.10 Access sources of accurate information about safe and healthy weight management and nutrition.	●	These were examples of the subskills and were considered in the review.
Demonstrate the ability to access sources of accurate information about eating disorders.	—	9-12.5.3.10 Access sources of accurate information about safe and healthy weight management and nutrition.	●	These were examples of the subskills and were considered in the review.

Health Education Curriculum Analysis Tool (2008)	Health Education Curriculum Analysis Tool (2012)	DC Health Education Standards	Action	Notes
Analyze claims made in advertisements for nutrition supplements and weight loss products.	—	9-12.5.3.10 Access sources of accurate information about safe and healthy weight management and nutrition.	●	These were examples of the subskills and were considered in the review.
Analyze claims of performance-enhancing drugs and nutrition supplements on performance in physical activities.	—	9-12.5.3.10 Access sources of accurate information about safe and healthy weight management and nutrition.	●	These were examples of the subskills and were considered in the review.
Evaluate the nutrition information on food labels to compare products.	—	9-12.5.5.14 Demonstrate ability to use available resources and guidelines to create a nutritionally balanced diet.	●	These were examples of the subskills and were considered in the review.
Demonstrate the ability to access sources of accurate information about eating disorders.	—	9-12.5.3.10 Access sources of accurate information about safe and healthy weight management and nutrition.	●	These were examples of the subskills and were considered in the review.
Demonstrate the ability to access sources of accurate information about eating disorders.	—	9-12.5.3.10 Access sources of accurate information about safe and healthy weight management and nutrition.	●	These were examples of the subskills and were considered in the review.
Analyze claims made in advertisements for nutrition supplements and weight loss products.	—	9-12.5.3.10 Access sources of accurate information about safe and healthy weight management and nutrition.	●	These were examples of the subskills and were considered in the review.
Analyze claims of performance-enhancing drugs and nutrition supplements on performance in physical activities.	—	9-12.5.3.10 Access sources of accurate information about safe and healthy weight management and nutrition.	●	These were examples of the subskills and were considered in the review.
Describe community programs and services that help others get access to affordable healthy foods.	—	9-12.5.3.10 Access sources of accurate information about safe and healthy weight management and nutrition.	●	These were examples of the subskills and were considered in the review.
Standard 4: Grade 9-12				
Use effective interpersonal skills with family, friends, and others.	HE4.12.1 Demonstrate effective communication skills to improve personal food choices and healthy eating behaviors.	9-12.5.4.11 Analyze positive strategies to communicate healthy eating needs at home, at school, and in the community.	●	
Resist pressure from peers to engage in unhealthy behaviors.	HE4.12.2 Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid unhealthy food choices.	9-12.5.4.11 Analyze positive strategies to communicate healthy eating needs at home, at school, and in the community.	●	
Communicate empathy and support for others.	—	9-12.5.8.18 Advocate for positive eating choices in the community, such as increased access to fresh fruits and vegetables.	●	

Health Education Curriculum Analysis Tool (2008)	Health Education Curriculum Analysis Tool (2012)	DC Health Education Standards	Action	Notes
Effectively manage interpersonal conflicts.	HE4.12.4 Demonstrate how to effectively offer assistance to improve the food choices and healthy eating behaviors of others.	9-12.5.7.16 Describe how to take more personal responsibility for eating healthy.	●	
Ask for assistance to enhance personal health and health of others.	—	9-12.5.5.14 Demonstrate ability to use available resources and guidelines to create a nutritionally balanced diet.	●	
Demonstrate interpersonal skills to help deal with negative peer influences on healthy eating.	—	9-12.5.4.11 Analyze positive strategies to communicate healthy eating needs at home, at school, and in the community.	●	These were examples of the subskills and were considered in the review.
Explain personal plans to eat healthy.	—	9-12.5.7.16 Describe how to take more personal responsibility for eating healthy.	●	These were examples of the subskills and were considered in the review.
Demonstrate how to politely refuse less nutritious foods.	—	9-12.5.4.11 Analyze positive strategies to communicate healthy eating needs at home, at school, and in the community.	●	These were examples of the subskills and were considered in the review.
Demonstrate how to politely request foods that are more nutritious.	HE4.12.3 Demonstrate how to effectively ask for assistance to improve personal food choices, eating behaviors, and weight management.	9-12.5.4.11 Analyze positive strategies to communicate healthy eating needs at home, at school, and in the community.	●	These were examples of the subskills and were considered in the review.
Demonstrate how to make a special request, related to healthy food preparation.	—	9-12.5.4.11 Analyze positive strategies to communicate healthy eating needs at home, at school, and in the community.	●	These were examples of the subskills and were considered in the review.
Summarize plans to maintain healthy eating habits with parents and friends.	—	9-12.5.4.11 Analyze positive strategies to communicate healthy eating needs at home, at school, and in the community.	●	These were examples of the subskills and were considered in the review.
Demonstrate negotiation skills for dealing with pressure to eat less nutritious foods.	—	9-12.5.4.11 Analyze positive strategies to communicate healthy eating needs at home, at school, and in the community.	●	These were examples of the subskills and were considered in the review.
Standard 5: Grade 9-12				
Determine when health-related situations require the application of a thoughtful decision-making process.	—	9-12.5.5.14 Demonstrate ability to use available resources and guidelines to create a nutritionally balanced diet.	●	
Generate alternatives to health-related issues or problems.	HE5.12.4 Generate alternatives when making a decision related to healthy eating behaviors.	9-12.5.5.12 Evaluate and propose opportunities to increase access to nutrient-dense food.	●	

Health Education Curriculum Analysis Tool (2008)	Health Education Curriculum Analysis Tool (2012)	DC Health Education Standards	Action	Notes
Determine barriers that can hinder healthy decision making.	HE5.12.1 Examine barriers to making a decision related to healthy eating behaviors.	9-12.5.3.8 Describe how availability, individual/ family preferences, culture, and the media influence food choices.	●	
Predict the short and long-term consequences of each alternative on self and others.	HE5.12.5 Predict the potential short-term and long-term consequences of alternatives to decisions related to healthy eating behaviors.	9-12.5.5.12 Evaluate and propose opportunities to increase access to nutrient-dense food.	●	
Choose healthy alternatives over unhealthy alternatives.	HE5.12.6 Choose a healthy alternative when making a decision related to healthy eating behaviors.	9-12.5.7.16 Describe how to take more personal responsibility for eating healthy.	●	
Evaluate the outcomes of a health-related decision.	HE5.12.7 Evaluate the effectiveness of decisions related to healthy eating behaviors.	9-12.5.1.4 Analyze the relationship between access to nutritious food, eating habits, and health status.	●	
—	HE5.12.2 Justify when individual or collaborative decision making related to healthy eating behaviors is appropriate.	9-12.5.7.16 Describe how to take more personal responsibility for eating healthy.	●	
—	HE5.12.3 Analyze how family, culture, media, peers, and personal beliefs affect a decision related to healthy eating behaviors.	9-12.5.3.8 Describe how availability, individual/ family preferences, culture, and the media influence food choices.	●	
Choose healthy foods and beverages over less healthy foods and beverages.	—	9-12.5.5.12 Evaluate and propose opportunities to increase access to nutrient-dense food.	●	These were examples of the subskills and were considered in the review.
Summarize positive outcomes from choosing healthy foods.	—	9-12.5.1.4 Analyze the relationship between access to nutritious food, eating habits, and health status.	●	These were examples of the subskills and were considered in the review.
Demonstrate the ability to select healthy from unhealthy foods on a fast food restaurant menu.	—	9-12.5.4.11 Analyze positive strategies to communicate healthy eating needs at home, at school, and in the community.	●	These were examples of the subskills and were considered in the review.
Analyze the consequences of an unhealthy diet.	—	9-12.5.1.4 Analyze the relationship between access to nutritious food, eating habits, and health status.	●	These were examples of the subskills and were considered in the review.
Standard 6: Grade 9-12				
Assess personal health practices and status.	HE6.12.1 Assess personal eating practices and behaviors.	9-12.5.6.15 Evaluate one's personal dietary habits and design a plan to make improvements to that diet.	●	
Develop a goal to adopt, maintain, or improve a personal health practice.	HE6.12.2 Set a realistic personal goal related to improve healthy eating behaviors.	9-12.5.6.15 Evaluate one's personal dietary habits and design a plan to make improvements to that diet.	●	

Health Education Curriculum Analysis Tool (2008)	Health Education Curriculum Analysis Tool (2012)	DC Health Education Standards	Action	Notes
Plan strategies for performing health-enhancing practices.	HE6.12.4 Develop a plan to attain a personal goal to improve healthy eating behaviors.	9-12.5.6.15 Evaluate one's personal dietary habits and design a plan to make improvements to that diet.	●	
Make a commitment to improve health.	HE6.12.7 Formulate an effective long-term plan to achieve a health goal to improve healthy eating behaviors.	9-12.5.6.15 Evaluate one's personal dietary habits and design a plan to make improvements to that diet.	●	
Overcome barriers to action.	HE6.12.3 Assess the barriers to achieving a personal goal to improve healthy eating behaviors.	9-12.5.3.8 Describe how availability, individual/ family preferences, culture, and the media influence food choices.	●	
Monitor progress in achieving desired health practices and outcomes.	HE6.12.5 Implement strategies, including self monitoring, to achieve a personal goal to improve healthy eating behaviors.	9-12.5.6.15 Evaluate one's personal dietary habits and design a plan to make improvements to that diet.	●	
Measure accomplishments in meeting health outcomes.	—	9-12.5.6.15 Evaluate one's personal dietary habits and design a plan to make improvements to that diet.	●	
Evaluate food intake in relation to the <i>Dietary Guidelines for Americans</i> .	—	9-12.5.5.14 Demonstrate ability to use available resources and guidelines to create a nutritionally balanced diet.	●	These were examples of the subskills and were considered in the review.
Set a goal to improve one's personal food choices that leads to a healthier diet.	—	9-12.5.6.15 Evaluate one's personal dietary habits and design a plan to make improvements to that diet.	●	These were examples of the subskills and were considered in the review.
Establish an appropriate goal to manage weight.	—	9-12.5.7.17 Demonstrate various approaches to maintaining a healthy weight.	●	These were examples of the subskills and were considered in the review.
Design a plan for achieving a healthier diet and managing weight.	—	9-12.5.7.17 Demonstrate various approaches to maintaining a healthy weight.	●	These were examples of the subskills and were considered in the review.
Make a personal commitment to achieving a healthier diet.	—	9-12.5.6.15 Evaluate one's personal dietary habits and design a plan to make improvements to that diet.	●	These were examples of the subskills and were considered in the review.
Summarize barriers to achieving a healthier diet.	HE6.12.6 Use strategies to overcome barriers to achieving a personal goal to improve healthy eating behaviors.	9-12.5.3.8 Describe how availability, individual/ family preferences, culture, and the media influence food choices.	●	These were examples of the subskills and were considered in the review.
Choose strategies for overcoming the barriers to achieving a healthier diet.	—	9-12.5.7.16 Describe how to take more personal responsibility for eating healthy.	●	These were examples of the subskills and were considered in the review.










Health Education Curriculum Analysis Tool (2008)	Health Education Curriculum Analysis Tool (2012)	DC Health Education Standards	Action	Notes
Monitor progress toward achieving a healthier diet goal.	—	9-12.5.6.15 Evaluate one's personal dietary habits and design a plan to make improvements to that diet.	●	These were examples of the subskills and were considered in the review.
Identify how a healthy or unhealthy diet can affect plans for the future.	—	9-12.5.1.4 Analyze the relationship between access to nutritious food, eating habits, and health status.	●	These were examples of the subskills and were considered in the review.
Standard 7: Grade 9-12				
Express intentions to engage in health-enhancing behaviors.	HE7.12.4 Make a commitment to practice healthy eating behaviors.	9-12.5.7.16 Describe how to take more personal responsibility for eating healthy.	●	
Perform healthy practices.	HE7.12.3 Demonstrate healthy eating practices and behaviors to improve the health of oneself and others.	9-12.5.5.12 Evaluate and propose opportunities to increase access to nutrient-dense food.	●	
Take responsibility for personal health.	HE7.12.1 Analyze the role of individual responsibility in enhancing healthy eating behaviors.	9-12.5.7.16 Describe how to take more personal responsibility for eating healthy.	●	
—	HE7.12.2 Evaluate personal healthy eating practices and behaviors that reduce or prevent health risks.	9-12.5.7.16 Describe how to take more personal responsibility for eating healthy.	●	
Use information on food labels to make healthy eating choices.	—	9-12.5.5.14 Demonstrate ability to use available resources and guidelines to create a nutritionally balanced diet.	●	These were examples of the subskills and were considered in the review.
Choose healthy foods in appropriate portion sizes.	—	9-12.5.1.3 Describe dietary guidelines, food groups, nutrients, and serving sizes for healthy eating habits.	●	These were examples of the subskills and were considered in the review.
Choose healthier foods at restaurants.	—	9-12.5.2.5 Analyze the availability and variety of affordable and nutritionally adequate foods in the community.	●	These were examples of the subskills and were considered in the review.
Plan and prepare a variety of healthy snacks.	—	9-12.5.5.12 Evaluate and propose opportunities to increase access to nutrient-dense food.	●	These were examples of the subskills and were considered in the review.
—	HE7.12.2 Evaluate personal healthy eating practices and behaviors that reduce or prevent health risks.	9-12.5.7.16 Describe how to take more personal responsibility for eating healthy.	●	
Use information on food labels to make healthy eating choices.	—	9-12.5.5.14 Demonstrate ability to use available resources and guidelines to create a nutritionally balanced diet.	●	These were examples of the subskills and were considered in the review.

Health Education Curriculum Analysis Tool (2008)	Health Education Curriculum Analysis Tool (2012)	DC Health Education Standards	Action	Notes
Choose healthy foods in appropriate portion sizes.	—	9-12.5.1.3 Describe dietary guidelines, food groups, nutrients, and serving sizes for healthy eating habits.	●	These were examples of the subskills and were considered in the review.
Choose healthier foods at restaurants.	—	9-12.5.2.5 Analyze the availability and variety of affordable and nutritionally adequate foods in the community.	●	These were examples of the subskills and were considered in the review.
Plan and prepare a variety of healthy snacks.	—	9-12.5.5.12 Evaluate and propose opportunities to increase access to nutrient-dense food.	●	These were examples of the subskills and were considered in the review.
Plan and prepare nutritious breakfasts.	—	9-12.5.5.12 Evaluate and propose opportunities to increase access to nutrient-dense food.	●	These were examples of the subskills and were considered in the review.
Describe strategies for eating for fruits and vegetables.	—	9-12.5.6.15 Evaluate one's personal dietary habits and design a plan to make improvements to that diet.	●	These were examples of the subskills and were considered in the review.
Describe strategies for drinking an appropriate amount of water and nutritious beverages.	—	9-12.5.6.15 Evaluate one's personal dietary habits and design a plan to make improvements to that diet.	●	These were examples of the subskills and were considered in the review.
Describe strategies for increasing intake of fiber.	—	9-12.5.6.15 Evaluate one's personal dietary habits and design a plan to make improvements to that diet.	●	These were examples of the subskills and were considered in the review.
Describe substitutions a person can make to reduce the amount of fat consumed.	—	9-12.5.6.15 Evaluate one's personal dietary habits and design a plan to make improvements to that diet.	●	These were examples of the subskills and were considered in the review.
Describe strategies for reducing the amount of sugar consumed.	—	9-12.5.6.15 Evaluate one's personal dietary habits and design a plan to make improvements to that diet.	●	These were examples of the subskills and were considered in the review.
Describe strategies a person can use to keep from overeating.	—	9-12.5.6.15 Evaluate one's personal dietary habits and design a plan to make improvements to that diet.	●	These were examples of the subskills and were considered in the review.
Develop a healthy weight management plan.	—	9-12.5.7.17 Demonstrate various approaches to maintaining a healthy weight.	●	These were examples of the subskills and were considered in the review.
Plan a week's meals based on the <i>Dietary Guidelines for Americans</i> .	—	9-12.5.5.14 Demonstrate ability to use available resources and guidelines to create a nutritionally balanced diet.	●	These were examples of the subskills and were considered in the review.

Health Education Curriculum Analysis Tool (2008)	Health Education Curriculum Analysis Tool (2012)	DC Health Education Standards	Action	Notes
Demonstrate ways to take responsibility for healthy eating.	—	9-12.5.7.16 Describe how to take more personal responsibility for eating healthy.	●	These were examples of the subskills and were considered in the review.
Express the intention to eat a variety of nutritious foods in moderation.	—	9-12.5.7.16 Describe how to take more personal responsibility for eating healthy.	●	These were examples of the subskills and were considered in the review.
Demonstrate how to keep food safe and prevent food-borne illness.	—	—	●	6-8.4.5.12 Explain how sanitation, waste disposal, proper food handling/ storage, and environmental controls prevent diseases and improve health conditions. (Disease Prevention 6-8)

Standard 8 : Grade 9-12

Declare positive beliefs about health-enhancing practices.	HE8.12.1 Use peer and societal norms, based on accurate health information, to formulate a message that promotes healthy eating.	9-12.5.8.18 Advocate for positive eating choices in the community, such as increased access to fresh fruits and vegetables.	●	
Educate others about health-enhancing practices.	HE.8.12.4 Encourage school and community environments to promote healthy eating.	9-12.5.8.18 Advocate for positive eating choices in the community, such as increased access to fresh fruits and vegetables.	●	
Influence positive health practices of others.	HE8.12.3 Collaborate with others to advocate for improving personal, family, and community healthy eating.	9-12.5.8.18 Advocate for positive eating choices in the community, such as increased access to fresh fruits and vegetables.	●	
Promote societal norms that are health-enhancing.	HE8.12.2 Persuade and support others to make positive choices related to healthy eating.	9-12.5.8.18 Advocate for positive eating choices in the community, such as increased access to fresh fruits and vegetables.	●	
Provide support for others.	HE8.12.6 Persuade community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable nutrition opportunities, products, and services to improve the health of oneself and others.	9-12.5.8.18 Advocate for positive eating choices in the community, such as increased access to fresh fruits and vegetables.	●	

Health Education Curriculum Analysis Tool (2008)	Health Education Curriculum Analysis Tool (2012)	DC Health Education Standards	Action	Notes
—	HE8.12.5 Adapt healthy eating messages and communication techniques to reach a specific target audience.	9-12.5.8.18 Advocate for positive eating choices in the community, such as increased access to fresh fruits and vegetables.		
Negotiate with parents or guardians for healthy food choices at home and at restaurants.	—	9-12.5.8.18 Advocate for positive eating choices in the community, such as increased access to fresh fruits and vegetables.		These were examples of the subskills and were considered in the review.
Advocate for healthy eating choices at school and in the community.	—	9-12.5.8.18 Advocate for positive eating choices in the community, such as increased access to fresh fruits and vegetables.		These were examples of the subskills and were considered in the review.
Advocate to community leaders for programs that can provide nutritious foods (e.g., food banks).	—	9-12.5.8.18 Advocate for positive eating choices in the community, such as increased access to fresh fruits and vegetables.		These were examples of the subskills and were considered in the review.
Educate family and peers to make healthy eating choices.	—	9-12.5.8.18 Advocate for positive eating choices in the community, such as increased access to fresh fruits and vegetables.		These were examples of the subskills and were considered in the review.
Support family and peers to manage weight in healthy ways.	—	9-12.5.8.18 Advocate for positive eating choices in the community, such as increased access to fresh fruits and vegetables.		These were examples of the subskills and were considered in the review.
Advocate acceptance for a diversity of body types.	—	9-12.5.8.18 Advocate for positive eating choices in the community, such as increased access to fresh fruits and vegetables.		These were examples of the subskills and were considered in the review.
Demonstrate ways to advocate for friends and family members who need support and treatment for eating disorders.	—	9-12.5.8.18 Advocate for positive eating choices in the community, such as increased access to fresh fruits and vegetables.		These were examples of the subskills and were considered in the review.
Advocate for proper food preparation and handling in the school community.	—	9-12.5.8.18 Advocate for positive eating choices in the community, such as increased access to fresh fruits and vegetables.		These were examples of the subskills and were considered in the review.

ACKNOWLEDGEMENTS

The Office of the State Superintendent of Education would like to acknowledge the contributions of individuals and organizations who dedicated their time and expertise to the development of the Health Education Curriculum Analysis Tool Crosswalk.

LEAD DEVELOPERS

Kafui Y. Doe, EdD, MPH, CHES

Director of Healthy Schools and
Wellness Programs
Office of the State Superintendent of Education

Carolina Arango, MS, RDN, LD

Nutrition Education Specialist
Office of the State Superintendent of Education

Latonia Coryatt, MPH, CHES

Health Education Specialist
Office of the State Superintendent of Education

Felicity Nelson

Intern of Healthy Schools and
Wellness Programs

OSSE'S DIVISION OF HEALTH AND WELLNESS

Donna M. Anthony

Assistant Superintendent of Health and Wellness

OSSE'S HEALTHY SCHOOLS AND WELLNESS PROGRAMS STAFF

Sombo Pujeh, DrPH(c), MPH

Sexual Health Education Specialist

Kevon Harris, MPH

Health Analyst

Lance Miller, MS

Health and Physical Education Specialist

Omotunde Sowole-West, MPH

Health Education Specialist

Chibu E. Anyanwu, MPH, CHES

Health Education Specialist

Grace Manubay

Environmental Literacy Coordinator

Kathryn Lantuh

Physical Education & Physical Activity Specialist

Charles Rominiyi, MHS, CHES

Health Education Specialist

Whitney Carrington, MS, CHES

Health Education Specialist

Aunamesha Henley, DrPH

Program Officer

CONTRIBUTORS

Jackson Bagenzi

Intern of Healthy Schools and Wellness Programs

Lola Flomen

Intern of Healthy Schools and Wellness Programs

Mishal Karim

Intern of Healthy Schools and Wellness Programs

Amie Idriss

Intern of Healthy Schools and Wellness Programs

Ayomide (AY) Okuleye

Intern of Healthy Schools and Wellness Programs

Salieu Sarr

Intern of Healthy Schools and Wellness Programs

Jakira Tucker

Intern of Healthy Schools and Wellness Programs

Emily Youner

Intern of Healthy Schools and Wellness Programs

SUGGESTED CITATION:

Doe, K., Arango, C. & Coryatt, L. (2016). *District of Columbia's Office the State Superintendent of Education Health Education Curriculum Analysis Tool Crosswalk: Nutrition*. Washington, DC.




Office of the State Superintendent of Education

810 First Street NE, Ninth Floor
Washington, DC 20002

osse.dc.gov

 facebook.com/ossedc

 [@OSSEDC](https://twitter.com/OSSEDC)

 (202) 727-6436

