



District of Columbia  
Office of the State Superintendent of Education



# NUTRITION CURRICULUM REVIEW

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A GUIDANCE DOCUMENT FOR K-12

April 2017



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## HOW TO NAVIGATE THIS DOCUMENT

This guidance document for Nutrition is useful for several purposes depending on what you are trying to achieve. The following examples are by no means exhaustive but serve to illustrate some prime ways the information can be used to further health education efforts and research. For any additional navigation inquiries, please feel free to contact OSSE's Healthy Schools and Wellness Program.

Are you...	Check out...
Looking for nutrition <b>curricula options</b> to use that are aligned to OSSE's Health Education Standards?	The full list of curricula details on <b>page 4</b> and then refer to each in-depth curriculum overview starting on <b>page 10</b> .
Looking for the most comprehensive nutrition curriculum that you can use for a <b>specific lesson</b> ?	The curriculum review at a glance and refer to the coverage scores for each curriculum on <b>page 5</b> .
Interested in better understanding <b>why and how</b> OSSE's curricula review process took place?	The background on the development of the Coordinated Health Education Team (CHET) on <b>page 58</b> .
Interested in <b>adapting</b> a particular nutrition curriculum to better fit your specific target population?	Next steps on curricula selection, planning and implementation on <b>page 17</b> .
Interested in learning more about the <b>tool</b> that is used to <b>systematically analyze</b> health education curricula?	<b>Page 18</b> to learn more about the Health Education Curriculum Analysis Tool (HECAT).
<b>Unsure or need</b> more support around of how to use this document?	Contact Healthy Schools and Wellness Programs at <b>OSSE.Hydt@dc.gov</b> for additional information or technical assistance.

## INTRODUCTION

### Background

The Office of the State Superintendent of Education (OSSE) is delighted to share with you the Curriculum Review Guidance Document as a health and physical education resource for the District of Columbia. OSSE strives to improve the overall health of the children and adolescents who reside in the District of Columbia. Students spend a significant amount of time in their school environment and it is our responsibility to ensure they receive accurate information regarding their health while they are there. In an effort to improve the overall quality of health, OSSE has made it a goal to educate students and impart the skills needed to develop and sustain healthy habits.

Extensive research has highlighted the relationship between health and academic achievement. Numerous studies show that healthy habits positively impact academic performance; healthier children also perform better in the classroom, including on standardized testing. An association has also been found between healthy children, high academic achievement and reduction in high risky behaviors such as alcohol usage, drug usage and engaging in unsafe sexual behavior. Adolescents who practice healthy habits are less likely to become involved in risky behaviors.

OSSE created the Curriculum Review Guidance Document as a guide for educators, particularly those in the District of Columbia public and public charter schools. The guide includes summary and in-depth information about various health education curricula. Each of the curricula has been thoroughly reviewed to ensure it aligns with the Centers for Disease Control (CDC) and Prevention's Health Education Curriculum Analysis Tool (HECAT) and Physical Education Curriculum Analysis Tool (PECAT) which are based on the National Health Education Standards, OSSE Health Education and Physical Education Standards and the National Standards for Physical Education. Preliminary information and short summaries of each of the available curricula are included in the guide as well as contact information on means of accessing curricula. The Health and Physical Education Curricula and Resource Library may be accessed for viewing through OSSE's Healthy Schools and Wellness Programs.

OSSE is committed to providing tools that support District of Columbia's youth leading healthy lives in their youth and beyond. OSSE hopes that you find this guide helpful as you continue to impart health knowledge into the lives of District of Columbia youth.

In 2010, the Council of the District of Columbia passed the Healthy Schools Act of 2010 (HSA), which outlines requirements and strategies to improve student health. The HSA required that, by the 2014-15 school year, schools provide at least 75 minutes of health education per week and an average of at least 150 minutes of physical education per week for students in grades kindergarten through five and an average of at least 225 minutes of physical education per week for students in grades six through eight (50 percent of physical education class time must be devoted to actual physical activity). In addition to these requirements, in April 2012, the District of Columbia implemented the District of Columbia Comprehensive Assessment System (DC CAS) for Health and Physical Education. The DC CAS was the country's first statewide-standardized test that measures students' proficiency in physical education, sexual health, nutrition, and other health topics. It was administered in fifth, eighth and high school to students enrolled in health education classes. During the 2014-15 school year, the District of Columbia adopted the Partnership for Assessment for Readiness for

College and Careers (PARCC). PARCC's summative exams replaced previous DC CAS. Due to the requirements outlined by the HSA and the statewide-standardized tests, it is imperative that teachers and schools be equipped with the resources to help students make healthy choices and succeed beyond the classroom. The DC CAS was put on hold for the 2014-15 school year to accommodate the transition to PARCC and returned as the Health and Physical Education Assessment in the 2015-16 school year.

In 2011, OSSE developed the Coordinated Health Education Team (CHET) initiative to address health education gaps and services in the District of Columbia's public and public charter schools. The purpose of the CHET is to develop a multidisciplinary approach to coordinating effective health and physical education strategies that support positive health and academic outcomes within the District of Columbia. A detailed chart of the CHET structure and priority areas can be found in page 58.

As there are currently no set health education curricula that are consistently used within District of Columbia schools, to begin addressing CHET's priority area of Health and Physical Education Curriculum and Instruction, OSSE created two Advisory Boards: Risky Behaviors Advisory Board and Health and Wellness Advisory Board. Topics of the Risky Behaviors Advisory Board are: Comprehensive Sexual Health; Alcohol, Tobacco, and Other Drugs; and Mental and Emotional Health. Health and Wellness Advisory Board topics include: Physical Education and Activity; Nutrition; Safety Skills (including Violence); and Hygiene. Within their topic areas, these two boards are responsible for the following:

- 1) Developing a list of curricula and instructional materials for review;
- 2) Developing a systematic and continuous process for review;
- 3) Providing a recommended list of OSSE approved curricula and instructional materials for schools;
- 4) Developing curricula guidelines and categories;
- 5) Providing recommendations to update and adapt approved curricula; and
- 6) Providing recommendations on implementation and monitoring of curricula.

Members of the two Advisory Boards are content experts from government agencies, community based organizations (CBOs), private industries, schools/universities and school-based health education programs. These boards will continue supporting the systematic process for reviewing and selecting curriculum and/or evidence-based interventions over the course of curricula implementation for District of Columbia local education agencies (LEA). See Acknowledgements on page 61 for the list of the advisory board members and participating organizations.

The health education curriculum for District of Columbia schools will follow OSSE Health Education and Physical Education Learning Standards, which were originally approved by, and have since been updated, by the District of Columbia State Board of Education (SBOE) in December of 2007. These standards specify what students should know and be able to do by the end of each grade level until they graduate from high school. These standards will be the basis for the curricula analysis, a critical first step in providing a recommended list of curricula for LEAs to implement. In 2016, the District of Columbia SBOE approved the new District of Columbia Health Education Standards, which are based on the comprehensive National Health Education Standards. These standards provide a clear, skill-based and age appropriate approach to the essential health topics that currently impact District students. Given the timing and creation of this document, a supplemental crosswalk was created for the 2007 and 2016 DC Health Education Standards. This document will allow users to see which standards were addressed. The Physical Education standards were revised and approved by the SBOE in spring 2017. These standards are modeled after the National Physical Education standards developed by the Society of Health and Physical Educators (SHAPE) America. The new Physical Education standards will be included in future curricula reviews.

The HECAT (CDC, 2012) and PECAT (CDC, 2006) are based on the National Health Education Standards (NHES; [www.cdc.gov/healthyschools/sher/standards/index.htm](http://www.cdc.gov/healthyschools/sher/standards/index.htm)), the National Standards for Physical Education (NASPE; [www.shapeamerica.org/standards/pe/](http://www.shapeamerica.org/standards/pe/)), and CDC's Characteristics of an Effective Health Education Curriculum ([www.bit.ly/2rzyoaW](http://www.bit.ly/2rzyoaW)). These tools guided the curricula review process at OSSE. The HECAT/PECAT process and tools provide a structure and focus that can lead to the adoption of the most appropriate and effective curricula (CDC, 2003). This ensures that the curriculum and information being taught is medically and scientifically accurate, age appropriate, appropriate for students regardless of gender, race, disability status, or sexual orientation, and includes information about abstinence and other methods of preventing pregnancy and sexually transmitted diseases (STDs). OSSE incorporated OSSE's Health and Physical Education Standards within the tool. Note that for these analyses, the 2010 HECAT was used.

This report includes a description of the review process and data used to guide the curricula review. A detailed process for access to the curriculum library will be developed and publicized so that health educators in the District of Columbia can have the opportunity to review any items on the recommended list they might be interested in using or purchasing. This process will particularly benefit LEAs who can review curricula and supplemental materials to determine if a specific curriculum is an appropriate fit for their schools without having to commit to purchasing it.

## Curriculum selection

OSSE utilized the following resources and databases to select curricula for review:

- Recommendations from the Risky Behaviors Advisory Board and the Health and Wellness Advisory Board.
- Responses collected from the Healthy Schools Act's School Health Profiles completed by public schools in the District.
- Curricula used by CBOs who are sub-grantees of OSSE or have partnered or collaborated with OSSE on various health initiatives.
- Research from other states, national organizations, and evidence-based curricula registries (e.g., SAMSHA, Office of Adolescent Health's Evidence-Based Programs Database). For additional sources see page 61.

## Curricula Review Team

OSSE's Curricula Review Team is comprised of individuals who have volunteered to analyze and systematically review curricula that have been selected by the Advisory Boards and OSSE staff using the CDC's HECAT and components of CDC's PECAT. Each Curricula Review Team member was trained in the HECAT/PECAT. Reviewers include, but are not limited to, individuals from government agencies, community based organizations, schools and graduate programs. To date, there have been approximately 197 reviewers from over 30 different organizations.

A complete list of reviewers by curriculum is included in the Acknowledgments on page 62.

OSSE secured a trainer from the CDC to hold four trainings on the HECAT and one training on the PECAT. In addition, OSSE staff conducted five additional trainings on the HECAT tool. These trainings were open to District of Columbia educators, school personnel, curriculum committees, professionals who work on health education, and school health and community based organizations who work with schools within the District of Columbia.

After these trainings, interested individuals were recruited to join the Curricula Review Team. An application was created to gauge their level of commitment, expertise and experience. An OSSE non-disclosure agreement also was required for each reviewer.

## Curriculum Review Process

Each reviewer was initially assigned two curricula, with an opportunity to review additional ones upon request. If an individual's resume reflected work experience or coursework in a particular health topic, they were assigned analysis using HECAT Chapter 4: Preliminary Curriculum Considerations. Reviewers with no previous work or experience in that field were assigned and trained to analyze the curricula using HECAT Chapter 5: Curriculum Fundamentals and Chapter 6: Health-topic Modules. Each curriculum was assigned to three reviewers. All review materials were provided electronically (e.g., HECAT tool, PECAT tool; scanned curricula).

Two meetings were required for reviewers. The first reviewed the roles and responsibilities of being a member of the Curricula Review Team, as well as walking through the HECAT/PECAT tools, the timeline and answering any questions. The second meeting was in-person with other review team members. This meeting provided an opportunity for reviewers to discuss their analysis and compare their findings with the other individual(s) who had been assigned the same curricula as well as to clarify any questions with the HECAT tool or the analysis process.

All HECAT chapters and instructions were transferred to Adobe Forms Central, an online form builder that allows one to create, distribute and analyze forms and surveys. PDF forms were created and the link was made available to all participants to enter their findings upon completion. More details on how reviewers rated aspects of the curriculum using the HECAT tools are noted below within the HECAT Overview section.

## Summarizing reviews

Part of the curricula review process included having a consultant develop a comprehensive framework for schools and health educators to use based on the results of the curricula review. This report, by Education Training Research (ETR) provides an overview of all the curricula, results of curricula review and details about each curriculum in a user-friendly format for public use. OSSE's Healthy Schools and Wellness Programs team assisted with composing and editing this report. The list of team members is included in Acknowledgments on page 62.

OSSE provided ETR with all HECAT forms and review data for all curricula obtained via the online Adobe Forms Central and Google Forms. Data were sorted and organized for clear interpretation. For each reported item, an average score was generated from the three reviewers' individual scores unless otherwise noted. The Curricula Review at a Glance table is in page 6. To complete the Overview of Reviewed Curricula and Curricula Overview and Program Descriptions, ETR reviewed data provided from Chapter 2: General Curriculum Analysis and included external information on the reviewed curricula (e.g., number of lessons, published date).

Findings from the analysis were provided to the Risky Behavior Advisory Board and Health and Wellness Advisory Board for review and approval.

## OVERVIEW OF REVIEWED CURRICULA

### Introduction

Nineteen different nutrition curricula sets were reviewed for this document: 2 elementary school only, 4 middle school only, 1 high school only, and 12 that span across multiple school levels. Reviewed curricula names, grade ranges and publisher information is listed below in Table 1.

**Table 1. Reviewed Nutrition Curricula.**

Curriculum*	Published Date	Publisher	Grade Ranges Reviewed			
			K-2	3-5	6-8	9-12
ARISE Basic Health 101: Nutrition and Exercise	2011	Arise Foundation			NR	*
CATCH	2005-2011	Flaghouse	*	*	*	
Dig In! Standards-Based Nutrition Education From the Ground Up	2013	USDA Food and Nutrition Services		*	*	
Eat Well and Keep Moving: An Interdisciplinary Curriculum for Teaching Upper Elementary School Nutrition and Physical Activity	2007	Human Kinetics		*		
French Fries and the Food System: A Year-Round Curriculum Connecting Youth with Farming and Food	2001	The Food Project				*
Fuel Up to Play 60	2005	New Expedition Program	*	*		
The Great Garden Detective Adventure: A Standards-Based Gardening Nutrition Curriculum for Grades 3 and 4	2013	USDA Food and Nutrition Services		*		
The Institute for Student Health: Health Champion Program (ISH: Health Champion)	2014	The Institute for Health	*	*	*	
HealthSmart Middle School: Nutrition and Physical Activity	2nd Edition	ETR Associates			*	
Healthy Kids Challenge - Balance My Day: Nutrition Curriculum	2012	Healthy Kids Challenge	*	*	*	
LiFE 1, 2, & 3	2008	Teacher's College: Columbia University		*	*	
Michigan Model for Health	2013	Michigan Department of Community Health			*	*
Nourish: Food + Community	2010	Center for Ecoliteracy			*	
Nutrition Voyage: The Quest to Be Our Best	2012	USDA Food and Nutrition Services			*	
Planet Health: An Interdisciplinary Curriculum for Teaching Middle School Nutrition and Physical Activity	2007	Human Kinetics			*	
Serving Up MyPlate: A Yummy Curriculum (Level 1)	2012	USDA Food and Nutrition Services	*	NR		
Teaching the Food System	2010	Johns Hopkins				*

# Curriculum Review at a Glance

## Index and Example

- 1 Title of curriculum
- 2 Grade level of reviewed curriculum
- 3 Number of lessons in curriculum for that grade level
- 4 Training requirements to implement curriculum
- 5 Cost of curriculum
- 6 Overall score of Nutrition Health concepts covered in curriculum: HECAT Standard 1 and The Office of the State Superintendent of Education Health Promotion and Disease Prevention Strand. The score is an average of reviewers scores, 0 to 4, of the percentage of concepts covered (0=none; 4= 100%).
- 7 The Office of the State Superintendent of Education Strands and National HECAT Standards and Scores: The corresponding HECAT Standards and OSSE Strands are indicated in the table. The scores represent an average of reviewers' scores. The scores range from 0 to 4, indicating how many of the assigned criteria were met for each standard (0 = none of criteria; 4=all of criteria). For those Strands covering 2 HECAT Standards (Self-Management and Decision-making & Goal-setting) each Student Skill and Teacher Instruction Score was averaged across the 2 HECAT Standards.

7  
6  
5  
4  
3  
2  
1

Curriculum	Grade Level	Number of Lessons	Parameters			Overall Coverage Score	OSSE and National HECAT Standards Coverage Scores and Assessment Score									
			Training Required?	Curriculum Cost	Health Promotion & Disease Prevention (HECAT 1)		Access to & Evaluation of Health Information (HECAT 3)		Self-Management (HECAT 7&8)		Analyzing Influences (HECAT 2)		Interpersonal Communication (HECAT 4)		Decision-making & Goal-setting (HECAT 5&6)	
Title							S	T	S	T	S	T	S	T	S	T
Curriculum A	K-2	6	Yes	\$350.00	3	3	2	2	3	1.7	2	4	2.7	4	1.7	2.7
Curriculum B	3-4	8	Yes	Free	2.3	2.7	2	1.7	3	2.7	3	3	1.7	3	3	2
Curriculum C	K-1	5	No	\$1100-1300.00	2.7	3	3	4	4	3.7	2.3	4	4	4	4	4



Curriculum	Grade Level	Number of Lessons	Parameters		Overall Coverage Score	OSSE and National HECAT Standards Coverage Scores											
			Training Required?	Curriculum Cost <sup>1</sup>		S = Student Skill Score; T = Teacher Instruction and Assessment Score		Access to & Evaluation of Health Information (HECAT 3)		Self-Management (HECAT 7&8)		Analyzing Influences (HECAT 2)		Interpersonal Communication (HECAT 4)		Decision-making & Goal-setting (HECAT 5&6)	
CATCH® 8th Grade Go For Health Series - Life in the Balance Curriculum Book	8	7	available	\$59.95	1.67	0.00	0.00	1.67	2.00	1.33	0.67	3.00	2.33	2.33	2.17		
Dig In! Standards-Based Nutrition Education From the Ground Up	3-5	10	no	Free for program participants	2.00	1.33	1.00	2.67	2.67	2.67	2.33	3.33	3.00	3.67	3.50		
Dig In! Standards-Based Nutrition Education From the Ground Up	6-8	10	no	Free for program participants	1.33	1.33	1.00	8 not rated	8 not rated	2.33	2.33	3.00	3.00	3.00	3.00		
Eat Well and Keep Moving: An Interdisciplinary Curriculum for Teaching Upper Elementary School Nutrition and Physical Activity	4-5	26	available	\$58.90	3.00	2.33	2.33	4.00	3.33	4.00	4.00	4.00	4.00	4.00	3.83		
French Fries and the Food System: A Year-Round Curriculum Connecting Youth with Farming and Food	9-12	varies	required	\$24.95	1.00	1.33	2.00	1.67	1.50	1.33	1.33	1.33	1.33	1.33	1.33		
Fuel Up to Play 60: Little D's Nutrition Expedition	K-2	10	unsure	Free	2.00	0	0	0	0	.75	.25	2.33	2.00	2.34	2.25		
Fuel Up to Play 60: Arianna's Nutrition Expedition	3-5	8	unsure	Free	2.33	2.67	2.00	3.00	3.83	0.67	0.33	3.33	3.00	2.67	2.83		

Curriculum Title	Grade Level	Parameters			Overall Coverage Score	OSSE and National HECAT Standards Coverage Scores										
		Number of Lessons	Training Required?	Curriculum Cost <sup>1</sup>		S = Student Skill Score; T = Teacher Instruction and Assessment Score										
					Health Promotion & Disease Prevention (HECAT 1)		Access to & Evaluation of Health Information (HECAT 3)		Self-Management (HECAT 7&8)		Analyzing Influences (HECAT 2)		Interpersonal Communication (HECAT 4)		Decision-making & Goal-setting (HECAT 5&6)	
					S	T	S	T	S	T	S	T	S	T	S	T
The Great Garden Detective Adventure: A Standards-Based Gardening Nutrition Curriculum for Grades 3 and 4	3-4	11	no	Free	1.75		2.00	2.00	3.88	3.75	3.75	3.50	3.75	3.50	3.88	3.75
HealthSmart Middle School: Nutrition and Physical Activity	6-8	18	no	\$91.99	3.00	4.00	4.00	3.33	3.67	4.00	4.00	4.00	4.00	4.00	4.00	4.00
Healthy Kids Challenge -Balance My Day: Nutrition Curriculum K-2 Grades	K-2	30	no	\$79.95	3.67	4.00	3.33	3.58	3.17	4.00	4.00	4.00	4.00	4.00	4.00	4.00
Healthy Kids Challenge - Balance My Day: Nutrition Curriculum 3-5 Grades	3-5	30	no	\$79.95	4.00	4.00	4.00	3.75	3.58	4.00	4.00	3.67	4.00	4.00	4.00	3.67
Healthy Kids Challenge -Balance My Day: Nutrition Curriculum 6-8 Grades	6-8	30	no	\$79.95	3.67	3.33	4.00	3.75	3.17	4.00	4.00	4.00	4.00	4.00	4.00	4.00
The Institute for Student Health: Health Champion Program	K-2	unsure	unsure	unsure	2.00	0.00	0.00	0.00	0.00	0.00	1.00	0.67	3.33	2.33	3.00	2.08
The Institute for Student Health: Health Champion Program	3-5	unsure	unsure	unsure	1.75	0.00	0.00	0.88	1.17	1.75	1.50	1.50	2.50	1.75	3.88	2.79
The Institute for Student Health: Health Champion Program	6-8	unsure	unsure	unsure	1.67	0.00	0.00	8 not rated	8 not rated	1.00	0.00	0.00	1.33	1.00	2.33	2.17
LIFE 1: Growing Food	4-6	unsure	unsure	\$89.95	2.00	2.67	2.67	2.33	1.92	1.67	1.33	1.33	2.33	2.00	1.83	2.00

Curriculum Title	Grade Level	Number of Lessons	Parameters		Curriculum Cost <sup>1</sup>	Overall Coverage Score	OSSE and National HECAT Standards Coverage Scores											
			Training Required?	Recommended?			Access to & Evaluation of Health Information (HECAT 3)		Self-Management (HECAT 7&8)		Analyzing Influences (HECAT 2)		Interpersonal Communication (HECAT 4)		Decision-making & Goal-setting (HECAT 5&6)			
							S	T	S	T	S	T	S	T	S	T	S	T
LIFE 2: Farm to Table & Beyond	5-6	30	unsure	no	\$89.95	1.00	1.33	1.33	1.25	1.25	1.33	1.33	1.33	1.33	1.33	1.33	0.17	0.00
LIFE 3: Choice, Control & Change	6-8	19	unsure	no	\$89.95	2.33	3.67	3.67	3.33	3.00	2.67	2.33	3.67	3.33	3.33	4.00	3.67	3.67
Michigan Model for Health: A Winning Team: Healthy Eating and Physical Activity - A Module for Grade 7 - 8	7-8	11	Recommended	no	\$45	3.00	3.67	4.00	4.00	4.00	4.00	4.00	3.33	3.67	3.67	4.25	4.00	4.00
Michigan Model for Health: Skill for Health and Life	9-12	69	Recommended	no	\$150	2.67	4.00	3.67	2.00	2.00	3.33	3.67	1.33	1.00	6 not rated	6 not rated	6 not rated	6 not rated
Nourish: Food + Community	6-8	6	no	no	\$44.50	.67	0.00	0.00	3.17	3.17	0.67	1.00	0.33	0.67	0.83	1.00	1.00	1.00
Nutrition Voyage: The Quest to Be Our Best	7-8	6	no	no	Free	1.67	2.33	2.67	3.83	3.00	2.50	1.00	3.33	3.33	3.67	3.00	3.00	3.00
Planet Health: An Interdisciplinary Curriculum for Teaching Middle School Nutrition and Physical Activity	6-8	35	available	no	\$62.00	2.67	1.00	1.00	3.83	3.58	3.33	3.67	4.00	3.67	4.00	3.67	4.00	3.67
Serving Up MyPlate: A Yummy Curriculum (Level 1)	1-2	9	no	no	Free	2.00*	0.00	0.00	8 not rated	8 not rated	2.00	1.50	4.00	3.50	5 not rated	5 not rated	5 not rated	5 not rated
Serving Up MyPlate: A Yummy Curriculum (Levels 2 and 3)	3-5	9 each level	no	no	Free	Not rated	Not rated	Not rated	Not rated	Not rated	Not rated	Not rated	Not rated	Not rated	Not rated	Not rated	Not rated	Not rated

\*Fewer than 3 reviews provided for standard

## Curriculum Overview and Program Descriptions

Included here is an overview and brief description of each Comprehensive Nutrition curricula reviewed in OSSE's Comprehensive Nutrition Curriculum Review K-12 (2016). Additional details on curriculum, materials and training available can be found on each curriculum's listed website. Analysis Results for HECAT Chapter 4, 5 and 6 (Standards 1-8), including reviewer comments, are available separately upon request from OSSE.

### ARISE Life Skills Curricula, Basic Health 101: Nutrition and Exercise (Book 2 in a Series of 2)

**Publisher/Developer:** Arise Foundation

**Publishing date of reviewed copy:** 2011

**Website:** <http://bit.ly/2pNwz6d>

**Grade levels curriculum is available:** 8<sup>th</sup> – 12<sup>th</sup>

**Lessons:** 16

**Setting:** In-school

**E-component:** Downloadable E-Books of the Instructor Manual (\$22.00) and Learner Workbooks (\$10.00) are available at a reduced price. By purchasing the downloadable version of the learner workbook the buyer agrees to make and use only ONE copy of this copyrighted e-book.

**Materials:** (1) Hardcopy Teachers Instructor's Manual, (2) E-Book Teachers Instructor's Manual, (3) Hardcopy Learner Workbook, (4) E-Book Learner Workbook.

**Cost:** (1) \$32.95, (2) \$22.00, (3) \$14.95, (4) \$10.00

**Training and Technical assistance:** Unable to determine.

**Special aspects:** The 142-page Nutrition and Exercise Instructor's Manual, part of the Teen Health Curricula, includes teaching guidelines for all Nutrition and Exercise health lesson plans and activities, 60 pages of learner's worksheets, 3 inspirational biographies, 4 Nutrition and Exercise short stories, and 4 motivational posters. This curriculum is also available in Spanish.

**Program Description:** ARISE Basic Health 101: Nutrition and Exercise motivates your students to develop healthy nutritional habits, no bribes or deals involved! Your Nutrition and Exercise students will really eat it up, because they learn by working in groups, not by themselves. Watch the energy builds as they realize how exercise and proper nourishment supercharge their minds, memories, and social lives.

### CATCH: (Coordinated Approach to Child Health)

#### CATCH Early Childhood – Early Childhood

#### CATCH Elementary School Go For Health Curriculum:

- **Everyday Foods For Health** - 1<sup>st</sup> Grade
- **Celebrate Health** - 2<sup>nd</sup> Grade
- **Hearty Health and Friends** - 3<sup>rd</sup> Grade
- **Taking off** - 4<sup>th</sup> Grade
  - **Breaking Through Barriers** - 5<sup>th</sup> Grade
  - **Catch Life in the Balance Middle School Curriculum** - 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> Grades

**Publisher/Developer:** FlagHouse, Inc.

**Publishing date of reviewed copy:** 2005, 2010, 2011

**Website:** <http://catchusa.org/curriculum.htm>

**Grade levels curriculum is available:** Pre-K - 8<sup>th</sup>

**Lessons:** Separate curricula for each grade

**Setting:** Early Childhood, In-School. Also a similar after-school, and summer and recreational setting was not reviewed.

**E-component:** Online campus subscriptions available for CATCH K-5. Password-protected online access to the entire classroom curriculum for grades K-5. Includes all lesson plans, easy projection of materials on smart-boards, videos and handouts, plus curriculum updates and the CATCH newsletter.

**Materials:** Hard copy and online platform.

**Cost:** CEC Early Childhood Starter Set: \$125, K-5 Classroom Curriculum set: \$350, K-5 Classroom Curriculum Set + Elementary Coordination Kit: \$575.00, 6-8<sup>th</sup> Classroom Curriculum Set: \$149.85, 6-8 Classroom Curriculum Set + Middle School Kit \$325.00

**Training and Technical assistance:** In person training for up to 30 people. 6 hours. \$3,500. Train the trainer model, 3 day training \$8,500. 10 -15 people, and on-line training per person \$75, 6 month subscription. Does not seem to be required.

**Special aspects:** A continuous series that builds on knowledge from the previous curricula, Teacher 411s provide background information for teachers, homework includes interactive family assignments and tips for home participation.

**Program Description:** CATCH stands for Coordinated Approach To Child Health. It is an evidence-based, coordinated health program that promotes physical activity and healthy food choices for children from preschool through 8<sup>th</sup> grade. Thousands of schools and after-school organizations across the United States and Canada are enjoying the benefits of CATCH today. Over 25 years of research has proven that CATCH works. It has the right approach, structure and content.

#### CATCH EARLY CHILDHOOD:

- **CATCH Early Childhood (CEC)** nurtures a love of physical activity and introduces children ages 3-5 to healthy eating and classroom-based gardening activities.

#### CATCH SCHOOL:

- **Elementary Classroom – Go for Health** is a cartoon-and peer-based curriculum teaching healthy eating habits and daily physical activity — habits that prevent chronic disease, for grades K-5.

- **Middle School Classroom – Life in the Balance** is a series for grades 6-8, covering topics such as energy balance, screen time, target heart rate, added sugars in foods, and hands-on breakfast activities.

### Dig In! Standards-Based Nutrition Education From the Ground Up

**Publisher/Developer:** USDA Food and Nutrition Service

**Publishing date of reviewed copy:** 2013

**Website:** <http://bit.ly/2rikg1N>

**Grade levels curriculum is available:** 5<sup>th</sup> – 6<sup>th</sup>

**Lessons:** 10

**Setting:** In-school

**E-component:** A free downloadable pdf version of the curriculum is available on-line. All are welcome to download these materials and make copies.

**Materials:** Dig In! Curriculum Kit with Teacher Guide with 35 Parent Booklets, 6 Dig In! Posters

**Cost:** Schools participating in USDA's National School Lunch Program or other Child Nutrition programs may request a free print copy of the curriculum. Schools who do not participate in the Federal Child nutrition can download these materials and make copies.

**Training and Technical assistance:** The curriculum provides a free Teacher's Guide, but the USDA does not provide training or technical assistance. Training is not required to use this curriculum.

**Special aspects:** At home parent booklet (available in English & Spanish), Posters, and Menu Graphics.

**Program Description:** There are many features that help make the Dig In! curriculum engaging, motivating, and easy to use. While each lesson offers connections to the garden, learning activities can be done with or without a large garden in place. You can also teach lessons in sequence or split them up over the course of the school year (for example, teaching some lessons in the fall and the others in the spring). In addition to elements found in a basic lesson plan – such as learning objectives, essential questions, time required, and supplies and preparation – each lesson features the following elements to make it easier to incorporate into your existing curriculum.

**Standards:** Each lesson meets education standards in one or more of the following subjects:

- Science (National Academy of Sciences)
- English Language Arts (Common Core State Standards Initiative)
- Math (Common Core State Standards Initiative)
- Health (American Cancer Society)

See Dig In! At a Glance on pp. 6-11 for a look at specific learning objectives and standards met in each lesson.

**Key Message(s):** The key nutrition messages children should hear and remember are identified at the beginning of each lesson. These takeaways are written in a way that appeals and makes sense to 5th and 6th graders. Repeat these messages often throughout the instruction.

**Timing/Pacing Guide:** Each lesson plan notes the estimated time required to complete it from start to finish. Note that every lesson features several learning activities, some of which may take longer than one class "period." We've included suggestions for how to break longer activities into shorter "sessions," if needed.

While each lesson and its learning activities may be taught independently, Dig In! works best as a unit, as each lesson builds upon prior knowledge. Certain topics are covered in several lessons; in such cases, you'll see references to earlier lessons.

### Eat Well and Keep Moving: An Interdisciplinary Curriculum for Teaching Upper Elementary School Nutrition and Physical Activity, 2<sup>nd</sup> Edition

**Publisher/Developer:** Human Kinetics

**Publishing date of reviewed copy:** 2007

**Website:** [www.eatwellandkeepmoving.org/](http://www.eatwellandkeepmoving.org/)

**Grade levels curriculum is available:** 4<sup>th</sup> – 5<sup>th</sup>

**Lessons:** 26 classroom lessons (13 for each grade)

**Setting:** In-school

**E-component:** Online resources are included with the purchase of a new text or e-book, otherwise they may be purchased separately.

The web resource provides the complete fourth- and fifth-grade classroom and physical education lessons including all the forms listed in the materials section. In addition the web resource contains the following:

- Nutrition, physical activity, and wellness workshops for teachers and teacher training on the curriculum itself
- Information for school administrators interested in Eat Well & Keep Moving
- Parent fact sheets and information for parent newsletters
- A comprehensive list of websites and tools related to nutrition, physical activity, school wellness policy, improving the school environment, parental outreach, and other such topics
- Detailed information for food service managers including recipes, preparation tips, promotional materials, classroom tie-ins, and staff training.

**Materials:** Textbook, web resource featuring convenient downloadable reproducible, and an accompanying website at [www.eatwellandkeepmoving.org](http://www.eatwellandkeepmoving.org) that provides schools and parents with general information and links to other resources.

**Cost:** \$58.90

**Training and Technical assistance:** 6 session teacher training workshop.

**Special aspects:** uses the cafeteria as a learning lab, tool to address staff wellness, parent and community involvement component.

**Program Description:** This skill-building approach to motivating upper-elementary students to eat better and stay active began

as a joint research project between the Harvard School of Public Health and Baltimore Public Schools. *Eat Well & Keep Moving, Second Edition*, is a comprehensive, multifaceted program that encompasses the classroom, the cafeteria, and the gymnasium and includes tools to involve the family and the community. This program differs from most in that it addresses nutrition and physical activity simultaneously. And it's proven to be effective at combating a major factor related to childhood obesity: too much time in front of the TV screen.

The program uses existing school resources, fits within most school curricula, promotes literacy across disciplines, contains camera-ready teaching materials, and is inexpensive to implement. You can integrate the lesson plans into core subject areas—for example, you can teach nutrition and physical activity in math, language arts, and science classes. You can easily incorporate the materials into any class you teach, regardless of your current knowledge of health topics. The six components of the program—classroom education, physical education, school-wide promotional campaigns, food service, staff wellness, and parent involvement—work together to create a supportive learning environment that promotes learning of lifelong good habits. With this complete resource, you can teach students about nutrition and fitness in your classroom—and launch an effective school-wide program if you desire to. *Eat Well & Keep Moving* can also be part of your school's efforts to meet federally mandated school wellness policies.

### **French Fries and the Food System: A Year-Round Curriculum Connecting Youth with Farming and Food**

**Publisher/Developer:** The Food Project

**Publishing date of reviewed copy:** 2001

**Website:** <http://thefoodproject.org/books-manuals>

**Grade levels curriculum is available:** 9<sup>th</sup> – 12<sup>th</sup>

**Lessons:** organized by season

**Setting:** In-school

**E-component:** Unable to determine

**Materials:** Textbook

**Cost:** \$24.95

**Training and Technical assistance:** Unable to determine if any training or technical assistance is provided, but it does not appear that it would be required in order to purchase this book and the subsequent materials.

**Special aspects:** Lessons that are easily adaptable.

**Program Description:** This agricultural curriculum features powerful, original lessons written and developed by The Food Project's growers and educators. Organized by season, the materials teach youth how to develop a deep understanding of and appreciation for the land and local food systems. Lessons can be done both indoors and outdoors and can be easily adapted by instructors working in school-based plots, urban food lots, and environmental education programs.

### **Fuel Up to Play 60 (Little D's Nutrition Expedition; Arianna's Nutrition Expedition; Food Model Activities)**

**Publisher/Developer:** New Expedition Program

**Publishing date of reviewed copy:** 2005

**Website:** [www.fueluptoplay60.com/](http://www.fueluptoplay60.com/)

**Grade levels curriculum is available:** K - 2<sup>nd</sup>; 3<sup>rd</sup> – 5<sup>th</sup>

**Lessons:** K-2: 8; 3-5: 10; food model activities (k-6): 16

**Setting:** In-school, Online

**E-component:** Unknown

**Materials:** Mini posters, worksheets, trading cards, transparencies, optional arts and crafts materials.

**Cost:** Free (online)

**Training and Technical assistance:** Unable to determine.

**Special aspects:** Little D's/Arianna's Interactive Nutrition Games, Worksheets for over-head transparency.

#### **Program Description:**

Little D's Nutrition Expedition: (grades K-2)

Transport your 2nd graders back to the time of castles and dragons where they learn the basics of healthy eating from Little D the Five-Food-Group Dragon and his Royal Food Family friends. Ten story-based activities that help students develop reading, writing, listening and speaking skills, support the 2010 Dietary Guidelines for Americans and MyPlate, and supplement your language arts program.

Arianna's Nutrition Expedition: (grades 3-5)

Hold on and get ready for a trip around the globe with expert sleuths Arianna Bones and Marcus Muscleman. Students solve nutrition mysteries to learn about healthy eating in Antarctica, on the Orient Express and at other exciting venues. During this eight-activity program that supports the 2010 Dietary Guidelines for Americans and MyPlate, and supplements your language arts and health curricula, students record their global adventures in nutrition journals.

Food Model Activities: (grades K-6)

The following activities use Dairy Council's colorful Food Models to teach nutrition basics. Each Food Model pictures a food in its recommended serving size, and provides information on the back similar to that found on food labels. Food Models can be ordered from the National Dairy Council (limited supply), however, food pictures, food packages and nutrition labels can also be used for these activities.

### The Great Garden Detective Adventure: A Standards-Based Gardening Nutrition Curriculum for Grades 3 and 4

**Publisher/Developer:** USDA Food and Nutrition Services

**Publishing date of reviewed copy:** 2013

**Website:** <http://bit.ly/2rgS83a>

**Grade levels curriculum is available:** 3<sup>rd</sup> – 4<sup>th</sup>

**Lessons:** 11

**Setting:** In-school

**E-component:** A free downloadable pdf version of the curriculum is available on-line. All are welcome to download these materials and make copies even if the school does not participate in child nutrition programs.

**Materials:** 11 lesson plans, 10 parent newsletters, bulletin board materials, veggie dice, flash cards.

**Cost:** Schools participating in USDA's National School Lunch Program or other Child Nutrition programs may request a free print copy of the curriculum. Schools who do not participate in the Federal Child nutrition can download these materials and make copies.

**Training and Technical assistance:** USDA does not provide curriculum training on technical assistance. The curriculum does include a detailed teacher's guide.

**Program Description:** Discover what fruits and vegetables are sweetest, crunchiest, and juiciest through a series of investigations and fun experiences connecting the school garden to the classroom, school cafeteria, and home. This eleven-lesson curriculum for 3<sup>rd</sup> and 4<sup>th</sup> grades includes bulletin board materials, veggie dice, fruit and vegetable flash cards, and ten issues of Garden Detective News for parents/caregivers.

### HealthSmart Middle School: Nutrition and Physical Activity

**Publisher/Developer:** ETR Associates

**Publishing date of reviewed copy:** 2<sup>nd</sup> Edition, 2012

**Website:** <http://bit.ly/2rjunnV>

**Grade levels curriculum is available:** Middle school

**Lessons:** 18 Lessons, 2 unit assessment activities

**Setting:** In-school

**E-component:** *HealthSmart* middle schools have free digital access to the popular Improving Health Behaviors unit, based on the Stages of Change theory, via the *HealthSmart* website.

**Materials:** 1 Teacher guide and 1 CD, guide includes 2 unit assessments, student workbooks.

**Cost:** Teacher guide \$91.99

**Training and Technical assistance:** Available but not required.

**Special aspects:** 1 CD, student workbooks available, access to digital components for teachers

**Program Description:** HealthSmart Middle School reviews nutrients, MyPlate food groups, the importance of breakfast, healthy snacking and food choices when eating out, and benefits of being physically active. It helps students analyze influences on their food choices and body image, identifies warning signs and dangers of dieting and eating disorders, and helps

students assess their current eating habits and physical activity levels. HealthSmart also provides practice in goal-setting and self-management skills as students implement action plans and monitor progress toward a healthy eating or physical activity goal. All lessons were reviewed for accuracy and reflect health education as recommended by the National Health Education Standards, the CDC's HECAT, and the USDA MyPlate food guidance system. Each lesson now addresses specific HECAT knowledge and skill expectations and identifies National Health Education Standards performance indicators, aligning the teaching more closely with what research has shown to be effective.

### Healthy Kids Challenge: Balance My Day: Nutrition Curricula

**Publisher/Developer:** Healthy Kids Challenge

**Publishing date of reviewed copy:** 2012

**Website:** <http://bit.ly/2pPxIcy>

**Grade levels curriculum is available:** K – 8<sup>th</sup> (K – 2<sup>nd</sup>, 3<sup>rd</sup> – 5<sup>th</sup>, 6<sup>th</sup> – 8<sup>th</sup>)

**Lessons:** 10 lessons per curriculum for a total of 30

**Setting:** In-school or afterschool

**E-component:** After buying the text, there is the option of accessing a downloadable, full color version of the cards at [www.healthychallenge.com](http://www.healthychallenge.com)

**Materials:** Balance My Day nutrition education curriculum for three different grade spans. Curriculum books each contain parent tip sheets in English but not Spanish. For ease of copying and a color option of the English version OR for a full set of the tip sheets in Spanish (only available by download at a cost of \$15.00 per grade span. 3 nutrition education event guides, great for health fairs, or parent nights. 1 set of 156 picture cards for food identification, bulletin boards, or nutrition education games.

**Cost:** \$79.95 for each book (Grade K-2, Grade 3-5 and Grade 6-8). \$15.00 Parent tip sheets.

**Training and Technical assistance:** Training is not required.

**Special aspects:** Balance My Day provides multiple teaching strategies, including group work, discussion, movement, observation, and reasoning. The lessons make it easy to team nutrition education with core curriculum outcomes in math, science, and language.

**Program Description:** Classroom lessons integrate math, science and language arts with HECAT HE- outcomes. Every classroom lesson also has a **Move and Learn** activity that connects nutrition and physical activity. Other curriculum activities and resources round out a comprehensive approach:

- Optional Taste and Learn enhancement activities are included after each unit. These activities that offer kids hands on preparation of simple recipes work great in or out of the classroom.
- A school nutrition services section strengthens the connection of the cafeteria to classroom learning.
- Reproducible parent tip handouts reinforce classroom learning. To strengthen the parent connection and promote family meals, the same "Taste and Learn" recipes kids prepare are formatted for family serving sizes and available as reproducible pages in a downloadable format.

**The Institute for Student Health: Health Champion Program**

**Publisher/Developer:** The Institute for Student Health

**Publishing date of reviewed copy:** Unable to determine

**Website:** <http://bit.ly/2qlceYD>

**Grade levels curriculum is available:** 1<sup>st</sup> – 5<sup>th</sup>

**Lessons:** Unable to determine

**Setting:** In-school /In-community

**E-component:** Unable to determine

**Materials:** unable to determine

**Cost:** Unable to determine

**Training and Technical assistance:** Unable to determine

**Program Description:** Health Champion participants work hard over the course of a semester to learn basic cooking, gardening, and fitness skills. We don't stop at personal wellness-students then design a Community Service Project that aims to share what they have learned with the community. Please contact ISH for more information via email: [ishcommunication@gmail.com](mailto:ishcommunication@gmail.com).

**LIFE: Growing Food (4-6); Farm to Table & Beyond (5-6); and Choice, Control & Change (6-8)**

**Publisher/Developer:** National Gardening Association / Linking Food and the Environment (LiFE) is a collaboration of the Science Education and Nutrition Education programs at Teachers College Columbia University, Center for Food & Environment

**Publishing date of reviewed copy:** 2008

**Website:** <http://bit.ly/2pDe6gq>

**Grade levels curriculum is available:** 4<sup>th</sup> – 8<sup>th</sup>

**Lessons:** 30 lessons (Farm to Table & Beyond), 19 lessons (Choice, Control & Change)

**Setting:** In-school, After-school

**E-component:** Choice, Control & Change has free on-line educational videos that demonstrate the activities from the curriculum.

**Materials:** The teacher guide includes: Lesson plans with helpful background information, practical teaching tips, and tools for assessment; student activity sheets and reading; a matrix that maps Farm to Table & Beyond to the National Science Education Standards and Benchmarks for Science Literacy.

**Cost:** \$85.95 for curriculum set; unable to access store.

**Training and Technical assistance:** Unable to determine.

**Special aspects:** Student activity sheets, tools for assessment, practical teaching tips.

**Program Description:** This set of three inquiry-based curricula engages students in hands-on investigations of our complex food system and how to use scientific evidence to make healthy food and activity choices. Growing Food; Farm to Table & Beyond; and Choice, Control & Change were developed by renowned educators at Teachers College Columbia University, and are based on years of research. Although the modules are ideally used in consecutive years, each is a strong, stand-alone curriculum. The *LiFE Curriculum Series* addresses both a major science education goal to promote scientific literacy

for all Americans and major national health goals for people to eat healthful diets and lead physically active lives. *LiFE* uses the study of food and food systems to address national science standards in the areas of science as inquiry; life sciences; and unifying concepts such as understanding systems as interacting parts and understanding the flow of energy and matter through systems.

**Michigan Model for Health: A Winning Team: Healthy Eating and Physical Activity (A Module for Grade 7 – 8), and Skills for Health and Life (High School Health Education)**

**Publisher/Developer:** Michigan Model for Health: (Michigan Department of Community Health & Michigan Department of Education)

**Publishing date of reviewed copy:** A Winning Team: Health Eating and Physical Activity: 2012; Skills and Health for Life: 2013

**Website:** <http://bit.ly/2fLczRI>

**Grade levels curriculum is available:** 7<sup>th</sup> – 12<sup>th</sup>

**Lessons:**

1. **A Winning Team: Healthy Eating and Physical Activity:**

- Designed to be semester long program
- 11 lessons

2. **Skills for Health and Life**

- Designed to be semester long program
- 7 units, 69 lessons
- Each lesson = 59 minutes in length

**Setting:** In-school

**E-component:** The curricula provides a list of websites that are reputable and reflect the latest research and best practices on promoting health eating and daily physical activity:

**Materials:** Curricula, Teachers Guide Includes CD.

**Cost:** Healthy Eating: \$35 for Michigan customers, \$45 for non-Michigan customers, Skill for Health and Life: \$125 Michigan Customers, \$150 for non-Michigan customers.

**Training and Technical assistance:** Curriculum training is not required, but Professional Development is recommended prior to implementing the Michigan Model for Health curricula. Curricula training equips teachers to implement the lessons with fidelity, thereby increasing the effectiveness of the program to promote healthy eating and daily physical activity. Teacher training should increase teachers' comfort and confidence in their ability to teach this subject. Teachers will also learn how to avoid potential pitfalls and controversies that might arise. (The curricula say to contact the Regional Comprehensive School Health Coordinator or their Department of Education health consultant for information on staff development opportunities. Is this available in DC? Would it be OSSE staff member, like myself, that could get trained to provide this support?)

**Program Description:** The *Michigan Model for Health™* is a comprehensive, skills-based health education curriculum that shares your goal of helping young people live happier and healthier lives.

This nationally recognized curriculum is research based, and aligned to standards. This means teachers who follow the easy-to-use, sequential lesson plans are meeting their instructional requirements, while at the same time building the knowledge and skills students need to be successful in school and in life.

1. **Healthy Eating and Physical Activity:** This module addresses one of the youth risk behaviors identified and monitored by the Centers for Disease Control and Prevention (CDC). It is these risk behaviors, developed as youth that lead to chronic disease in adulthood. The goals of this module are that students will:
  - Understand the health benefits of eating a variety of foods from the Five Food Groups.
  - Apply their knowledge of nutrition to select a diet that is balanced.
  - Understand the roles of heredity, food selection, and activity level in weight control.
  - Apply their knowledge of nutrition to evaluate nutritional information for accuracy.
  - Apply the skills they have learned in advocating for the availability of nutritious foods.
2. **Skills and Health for Life:** The current modular format continues to be distributed for HIV/STI Prevention, Gambling Prevention, Sun Safety, and Character Education. All other modular content has been replaced by the new curriculum Skills for Health and Life, organized not by content area but rather by skills, beginning with an introductory unit of skill development and followed by the application of to various health content. Semester Health Education Course - Includes:
  - Skills Unit
  - Social & Emotional Health
  - Nutrition & Physical Activity
  - Safety
  - Alcohol, Tobacco & Other Drugs
  - Personal Health & Wellness

### Nourish: Food + Community

**Publisher/Developer:** WorldLink (Publisher) / Center for Ecoliteracy (Developer)

**Publishing date of reviewed copy:** 2010

**Website:** [www.nourishlife.org/teach/curriculum/](http://www.nourishlife.org/teach/curriculum/)

**Grade levels curriculum is available:** 6<sup>th</sup> – 8<sup>th</sup>

**Lessons:** 7 classroom activities (includes a television special and a collection of 1- to 3 minute short films that engage students in a conversation about food and food systems. Instead of lessons, 7 classroom activities help to explore the video topics covered in the *Nourish DVD* more deeply. The activities give students opportunities to reflect on current food practices, to explore more sustainable ones, and to link their learning to relevant action.)

**Setting:** In-school or After-school

**E-component:** The Nourish website at [www.nourishlife.org](http://www.nourishlife.org) offers additional media and education tools.

**Materials:** *Nourish DVD*, a curriculum viewing guide, seven learning activities, student handouts, a bibliography, and a glossary.

**Cost:** Curriculum = Free (online), DVD = 44.50

**Training and Technical assistance:** Training is not required to use this curriculum. A teacher resource binder is available for \$149.95. The Nourish Teacher Resource Binder brings together a wealth of materials for teaching and learning about food, health, and sustainability. The 134-page Binder contains:

- Two DVDs: The award-winning PBS special *Nourish: Food + Community* and a companion DVD *Nourish Short Films*
- The Nourish Curriculum Guide with seven learning activities and correlations to national content standards
- A Nourish Reader with Q&A articles from food movement leaders such as Michael Pollan, Anna Lappé, Raj Patel, Oran Hesterman, and others.
- A richly detailed Nourish Food System Map and Study Guide

**Program Description:** The goal of this curriculum is to actively engage students in a meaningful conversation about food and food systems. The activities give students opportunities to reflect on current food practices, to explore more sustainable ones, and to link their learning to relevant action. The curriculum is supported by a rich set of video resources found on the *Nourish DVD*. This includes a thought-provoking 26-minute public television special and a collection of 1-to 3-minute short films. A synopsis of the half-hour program can be found in the Nourish Viewing Guide on page 8. The Nourish website at [www.nourishlife.org](http://www.nourishlife.org) offers additional media and education tools. The Nourish curriculum and a companion DVD may be used in social studies, science, health, or English classes. Activity themes include The Story of Food; Seasonal, Local Food; Food Traditions; Food and Ecosystems; Analyzing Food Ads; School Lunch Survey; and Action Projects. The Nourish curriculum aligns with national curriculum standards and benchmarks of the National Council for the Social Studies, National Research Council, American Association for the Advancement of Science, and Committee on National Health Education Standards.

### Nutrition Voyage: The Quest to Be Our Best

**Publisher/Developer:** USDA Food and Nutrition Services

**Publishing date of reviewed copy:** 2012

**Website:** <http://bit.ly/2qkOp3s>

**Grade levels curriculum is available:** 7<sup>th</sup> – 8<sup>th</sup>

**Lessons:** 6 (3 for each grade)

**Setting:** In-school or After-school

**E-component:** A free downloadable pdf version of the curriculum is available on-line. All are welcome to download these materials and make copies even if the school does not participate in child nutrition programs.

**Materials:** 6 lesson plans

**Cost:** Free (USDA National School Lunch Program)

**Training and Technical assistance:** USDA does not provide curriculum training on technical assistance. The curriculum does include a detailed teacher's guide.

**Program Description:** Nutrition Voyage: The Quest To Be Our Best includes three lessons (treks) for each grade that are filled with: 1) Engaging ways for students to learn about making healthy food and physical activity choices. 2) Standards-aligned activities for Math, Science, and English Language Arts. 3) Opportunities for students to investigate, participate in a challenge, evaluate, and reflect. Don't worry; you don't need a lot of time or fancy supplies for these treks. Nutrition Voyage's lessons are ready to go and simple to use. Lesson activities require few supplies and include reproducible handouts. The lessons are designed to be easy for Math, Science, and English teachers to integrate the activities into their course curricula. Whether your school is embarking on the challenge to reach "Produce Peak," investigating nutritious snack choices to fuel their trek, or conducting a school survey, it's sure to be an exciting adventure. We wish you and your school a happy nutrition voyage! Trek on!

### Planet Health: An Interdisciplinary Curriculum for Teaching Middle School Nutrition and Physical Activity, 2<sup>nd</sup> Edition

**Publisher/Developer:** Human Kinetics

**Publishing date of reviewed copy:** 2007

**Website:** [www.planet-health.org/programOverview.cfm](http://www.planet-health.org/programOverview.cfm)

**Grade levels curriculum is available:** 6<sup>th</sup> – 8<sup>th</sup>

**Lessons:** 35 complete, ready-to-use Nutrition/Food literacy lesson plans and 31 PE microunits

**Setting:** In-school or After-school

**E-component:** Online access for teachers

**Materials:** CD-ROM with plenty of reproducible worksheets, parent information and newsletters, school health resources, and other teacher resource materials.

**Cost:** \$62.00

**Training and Technical assistance:** The website includes a teacher training PowerPoint presentation, but it is not required for teaching the curriculum.

**Special aspects:** teacher training, FitTech- a self-assessment tool, purchase includes online access.

**Program Description:** Planet Health is a complete curriculum that helps academic, physical education, and health education teachers guide middle school students in these areas:

- Learning about nutrition and physical activity while building skills in language arts, math, science, and social studies.
- Understanding how health behaviors are interrelated.
- Choosing healthy foods, increasing physical activity, and limiting TV and other screen time.

### Serving Up MyPlate: A Yummy Curriculum

- Level 1 (Grades 1 and 2)
- Level 2 (Grades 3 and 4)
- Level 3 (Grades 5 and 6)

**Publisher/Developer:** USDA Food and Nutrition Service

**Publishing date of reviewed copy:** 2012

**Website:** <http://bit.ly/2qI2Vbj>

**Grade levels curriculum is available:** 1<sup>st</sup>-6<sup>th</sup>

**Lessons:** 9 (3 for each level)

**Setting:** In-school or After-school

**E-component:** A free downloadable pdf version of the curriculum is available on-line. All are welcome to download these materials and make copies even if the school does not participate in child nutrition programs.

**Materials:** 9 lesson plans divided into 3 levels, Sing-a-long CD-ROM, Posters and mini-posters, Parent handouts, Game CD-ROM.

**Cost:** Free (USDA National School Lunch Program).

**Training and Technical assistance:** USDA does not provide curriculum training on technical assistance. The curriculum does include a detailed teacher's guide.

**Program Description:** *Serving Up MyPlate* is a new collection of classroom materials that helps elementary school teachers integrate nutrition education into Math, Science, English Language Arts, and Health for first grade through sixth. The curriculum introduces the importance of eating from all five-food groups using the MyPlate icon and a variety of hands-on activities. Students also learn the importance of physical activity to staying healthy.

Each curriculum level includes activities using original songs that help students learn about healthy choices in an engaging and memorable way. The program materials include a colorful four-page booklet for parents in English, Spanish, Chinese and French.

### Teaching the Food System

**Publisher/Developer:** Johns Hopkins

**Publishing date of reviewed copy:** 2010

This curriculum is no longer available.

## CURRICULA SELECTION, IMPLEMENTATION & INCREASED ACADEMIC OUTCOMES

### Next Steps

The Healthy Schools and Wellness Programs works with school personnel, students, families, and community based organizations in order to improve the overall health of youth in the District of Columbia public schools and public charter schools. Our goal is to equip personnel with the appropriate resources for healthy environments in school settings. This includes providing quality health and physical education to all District school children.

The Healthy Schools and Wellness Programs developed a preliminary plan for a coordinated approach to addressing health education gaps and services in the District of Columbia's public and public charter schools. The purpose of the CHET is to develop a multi-disciplinary approach to coordinating effective health and physical education strategies that support positive health and academic outcomes within the District of Columbia.

#### A. Get involved & Provide Input Through the Healthy Schools and Wellness Programs Advisory Boards

- The CHET Advisory Boards address the needs of Health and Physical Education Curriculum and Instruction:
  - Risky Behaviors Advisory Board
    - Comprehensive Sexual Health
    - Alcohol, Tobacco, and Other Drugs
    - Mental and Emotional Health
  - Health and Wellness Advisory Board
    - Physical Education and Activity
    - Nutrition
    - Safety Skills and Hygiene

#### B. Professional Development Training

- Receive training on the various curricula that have been aligned with The Office of the State Superintendent of Education's Health Education Standards, including trainings in health content, curricula selection, skill building, instructional strategies, etc.

#### C. Health Education Information Clearinghouse

- Healthy Schools and Wellness Program has identified over 80 different health and physical education curricula for public viewing.
  - Free access to its Health and Physical Education Curricula and Resource Library is available for educators and residents in the District of Columbia.
  - To schedule an appointment for viewing any of the available curricula, please email [OSSE.Hydt@dc.gov](mailto:OSSE.Hydt@dc.gov).
- The Office of the State Superintendent of Education can also provide assistance with linking organizations to District of Columbia public and public charter school by:
  - Providing Technical Assistance.
  - Adding organizations to a master list CBO and non-profits that work & provide services to schools.

#### D. Health Education Partners

- OSSE can assist organizations that work in schools to have their materials submitted to be reviewed by the Curricula Review Team.
- OSSE can add organizations to the list of partners that work & provide services to schools which include the Healthy Youth Resource Guide, School Health Provider Network, and the Referral Program.

#### E. School Related Data to Aid with Planning and Implementation Purposes

- The Youth Risk Behavior Survey (YRBS) is a survey of health-risk behaviors conducted in middle and high schools every two years in Washington, DC and around the United States. The YRBS covers six topic areas including:
  - Behaviors that contribute to unintentional injuries and violence
  - Tobacco use
  - Alcohol and other drug use
  - Sexual risk behaviors
  - Unhealthy dietary behaviors
  - Physical inactivity
- The CDC School Health Profile is a survey of school health policies and practices administered to principals and health educators in middle and high schools every two years in Washington, DC and around the United States. Profiles monitors the status of:
  - School health education requirements and content
  - Physical education and physical activity
  - School health policies related to HIV infection/AIDS, tobacco-use prevention, and nutrition
  - Asthma management activities
  - Family and community involvement in school health programs
  - School health coordination

- Healthy Schools Act School Health Profiles
  - Each public school and public charter school within the District of Columbia is required to complete and submit a yearly School Health Profile which includes information on health services, health & physical education instruction, nutrition programs, school gardens and local wellness policy.
- The PARCC is a group of states working together to develop a set of assessments that measure whether students are on track to be successful in college and their careers.
  - These high quality computer-based K–12 assessments in Mathematics and English Language Arts/Literacy give teachers, schools, students, and parents better information whether students are on track in their learning and for success after high school and tools to help teachers customize learning to meet student needs. The PARCC assessments will be ready for states to administer during the 2014-15 school year.

#### F. Additional Resources

- Resource Guide to provide schools with external referrals
  - The purpose of the Healthy Youth Resource Guide is to offer assistance to District of Columbia youth and the community to find services for not only sexual health needs but other care. This guide is also designed as a resource for DC schools to connect our students to youth-friendly and youth-serving organizations in the District. This resource guide is structured to help both the provider and the client better navigate the referral process.
- The Office of the State Superintendent of Education and the District of Columbia Public Schools are working together to expand the Healthy Youth Resource Guide as an online resource.
- Sign-up on the Healthy Schools and Wellness Programs list serve to hear more about trainings and opportunities.
- Quarterly Newsletter with additional resources, announcements, training offerings.
- For additional information or technical assistance, please contact Healthy Schools and Wellness Programs at [OSSE.Hydt@dc.gov](mailto:OSSE.Hydt@dc.gov).

## HEALTH EDUCATION CURRICULUM ANALYSIS TOOL OVERVIEW (HECAT)

### Introduction

The 2010 HECAT is organized into six chapters, with Chapters 2-6, each containing an analysis form or tool. The four preliminary HECAT tools in Chapters 4-5 must be completed for each curriculum before the topic-specific module pertaining to the standards (Chapter 6) is completed. HECAT chapters and their brief description are listed below:

- HECAT Chapter 2: General Curriculum Analysis: Captures general descriptive information that is needed to understand the curriculum such as name, publisher, topics addressed, grade level, theory it's based on, amongst other general information.
- HECAT Chapter 3: Overall Summary Forms: Three forms that will assist with consolidating scores across chapters and modules, as well as to compare multiple curricula.
- HECAT Chapter 4: Preliminary Curriculum Considerations: Tools to help analyze and score the curriculum in the fields of accuracy, acceptability, feasibility and affordability.
- HECAT Chapter 5: Health Education Curriculum Fundamentals: Tools to analyze and score the curriculum in the areas of curriculum's learning objectives, teacher materials, design and instructional strategies and materials.

The above tools must be completed and analyzed before moving forward with the Chapter 6 specific health-topic module. Chapter 6 of HECAT contains modules to assess both topic-specific health education curricula and comprehensive health education curricula (available in 2013). All modules use the National Health Education Standards as the framework for determining the extent to which the curriculum is likely to enable students to master the essential concepts (Standard 1) and skills (Standards 2-8) for the particular health topic area. Given that OSSE has their own health education standards, additions were made to the module to include any OSSE standard items that were not included under the National Health Education Standards.

Module HE (Healthy Eating) provided the tools to analyze and score curricula that are intended to promote healthy eating, sound nutrition, and healthy dietary practices. All scores reported in this section of our results are an average of the scores from different reviewers. Please note that the number of reviewers ranged from three to nine depending on the curriculum. The exact number of reviewers for each curriculum is noted in the grade level charts below.

## Standards (HECAT Chapter 6)

### Standard 1

The curriculum analysis for Standard 1 resulted in a score that indicates the extent to which the curriculum addresses the knowledge required to achieve the following nutrition (healthy eating) behavior outcomes:

#### A pre-K–12 healthy eating curriculum should enable students to:

- Eat a variety of whole grain products, fruits and vegetables, and fat-free or low-fat milk or equivalent milk products every day.
- Eat the appropriate number of servings from each food group every day.
- Choose foods that provide ample amounts of vitamins and minerals.
- Eat the appropriate amounts of foods that are high in fiber.
- Drink plenty of water.
- Limit foods and beverages high in added or processed sugars.
- Limit the intake of fat, avoiding foods with saturated and trans fats.
- Eat breakfast every day.
- Eat healthy snacks.
- Eat healthy foods when dining out.
- Prepare food in healthful ways.
- Balance caloric intake with caloric expenditure.
- Follow a plan for healthy weight management.

A detailed, age-appropriate list of concepts was provided for each grade level group (K-2; 3-5; 6-8; 9-12). These lists (outlined below in each grade level section) include HECAT concepts as well as additional concepts from OSSE. Reviewers indicated which concepts were covered in the curriculum under review within a specific grade range and then totaled them, resulting in a Concept Coverage Score. For all grade level groups, the reviewers used the rating scale on the right to assign a score. The reviewer's scores were then averaged for one score per curriculum.

#### The curriculum addresses:

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

### Standards 2-8

Each curriculum was rated on two different categories for each of Standards 2-8.

To assign ratings for each, reviewers identified which of the numbered criteria were met by the curriculum and then added the number of those criteria together for a final rating. Reported results are average ratings for reviewers per curriculum. The rating scale for each is shown on the right.

#### The curriculum addresses:

- 4 = all of the student skill or teacher instruction/assessment criteria**
- 3 = 3 of 4 of the student skill or teacher instruction/assessment criteria**
- 2 = 2 of 4 of the student skill or teacher instruction/assessment criteria**
- 1 = 1 of 4 of the student skill or teacher instruction/assessment criteria**
- 0 = none of the student skill or teacher instruction/assessment criteria**

One rating is for the extent to which the curriculum addresses important skills and provides the student with the ability to learn and apply the skill. The second reflects the extent to which the curriculum provides the teacher with guidance to instruct and assess the skill.

Listed below are the criteria for the Student Skill Learning and Application and the Teacher Instruction and Assessment criteria.

#### Student Skill Learning and Application criteria (same for each standard):

1. Does the curriculum provide information to the students about the skills needed to meet this standard?
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for 2 above.)
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal checklists?

#### Teacher Instruction and Assessment criteria (same for each standard):

1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?
3. Does the curriculum provide strategies for the teacher to assess the student's ability to perform the skills needed to meet this standard?
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?

## Curriculum Fundamentals (HECAT Chapter 5)

Chapter 5 of HECAT includes tools to analyze and score fundamental characteristics of any curriculum but is applied specifically to health education curricula. The characteristics reviewed include the curriculum's learning objectives, teacher materials, design and instructional strategies, and materials. Questions also are included to guide the assessment of how the curriculum promotes personal and social norms that value healthy behavior.

For each of the five Curriculum Fundamentals, reviewers were asked to indicate how many, of a list of characteristics, were included in the curriculum. Each reviewer added up the number of characteristics addressed for a final rating on a range from 0 to 4. These characteristics are outlined below. The reported results are average ratings of the reviewers.

#### The curriculum addresses:

- 4 = all of the fundamental characteristics**
- 3 = 3 of 4 of the fundamental characteristics**
- 2 = 2 of 4 of the fundamental characteristics**
- 1 = 1 of 4 of the fundamental characteristics**
- 0 = none of the fundamental characteristics**

The five Curriculum Fundamentals and their respective characteristics are outlined below:

#### Learning Objectives:

1. Most or all of the learning objectives are clearly written and measurable.
2. Most or all of the learning objectives address important concepts and skills that support healthy behavioral outcomes.
3. The learning objectives address cognitive, affective, and skills domains.
4. The learning objectives are consistent with health education standards or course of study.

#### Teacher Materials:

1. Background information is provided to ensure that the teacher has sufficient knowledge about the health topic.
2. Clear, step-by-step procedures are provided to implement the curriculum.
3. Essential learning materials, handouts, assessment strategies and other instructional tools are provided to reduce teacher preparation time.
4. Guidance, strategies, or activities are provided to expand learning opportunities outside of the classroom, such as family activities, investigative assignments, internet review assignments, and field trips.

**Curriculum Design:**

1. The design, graphics, and language are engaging, appropriate, and current.
2. All or most of the necessary support materials, such as student texts, teacher guidance, audiovisuals, and teaching aids, are provided to achieve the learning objectives.
3. A progressive sequence has been established so that each lesson plan reinforces the one before it and sets the stage for the next one.
4. Continuity exists between learning experiences that clearly reinforce adopting and maintaining specific health-enhancing behaviors.

**Instructional Strategies and Materials:**

1. Most or all of the instructional strategies use interactive, experiential methods that actively engage students in learning to help them personalize the information, such as cooperative learning, group discussions, problem solving, and role playing.
2. Most or all of the instructional strategies, materials, and learning experiences are culturally relevant to the students to be served.
3. Most or all of the instructional strategies, materials, and learning experiences are developmentally appropriate for the students to be served.
4. Instructional strategies, materials, and learning experiences meet the many different learning needs of the students, including those with learning difficulties.

**Promotion of Norms that Value Positive Health Behaviors:**

1. The curriculum provides opportunities for peer-to-peer activities that affirm health-promoting beliefs and behaviors, such as peer discussions, group problem solving, and peer modeling and teaching.
2. The curriculum includes activities designed to influence the behavior of other students and family members, such as school-wide media campaigns and activities that encourage parents to practice healthy behaviors.
3. The curriculum includes activities designed to counter student perceptions that many of their peers engage in unhealthy or risky behaviors. For example, activities are included that use youth behavior data to point out how few young people engage in an unhealthy behavior or how many engage in a healthy behavior.
4. The curriculum includes strategies to actively engage parents and caregivers in promoting healthy values and behaviors, such as student-family homework assignments that allow parents to express their values and beliefs that support healthy behaviors and discourage risky behaviors.

## Preliminary Curriculum Considerations (HECAT Chapter 4)

Chapter 4 of HECAT includes tools to analyze and score important general characteristics of a health education curriculum – accuracy, acceptability, feasibility and affordability. Accuracy and Acceptability are rated in terms of the amount of errors in the curriculum. Feasibility and affordability each have their own scales as outlined below.

<p><b>Accuracy Analysis.</b></p> <p>Reviewers were asked to assess the accuracy of the health, medical, and scientific information in the curriculum, including if the information is scientifically sound, medically accurate and current. To assist in assigning a final score, errors were identified, described and assessed for correction (i.e., degree of difficulty to correct, what needs to be done to correct, cost of correction). Reviewers rated the accuracy of the curriculum on the scale on the right.</p>	<p><b>Accuracy of information in curriculum:</b></p> <p><b>4 = No corrections necessary.</b></p> <p><b>3 = A few minor errors or problems are evident, but they are easy to correct.</b></p> <p><b>2 = Many minor errors or problems are evident, but they are easy to correct.</b></p> <p><b>1 = Major errors and problems are evident, and one would be difficult or costly to correct.</b></p> <p><b>0 = Major errors and problems are evident, and more than one would be difficult or costly to correct.</b></p>
<p><b>Acceptability Analysis.</b></p> <p>Reviewers were asked to assess the acceptability of the curriculum based on the expectations of the school and community for health education materials, state and local policies, frameworks and standards that guide health education, and health education needs of students. To assist in assigning a final score the following aspects of any identified unacceptable information were considered: the degree of unacceptable information, description of what needs to be done to correct the problems, and the degree of difficulty to correct the information. Reviewers rated the acceptability of the curriculum on the scale on the right.</p>	<p><b>Acceptability of information in curriculum:</b></p> <p><b>4 = No corrections necessary.</b></p> <p><b>3 = A few minor errors or problems are evident, but they are easy to correct.</b></p> <p><b>2 = Many minor errors or problems are evident, but they are easy to correct.</b></p> <p><b>1 = Major errors and problems are evident, and one would be difficult or costly to correct.</b></p> <p><b>0 = Major errors and problems are evident, and more than one would be difficult or costly to correct.</b></p>
<p><b>Feasibility Analysis.</b></p> <p>Reviewers were asked to assess the feasibility of the curriculum for implementation in the classroom. To assist in assigning a final score it was considered whether or not and to what extent the curriculum can be reasonably implemented by most health education teachers and others who might use this curriculum; and implemented within the available classroom or instructional time. Reviewers rated the feasibility of the curriculum on the scale on the right.</p>	<p><b>Feasibility of curriculum implementation:</b></p> <p><b>4 = Feasible</b></p> <p><b>3 = Probably feasible</b></p> <p><b>2 = Possibly feasible</b></p> <p><b>1 = Probably not feasible</b></p> <p><b>0 = Not feasible</b></p>
<p><b>Affordability Analysis.</b></p> <p>Reviewers were asked to assess the affordability of the initial curriculum material costs, implementation costs, and the costs required to sustain the curriculum. To assist in assigning a final score, reviewers estimated costs for the core curriculum, additional necessary instructional materials, required consumable student materials, necessary additional staff, professional development costs and training fees, and substitute pay. They also considered what funds were available for curriculum purchase and implementation (initially and annually, identified changes needed in staffing, facilities, and schedules to ensure that lessons can be implemented as written, as well as any costs involved in revising the curriculum if necessary. Reviewers rated the affordability of the curriculum on the scale on the right.</p>	<p><b>Affordability of curriculum:</b></p> <p><b>4 = Definitely affordable</b></p> <p><b>3 = Probably affordable</b></p> <p><b>2 = Possibly affordable</b></p> <p><b>1 = Probably not affordable</b></p> <p><b>0 = Not affordable</b></p>

**APPENDICES**

**Curricula by Grade Ranges**

An overview of each curriculum, including implementation, training, and concept coverage, is presented below grouped by grade level ranges. The concept coverage score (i.e., HECAT Standard 1 score) indicates, on a scale from 0-4, what percentage of grade level specific concepts are covered in the curriculum. Implementation details include the number of lessons and minutes (when available) for each curriculum grade or grade range available. More details on each curriculum is included in the Grade Level Results, the Curriculum Review at a Glance table (Section 6), and the Curricula Overview and Program Descriptions (Section 7).

K - Grade 1 Curricula Overview

Curriculum	Implementation	Training Required?	Concept Coverage Score	Notes
CATCH	<ul style="list-style-type: none"> <li>• CATCH Early Childhood: It’s Fun to Be Healthy</li> <li>• Go For Health: Everyday Foods For Health- 1<sup>st</sup> Grade; 12 sessions</li> <li>• Go For Health: Celebrate Health- 2<sup>nd</sup> Grade; 12 sessions</li> </ul>	Available	2.33 2.33 2.33	<ul style="list-style-type: none"> <li>• A continuous series that builds on knowledge from the previous curricula, Teacher 411s provide background information for teachers, homework includes interactive family assignments and tips for home participation</li> </ul>
Fuel Up to Play 60: Little D’s Nutrition Expedition	<ul style="list-style-type: none"> <li>• 8 Lessons</li> </ul>	Unable to determine	2.00	<ul style="list-style-type: none"> <li>• Online</li> <li>• Includes 16 food model activities</li> </ul>
Healthy Kids Challenge - Balance My Day: Nutrition Curriculum	<ul style="list-style-type: none"> <li>• 30 20-minute Lessons</li> </ul>	No	3.67	<ul style="list-style-type: none"> <li>• Uses MyPlate, nutrition and morning messages, parent tip sheets, 12 taste and learn activities, set of food picture cards</li> <li>• Can be after-school</li> </ul>
The Institute for Student Health: Health Champion Program	<ul style="list-style-type: none"> <li>• Information not available</li> </ul>	Unable to determine	2.00	<ul style="list-style-type: none"> <li>• Includes a community-service project</li> </ul>
Serving Up MyPlate: A Yummy Curriculum	<ul style="list-style-type: none"> <li>• 9 Lessons split into 3 levels for grades 1-5</li> </ul>	No	2.00	<ul style="list-style-type: none"> <li>• Helps elementary school teachers integrate nutrition education into Math, Science, English Language Arts, and Health</li> </ul>

Grade 3 - 5 Curricula Overview

Curriculum	Implementation	Training Required?	Concept Coverage Score	Notes
CATCH	<ul style="list-style-type: none"> <li>• Go For Health: Hearty Health and Friends- 3<sup>rd</sup> Grade; 12 sessions</li> <li>• Taking off- 4<sup>th</sup> Grade; 12 sessions</li> <li>• Breaking Through Barriers 5<sup>th</sup> Grade; 12 sessions</li> </ul>	Available	<p>2.67</p> <p>3.33</p> <p>3.00</p>	<ul style="list-style-type: none"> <li>• A continuous series that builds on knowledge from the previous curricula, Teacher 411s provide background information for teachers, homework includes interactive family assignments and tips for home participation</li> </ul>
Dig In! Standards-Based Nutrition Education From the Ground Up	<ul style="list-style-type: none"> <li>• 5: 10 Lessons</li> </ul>	No	2.00	<ul style="list-style-type: none"> <li>• At home parent booklet (available in English &amp; Spanish), Posters, and Menu Graphics</li> </ul>
Eat Well and Keep Moving: An Interdisciplinary Curriculum for Teaching Upper Elementary School Nutrition and Physical Activity	<ul style="list-style-type: none"> <li>• 26 Lessons (13 for each grade 4 and 5)</li> </ul>	Available	3.00	<ul style="list-style-type: none"> <li>• Uses the cafeteria as a learning lab, tool to address staff wellness, parent and community involvement component</li> </ul>
Fuel Up to Play 60: Arianna's Nutrition Expedition	<ul style="list-style-type: none"> <li>• 10 Lessons</li> </ul>	Unable to determine	2.33	<ul style="list-style-type: none"> <li>• Online</li> <li>• Includes 16 food model activities</li> </ul>
The Great Garden Detective Adventure: A Standards-Based Gardening Nutrition Curriculum for Grades 3 and 4	<ul style="list-style-type: none"> <li>• 3 and 4: 11 Lessons</li> </ul>	No	1.75	<ul style="list-style-type: none"> <li>• Ten issues of Garden Detective News for parents/caregivers</li> </ul>
Healthy Kids Challenge - Balance My Day: Nutrition Curriculum	<ul style="list-style-type: none"> <li>• 30 20-minute Lessons</li> </ul>	No	4.00	<ul style="list-style-type: none"> <li>• Uses MyPlate, nutrition and morning messages, parent tip sheets, 12 taste and learn activities, set of food picture cards</li> <li>• Can be after-school</li> </ul>
The Institute for Student Health: Health Champion Program	<ul style="list-style-type: none"> <li>• information not available</li> </ul>	Unable to determine	1.75	<ul style="list-style-type: none"> <li>• Includes a community-service project</li> </ul>
LiFE: Growing Food; Farm to Table & Beyond	<ul style="list-style-type: none"> <li>• Growing Food</li> <li>• Farm to Table 30 lessons</li> </ul>	Unable to determine	<p>2.00</p> <p>1.00</p>	<ul style="list-style-type: none"> <li>• Also addresses scientific literacy</li> </ul>
Serving Up MyPlate: A Yummy Curriculum	<ul style="list-style-type: none"> <li>• 9 Lessons split into 3 levels for grades 1-5</li> </ul>	No	Not rated see k-2	<ul style="list-style-type: none"> <li>• Helps elementary school teachers integrate nutrition education into Math, Science, English Language Arts, and Health</li> </ul>

## Grade 6 - 8 Curricula Overview

Curriculum	Implementation	Training Required?	Concept Coverage Score	Notes
ARISE Basic Health 101: Nutrition and Exercise	<ul style="list-style-type: none"> <li>• 8: 16 lessons</li> </ul>	Unable to determine	Not rated see 9-12	<ul style="list-style-type: none"> <li>• Combined nutrition and exercise</li> <li>• Group based work</li> </ul>
CATCH	<ul style="list-style-type: none"> <li>• Life in the Balance- 6<sup>th</sup> (6 sessions)</li> <li>• 7<sup>th</sup> (9 sessions)</li> <li>• 8<sup>th</sup> (7 sessions) Grades</li> </ul>	Available	2.33 1.33 1.67	<ul style="list-style-type: none"> <li>• A continuous series that builds on knowledge from the previous curricula, Teacher 411s provide background information for teachers, homework includes interactive family assignments and tips for home participation</li> </ul>
Dig In! Standards-Based Nutrition Education From the Ground Up	<ul style="list-style-type: none"> <li>• 6: 10 Lessons</li> </ul>	No	1.33	<ul style="list-style-type: none"> <li>• At home parent booklet (available in English &amp; Spanish), Posters, and Menu Graphics</li> </ul>
HealthSmart Middle School: Nutrition and Physical Activity	<ul style="list-style-type: none"> <li>• 18 Lessons</li> </ul>	No	3.00	<ul style="list-style-type: none"> <li>• 1 CD, student workbooks available, access to digital components for teachers</li> <li>• Includes physical activity</li> </ul>
Healthy Kids Challenge - Balance My Day: Nutrition Curriculum	<ul style="list-style-type: none"> <li>• 30 20-minute Lessons</li> </ul>	No	3.67	<ul style="list-style-type: none"> <li>• Uses MyPlate, nutrition and morning messages, parent tip sheets, 12 taste and learn activities, set of food picture cards</li> <li>• Can be after-school</li> </ul>
The Institute for Student Health: Health Champion Program	<ul style="list-style-type: none"> <li>• Information not available</li> </ul>	Unable to determine	1.67	<ul style="list-style-type: none"> <li>• Includes a community-service project</li> </ul>
LiFE: Farm to Table & Beyond; and Choice, Control & Change	<ul style="list-style-type: none"> <li>• Farm to Table 30 lessons</li> <li>• Choice, Control &amp; Change 19 lessons</li> </ul>	Unable to determine	1.00 2.33	<ul style="list-style-type: none"> <li>• Also addresses scientific literacy</li> </ul>
Michigan Model for Health: A Winning Team: Healthy Eating and Physical Activity - A Module for Grade 7 – 8	<ul style="list-style-type: none"> <li>• Designed to be semester long program (11 lessons)</li> </ul>	Recommended	3.00	<ul style="list-style-type: none"> <li>• Includes physical activity</li> </ul>
Nourish: Food + Community	<ul style="list-style-type: none"> <li>• 6 Lessons</li> </ul>	No	0.67	<ul style="list-style-type: none"> <li>• The Nourish curriculum and a companion DVD may be used in social studies, science, health, or English classes</li> </ul>

Curriculum	Implementation	Training Required?	Concept Coverage Score	Notes
Nutrition Voyage: The Quest to Be Our Best	<ul style="list-style-type: none"> <li>6 Lessons (3 for each of grades 7 and 8)</li> </ul>	No	1.67	<ul style="list-style-type: none"> <li>The lessons are designed to be easy for Math, Science, and English teachers to integrate the activities into their course curricula</li> </ul>
Planet Health: An Interdisciplinary Curriculum for Teaching Middle School Nutrition and Physical Activity	<ul style="list-style-type: none"> <li>35 complete, ready-to-use lesson plans and 31 microunits</li> </ul>	Available	2.67	<ul style="list-style-type: none"> <li>Teacher training, FitTech- a self-assessment tool, purchase includes online access</li> <li>Includes physical activity</li> </ul>

### Grade 9 - 12 Curricula Overview

Curriculum	Implementation	Training Required?	Concept Coverage Score	Notes
ARISE Basic Health 101: Nutrition and Exercise	<ul style="list-style-type: none"> <li>9-12: 16 lessons</li> </ul>	Unable to determine	3.00	<ul style="list-style-type: none"> <li>Combined nutrition and exercise</li> <li>Group based work</li> </ul>
French Fries and the Food System: A Year-Round Curriculum Connecting Youth with Farming and Food	<ul style="list-style-type: none"> <li>Organized by season</li> </ul>	Yes	1.00	<ul style="list-style-type: none"> <li>Lessons that are easily adaptable</li> </ul>
Michigan Model for Health: Skills for Health and Life	<ul style="list-style-type: none"> <li>Designed to be semester long program (11 lessons)</li> </ul>	Recommended	2.67	<ul style="list-style-type: none"> <li>Comprehensive – focused on skills as opposed to health content area</li> </ul>

## Grade Level Results

The following pages present results of the analyses by grade-level ranges. Please refer to Section 7 for descriptions of each of the curricula reviewed.

### K – Grade 2<sup>1</sup>

**Table 2: Reviewer information by curriculum and HECAT chapter**

Curriculum Reviewed	Total of reviewers		
	Standards 1-8 (HECAT Chptr 6)	Curriculum Fundamentals (HECAT Chptr 5)	Preliminary Considerations (HECAT Chptr 4)
CATCH K	3	3	3
CATCH 1	3	3	3
CATCH 2	3	3	3
Fuel Up to Play	3	3	3
Healthy Kids Challenge	3	3	3
ISH: Health Champion	3	2	3
Serving Up My Plate	2	3	3

\* The total number of reviewers may vary by each HECAT chapter within a curriculum.

### Standard 1

Standard 1 curriculum analysis resulted in a Concept Coverage Score that indicates the extent to which the reviewed K-Grade 2 curriculum addresses the knowledge needed to attain the outcomes outlined below. Darker shaded items are those added to the HECAT. For more detailed information on Standard 1, see section 10. See Table 1 on page 4 for curriculum abbreviations.

**After implementation of this curriculum, by grade 2, students will be able to:**

- Explain the importance of choosing healthy foods and beverages.
- Identify a variety of healthy snacks.
- Identify the benefits of drinking plenty of water.
- Describe the benefits of eating breakfast every day.
- Describe the type of foods and beverages that should be limited.
- Describe body signals that tell people when they are hungry and when they are full.
- Describe how to keep food safe from harmful germs.
- Identify eating behaviors that contribute to maintaining a healthy weight.

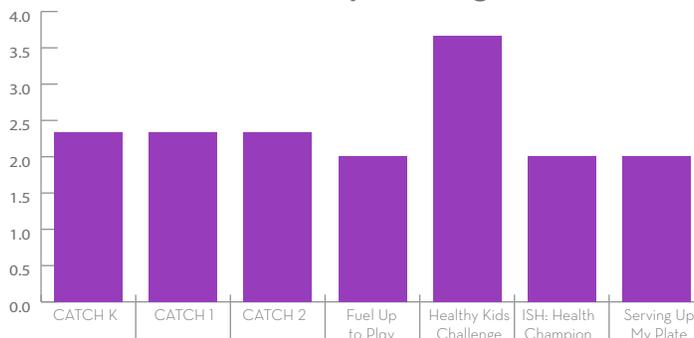
No additional OSSE Standards.

**Standard 1:** Students will comprehend concepts related to health promotion and disease prevention (Average across reviewers).

**The curriculum addresses:**

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

**Standard 1: Concept Coverage Score**



<sup>1</sup> Additional qualitative data detail for each curriculum is available upon request from OSSE.

Standards 2-8

There are two ratings for each of Standards 2-8: Student Skill and Teacher Instruction and Assessment. Results below show an average across three reviewers of how many of the assigned criteria were met for each Standard per curriculum. For more details see Section 10.

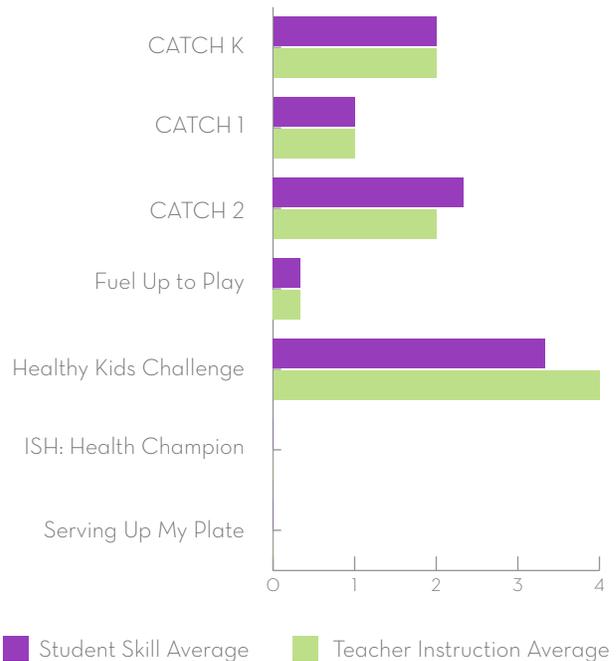
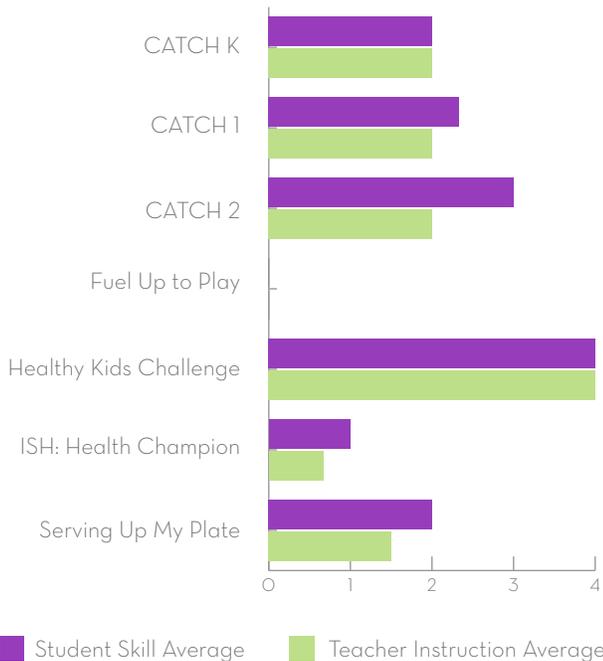
The curriculum addresses:

- 4 = all of the student skill or teacher instruction/assessment criteria**
- 3 = 3 of 4 of the student skill or teacher instruction/assessment criteria**
- 2 = 2 of 4 of the student skill or teacher instruction/assessment criteria**
- 1 = 1 of 4 of the student skill or teacher instruction/assessment criteria**
- 0 = none of the student skill or teacher instruction/assessment criteria**

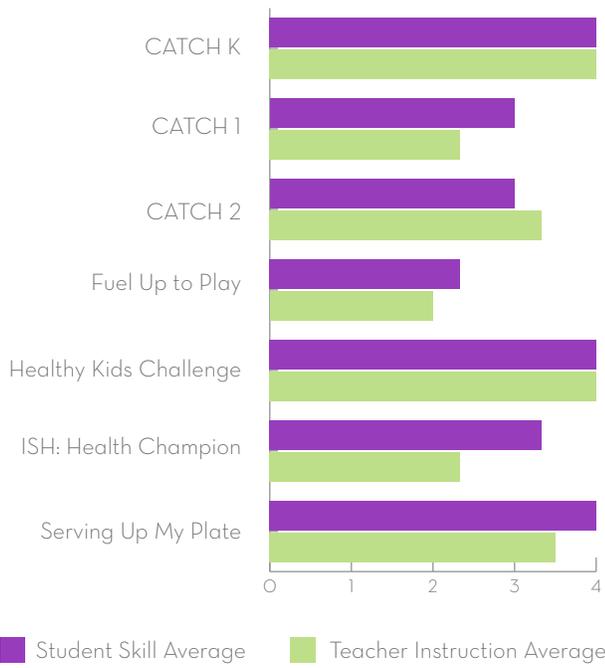
Note that Serving Up My Plate did not have any ratings for Standards 5 and 8. All other missing ratings had an average rating of 0.

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

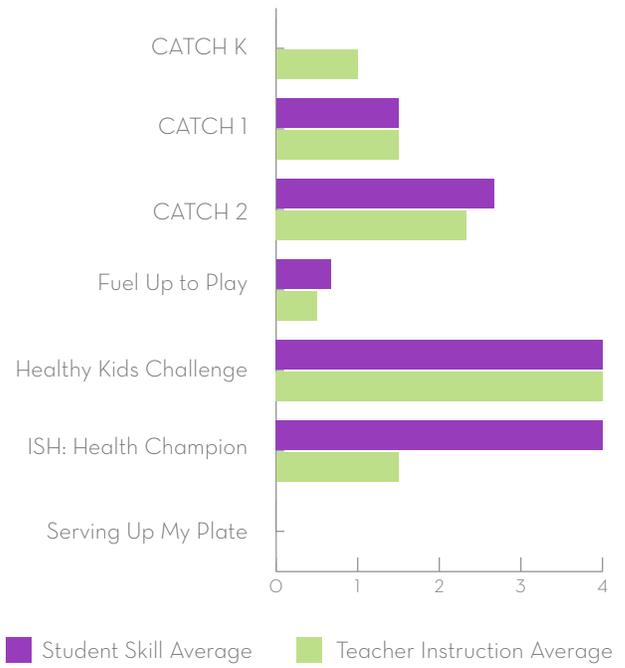
**Standard 3:** Students will demonstrate the ability to access valid information and products and services to enhance health.



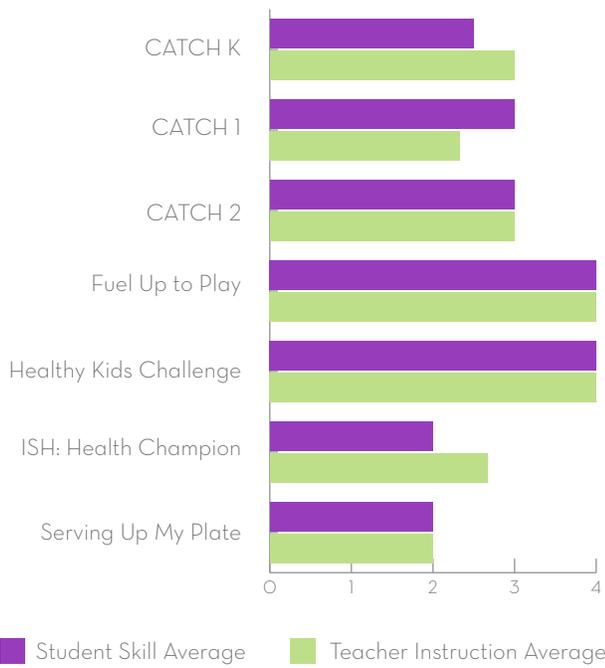
**Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.



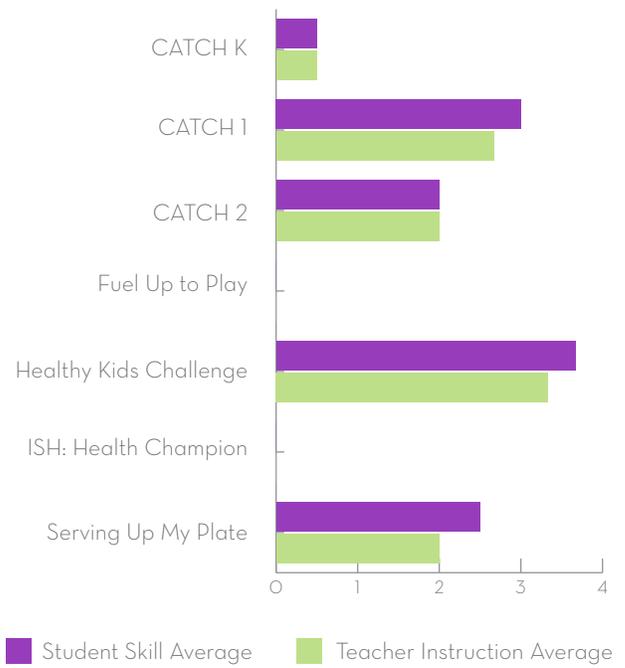
**Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.



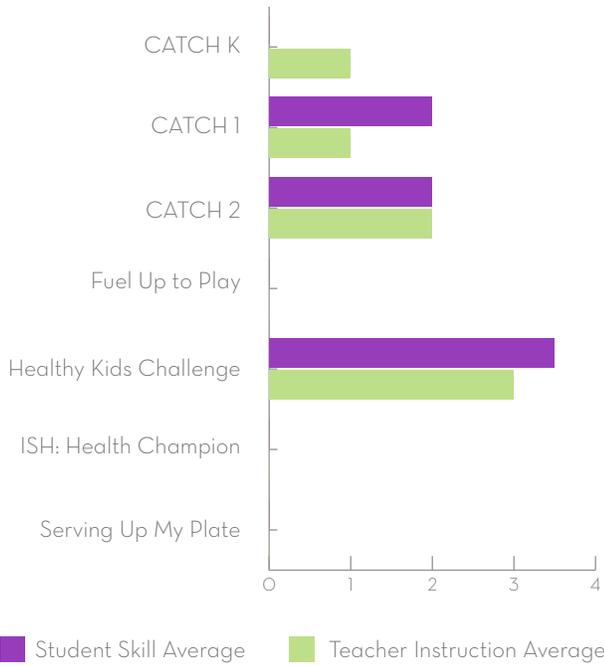
**Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.



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

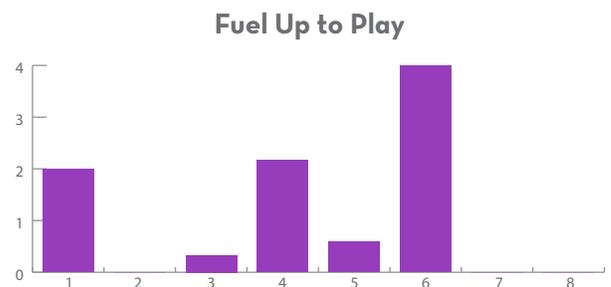
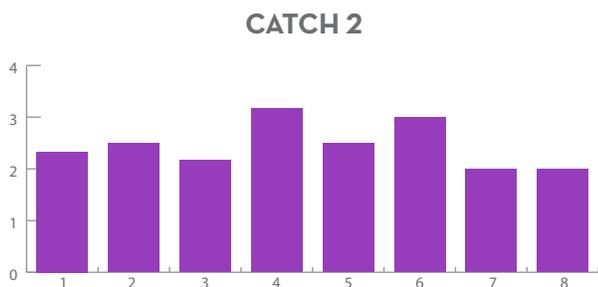
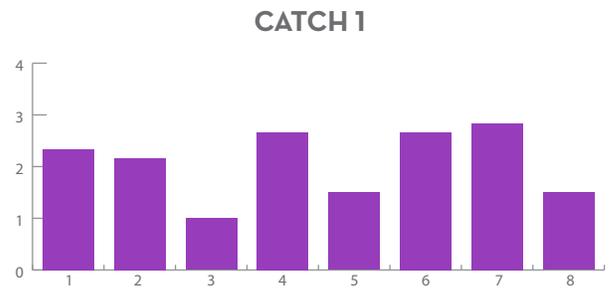
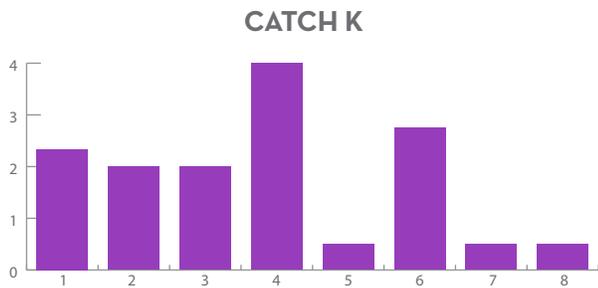


**Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

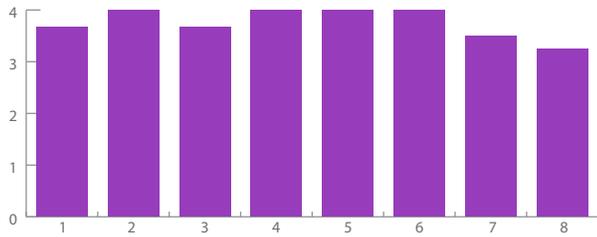


**Standards 1-8 by Curriculum**

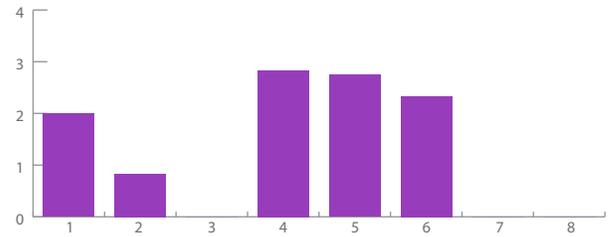
Presented below are ratings for all eight standards for each curriculum. Standards 2-8 ratings are an average of the Student Skill and Teacher Instruction/Assessment ratings presented prior.



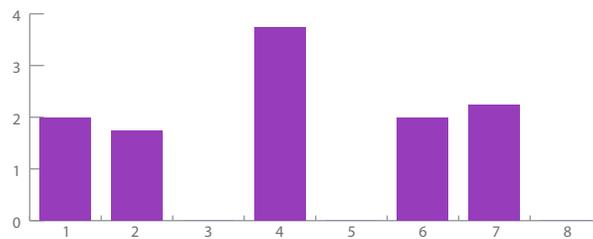
Healthy Kids Challenge



ISH: Health Champion



Serving Up My Plate



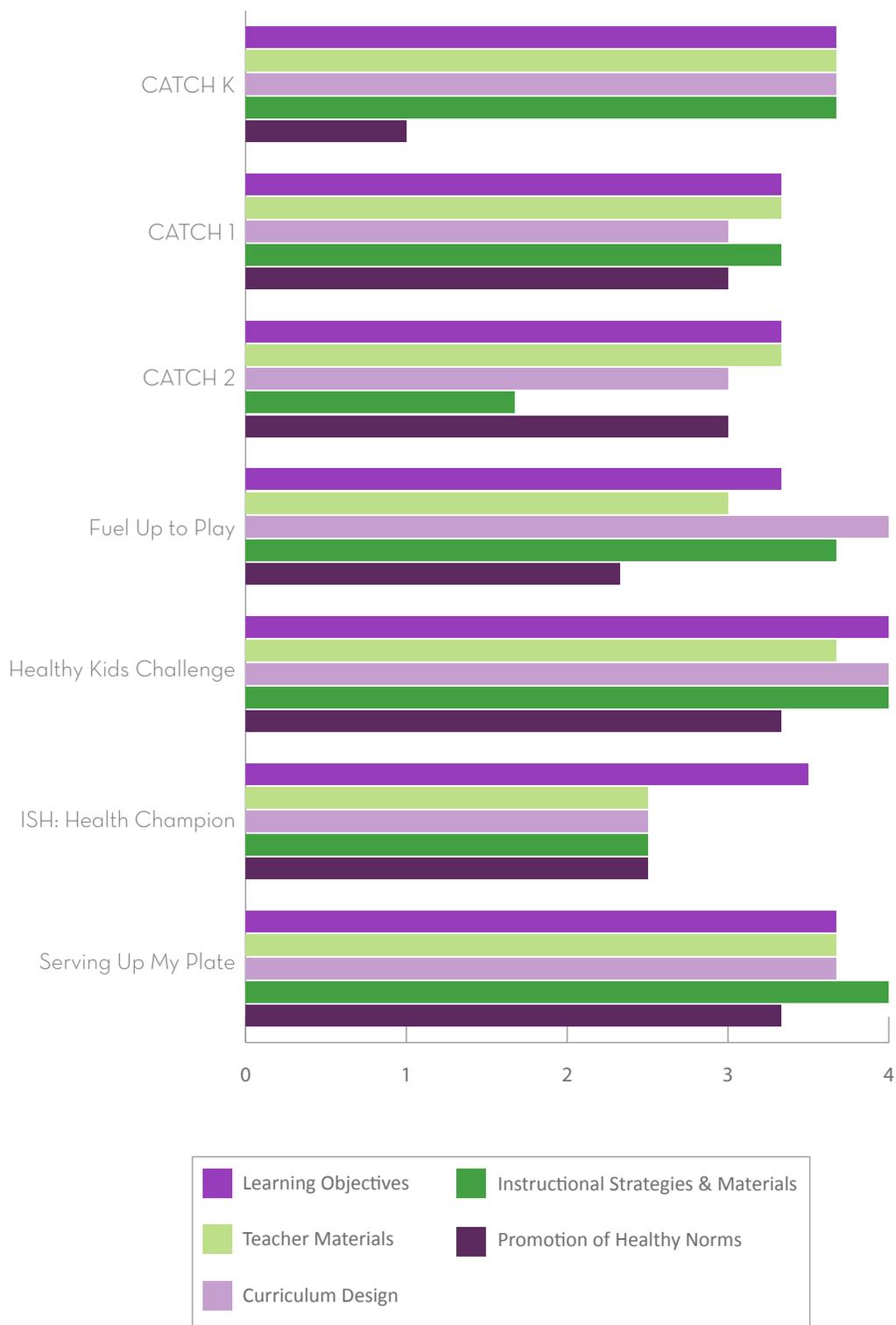
## Curriculum Fundamentals

For each of the 5 Curriculum Fundamentals, reviewers were asked to indicate how many, of a list of characteristics, were included in the curriculum. Each reviewer added up the number of characteristics addressed for a final rating on a range from 0 to 4. The reported results are average ratings of the three reviewers. For more details see Section 10.

### The curriculum addresses:

- 4 = all of the fundamental characteristics**
- 3 = 3 of 4 of the fundamental characteristics**
- 2 = 2 of 4 of the fundamental characteristics**
- 1 = 1 of 4 of the fundamental characteristics**
- 0 = none of the fundamental characteristics**

Curriculum Fundamentals



## Preliminary Curriculum Considerations

Preliminary curriculum considerations address the general characteristics of a health education curriculum – accuracy, acceptability, feasibility and affordability. Accuracy and Acceptability are rated in terms of the amount of errors in the curriculum. Feasibility and affordability each have their own scales as outlined below. The reported results are average ratings of the three reviewers. For more details see Section 12.

### Accuracy of information in curriculum:

- 4 = No corrections necessary.
- 3 = A few minor errors or problems are evident, but they are easy to correct.
- 2 = Many minor errors or problems are evident, but they are easy to correct.
- 1 = Major errors and problems are evident, and one would be difficult or costly to correct.
- 0 = Major errors and problems are evident, and more than one would be difficult or costly to correct.

### Acceptability of information in curriculum:

- 4 = No corrections necessary.
- 3 = A few minor errors or problems are evident, but they are easy to correct.
- 2 = Many minor errors or problems are evident, but they are easy to correct.
- 1 = Major errors and problems are evident, and one would be difficult or costly to correct.
- 0 = Major errors and problems are evident, and more than one would be difficult or costly to correct.

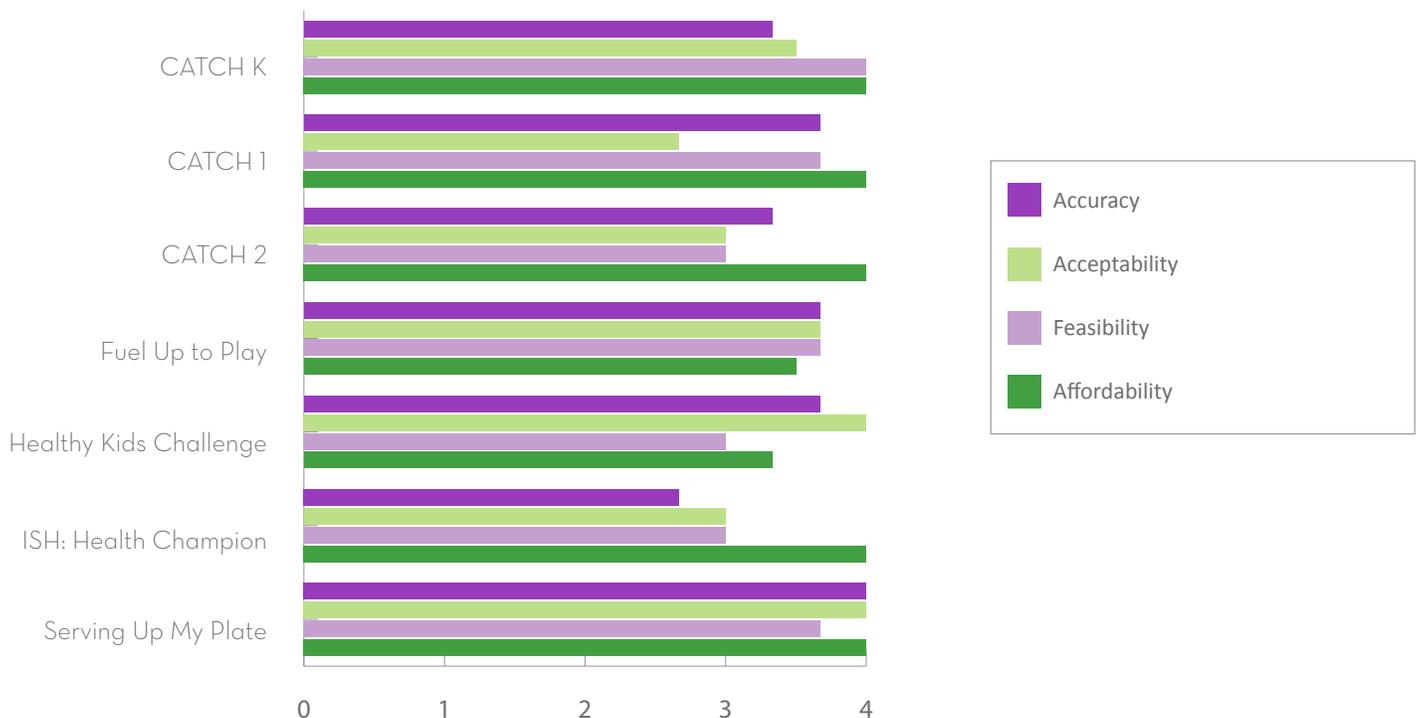
### Feasibility of curriculum implementation:

- 4 = Feasible
- 3 = Probably feasible
- 2 = Possibly feasible
- 1 = Probably not feasible
- 0 = Not feasible

### Affordability of curriculum:

- 4 = Definitely affordable
- 3 = Probably affordable
- 2 = Possibly affordable
- 1 = Probably not affordable
- 0 = Not affordable

Preliminary Curriculum Considerations (K-2)



Grades 3, 4, 5<sup>4</sup>

Table 3: Reviewer information by curriculum and HECAT chapter

Curriculum Reviewed	Total of reviewers		
	Standards 1-8 (HECAT Chptr 6)	Curriculum Fundamentals (HECAT Chptr 5)	Preliminary Considerations (HECAT Chptr 4)
CATCH 3	2	3	3
CATCH 4	3	3	3
CATCH 5	3	3	3
Dig In!	3	3	3
Eat Well Keep Moving	3	3	3
Fuel Up to Play	3	3	3
Great Garden Detective	3	3	4
Healthy Kids Challenge	3	3	4
ISH: Health Champion	4	3	3
LiFE 1	3	3	3
LiFE 2	3	3	3

\* The total number of reviewers may vary by each HECAT chapter within a curriculum.

**Standard 1**

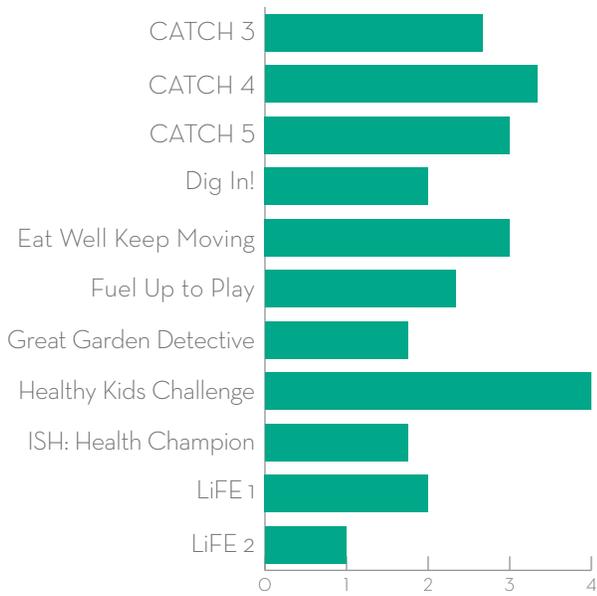
Standard 1 curriculum analysis resulted in a Concept Coverage Score that indicates the extent to which the reviewed Grade 3-5 curriculum addresses the knowledge needed to attain the outcomes outlined below. Darker shaded items are those added to the HECAT by OSSE. For more detailed information on Standard 1, see Section 10. See Table 1 on page 4 for curriculum abbreviations.

After implementation of this curriculum, by grade 5, students will be able to:

- Name the food groups and a variety of nutritious food choices for each food group.
- Explain the importance of eating a variety of foods from all the food groups.
- Identify the number of servings of food from each food group that a child needs daily.
- Summarize the benefits of healthy eating.
- Explain the concept of eating in moderation.
- Describe the benefits of eating plenty of fruits and vegetables.
- Summarize the benefits of drinking plenty of water.
- Identify nutritious and non-nutritious beverages.
- Identify foods that are high in fat and low in fat.
- Identify foods that are high in added sugars.
- Describe the benefits of limiting the consumption of fat and added sugar.
- Conclude that breakfast should be eaten every day.
- Summarize body signals that tell people when they are hungry and when they are full.
- Describe methods to keep food safe from harmful germs.
- Explain that both eating habits and level of physical activity can affect a person’s weight.
- Explain how eating disorders impact proper nutrition.
- Differentiate between healthy and unhealthy eating habits by using the USDA Food Guide Pyramid and its 3 major concepts of balance, variety, and moderation, which help to improve fitness and performance.
- Explain how nutrition affects personal health, academic achievement, fitness and performance, including the effect of mal-nutrition on brain functioning.

**Standard 1:** Students will comprehend concepts related to health promotion and disease prevention. (Average across reviewers.)

**Standard 1: Concept Coverage Score**



**The curriculum addresses:**

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

**Standards 2-8**

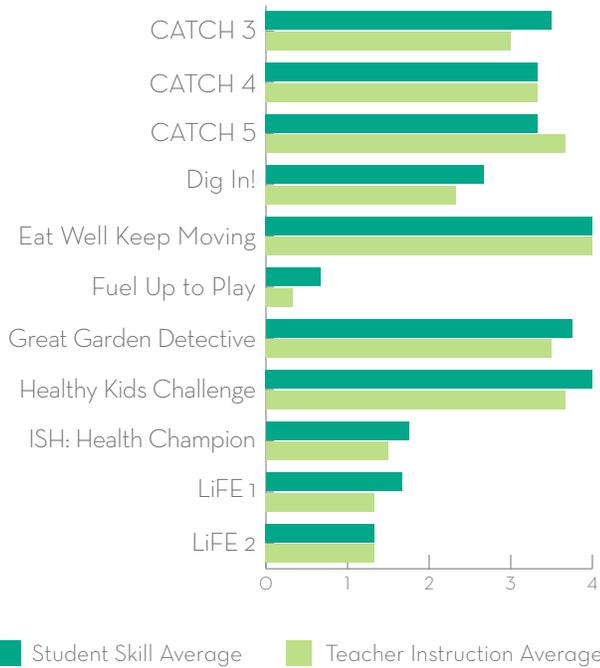
There are two ratings for each of Standards 2-8: Student Skill and Teacher Instruction and Assessment. Results below show an average of reviewers of how many of the assigned criteria were met for each Standard per curriculum. Refer to the reviewer table above for the actual number of reviewers for each curriculum. For more details see Section 10.

**The curriculum addresses:**

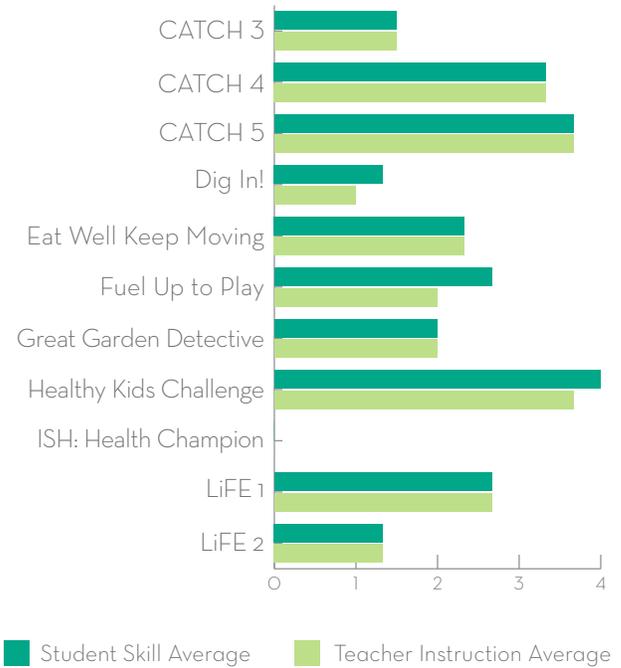
- 4 = all of the student skill or teacher instruction/assessment criteria**
- 3 = 3 of 4 of the student skill or teacher instruction/assessment criteria**
- 2 = 2 of 4 of the student skill or teacher instruction/assessment criteria**
- 1 = 1 of 4 of the student skill or teacher instruction/assessment criteria**
- 0 = none of the student skill or teacher instruction/assessment criteria**

Note that missing ratings had an average rating of 0.

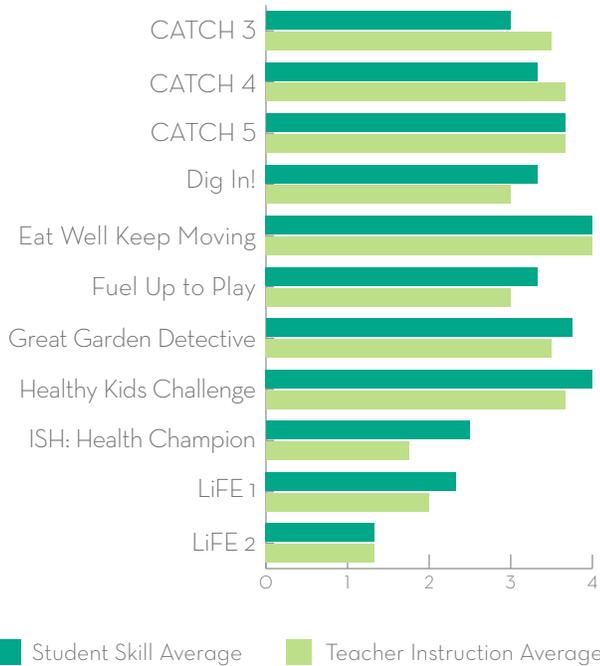
**Standard 2:** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.



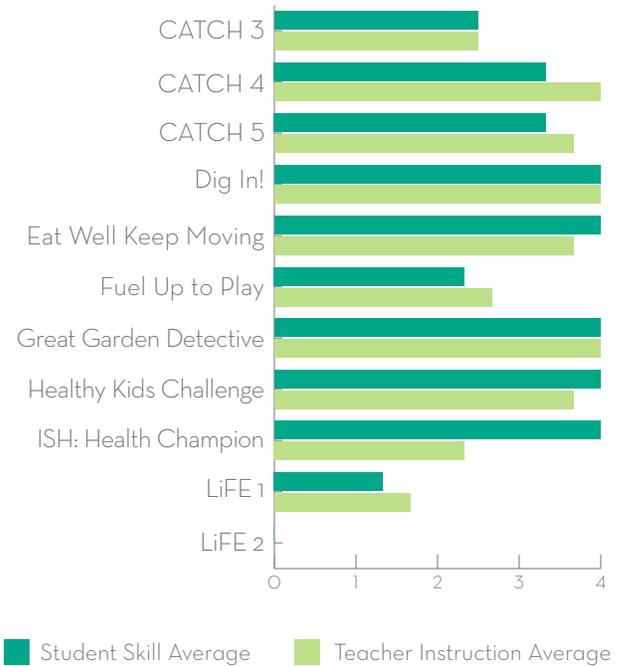
**Standard 3:** Students will demonstrate the ability to access valid information and products and services to enhance health.



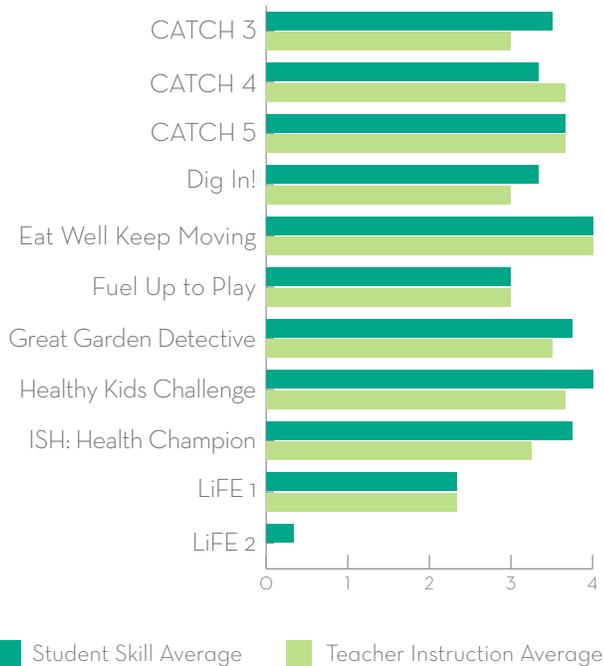
**Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.



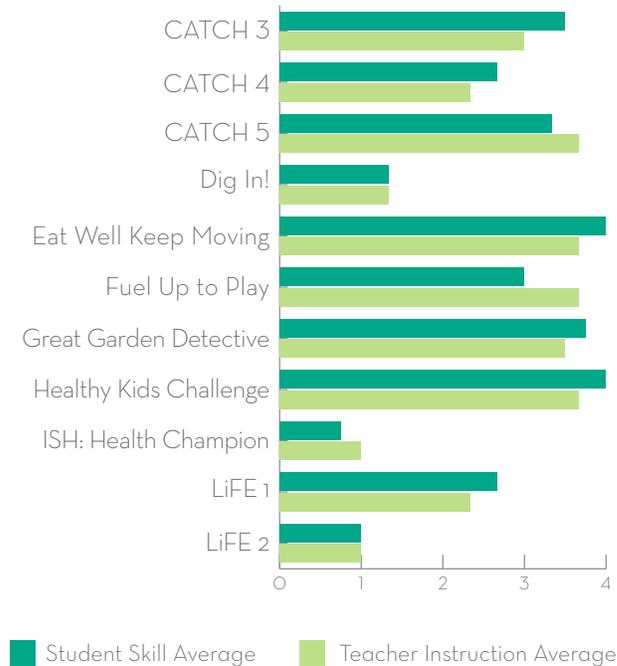
**Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.



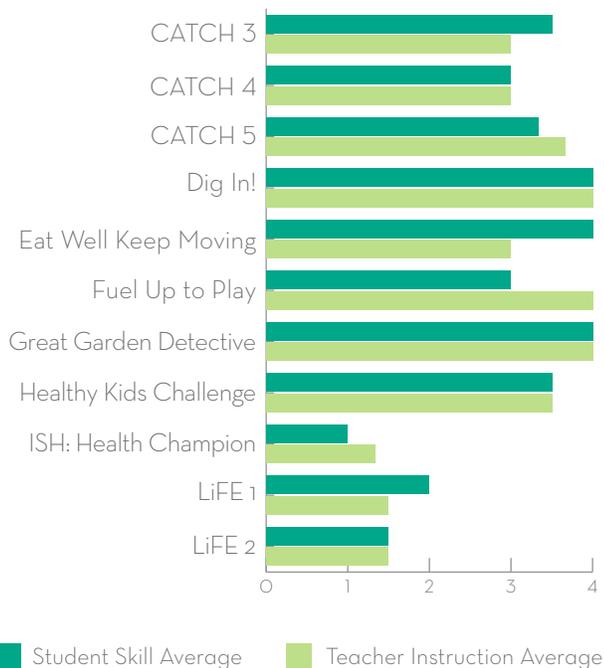
**Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.



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



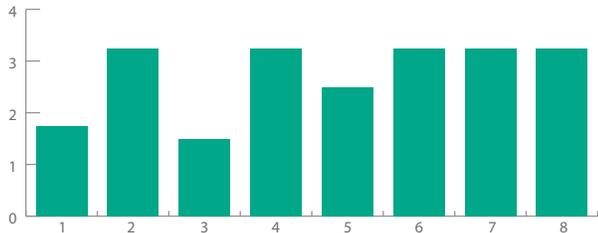
**Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.



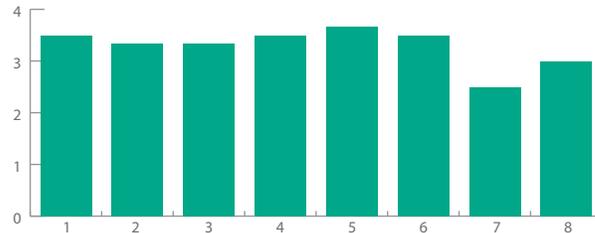
**Standards 1-8 by Curriculum**

Presented below are ratings for all eight standards for each curriculum. Standards 2-8 ratings are an average of the Student Skill and Teacher Instruction/Assessment ratings presented prior.

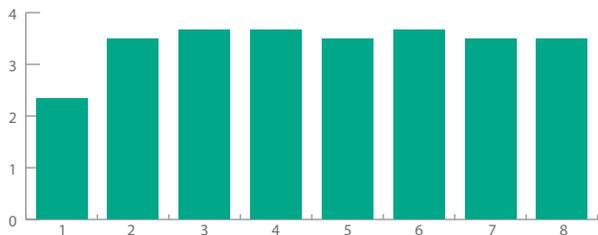
**CATCH 3: Hearty Heart and Friends**



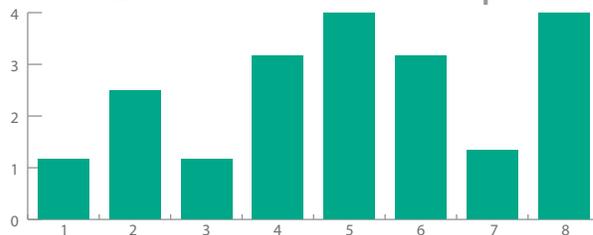
**CATCH 4: Taking Off**



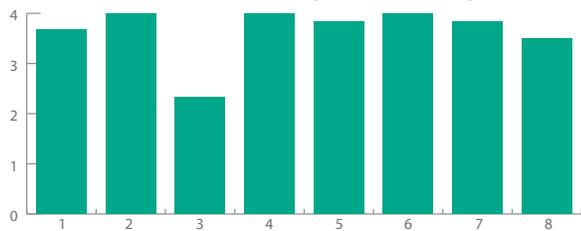
**CATCH 5: Breaking Through Barriers**



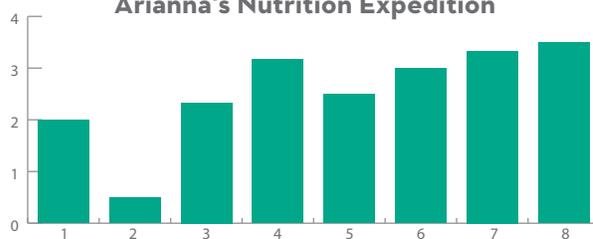
**Dig In! Standard-Based Nutrition Education from the Ground Up**



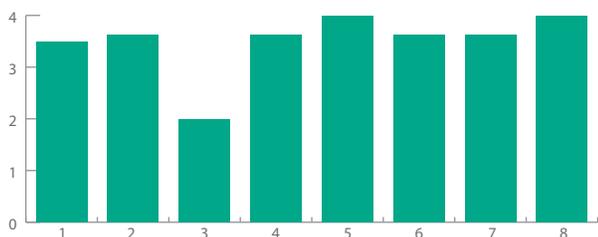
**Eat Well and Keep Moving: An Interdisciplinary Curriculum for Teaching Upper Elementary School Nutrition and Physical Activity**



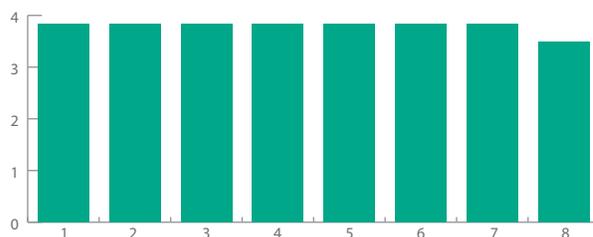
**Fuel Up to Play 60: Arianna's Nutrition Expedition**



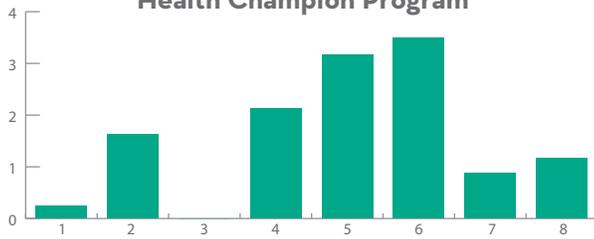
**The Great Garden Detective Adventure**



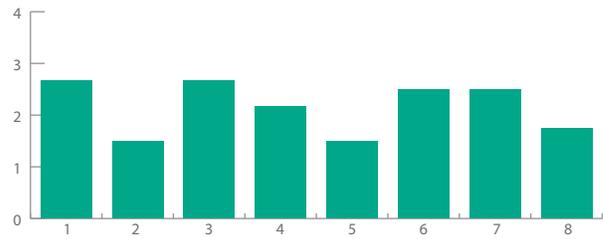
**Healthy Kids Challenge: Balance My Day**



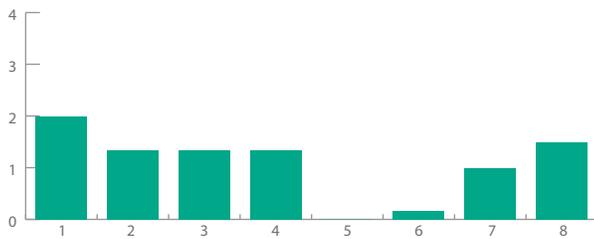
**The Institute for Student Health:  
Health Champion Program**



**LiFE 1: Growing Food**



**LiFE 2: Farm to Table and Beyond**



**Curriculum Fundamentals**

For each of the five Curriculum Fundamentals, reviewers were asked to indicate how many, of a list of characteristics, were included in the curriculum. Each reviewer added up the number of characteristics addressed for a final rating on a range from 0 to 4. The reported results are average ratings of the three reviewers. For more details see Section 11.

**The curriculum addresses:**

- 4 = all of the fundamental characteristics**
- 3 = 3 of 4 of the fundamental characteristics**
- 2 = 2 of 4 of the fundamental characteristics**
- 1 = 1 of 4 of the fundamental characteristics**
- 0 = none of the fundamental characteristics**

Curriculum Fundamentals



### Preliminary Curriculum Considerations

Preliminary curriculum considerations address the general characteristics of a health education curriculum – accuracy, acceptability, feasibility and affordability. Accuracy and Acceptability are rated in terms of the amount of errors in the curriculum. Feasibility and affordability each have their own scales as outlined below. The reported results are average ratings of the three reviewers. For more details see Section 12.

#### Accuracy of information in curriculum:

- 4 = No corrections necessary.
- 3 = A few minor errors or problems are evident, but they are easy to correct.
- 2 = Many minor errors or problems are evident, but they are easy to correct.
- 1 = Major errors and problems are evident, and one would be difficult or costly to correct.
- 0 = Major errors and problems are evident, and more than one would be difficult or costly to correct.

#### Acceptability of information in curriculum:

- 4 = No corrections necessary.
- 3 = A few minor errors or problems are evident, but they are easy to correct.
- 2 = Many minor errors or problems are evident, but they are easy to correct.
- 1 = Major errors and problems are evident, and one would be difficult or costly to correct.
- 0 = Major errors and problems are evident, and more than one would be difficult or costly to correct.

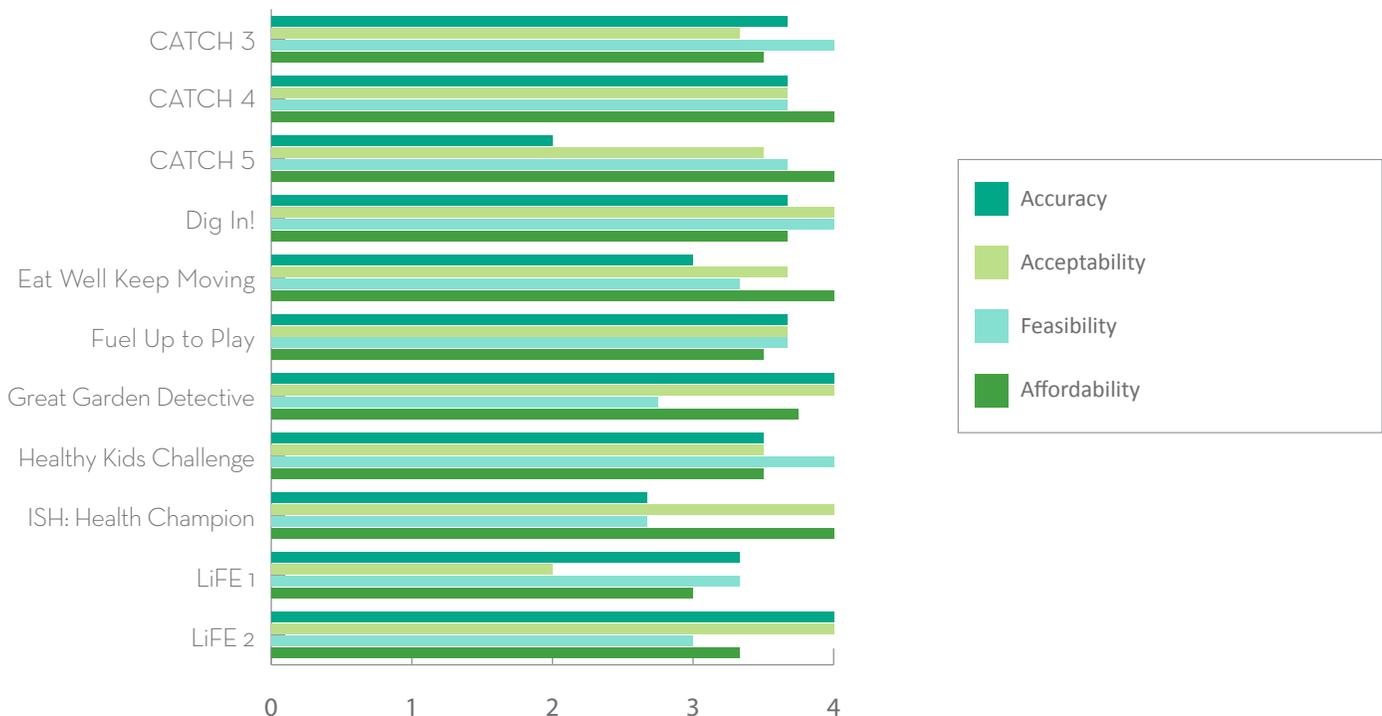
#### Feasibility of curriculum implementation:

- 4 = Feasible
- 3 = Probably feasible
- 2 = Possibly feasible
- 1 = Probably not feasible
- 0 = Not feasible

#### Affordability of curriculum:

- 4 = Definitely affordable
- 3 = Probably affordable
- 2 = Possibly affordable
- 1 = Probably not affordable
- 0 = Not affordable

Preliminary Curriculum Considerations (3-5)



## Grades 6, 7, 8<sup>5</sup>

**Table 4: Reviewer information by curriculum and HECAT chapter**

Curriculum Reviewed	Total of reviewers		
	Standards 1-8 (HECAT Chptr 6)	Curriculum Fundamentals (HECAT Chptr 5)	Preliminary Considerations (HECAT Chptr 4)
CATCH 6	3	3	3
CATCH 7	3	3	4
CATCH 8	3	3	3
Dig In!	3	2	3
HealthSmart	3	3	3
Healthy Kids Challenge	3	3	3
ISH: Health Champion	3	3	3
LiFE 3	3	3	4
Michigan Model	3	3	3
Nourish: Food + Community	3	3	3
Nutrition Voyage	3	3	3
Planet Health	3	3	3

\* The total number of reviewers may vary by each HECAT chapter within a curriculum.

### Standard 1

Standard 1 curriculum analysis resulted in a Concept Coverage Score that indicates the extent to which the reviewed Grade 6-8 curriculum addresses the knowledge needed to attain the outcomes outlined below. Darker shaded items are those added to the HECAT by OSSE. For more detailed information on Standard 1, see Section 10. See Table 1 on page 4 for curriculum abbreviations.

#### After implementation of this curriculum, by grade 8, students will be able to:

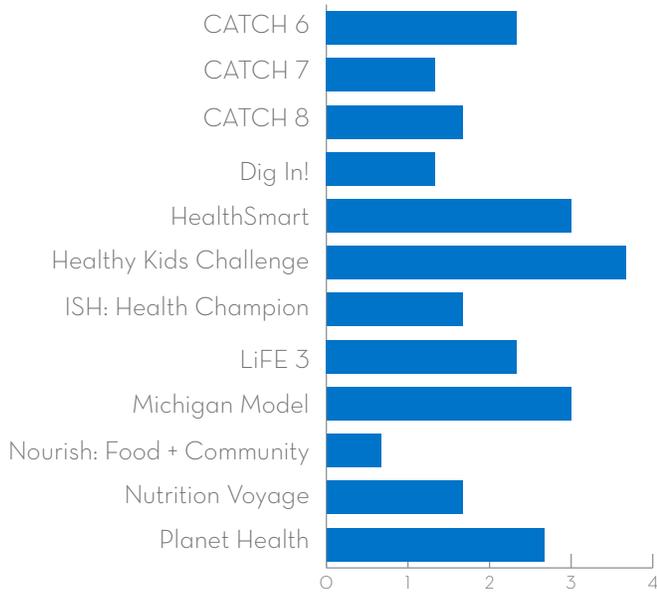
- Summarize a variety of nutritious food choices for each food group.
- Classify the number and appropriate sizes of servings of food from each food group that a person needs each day.
- Explain why some food groups have a greater number of recommended portions than other food groups.
- Analyze the benefits of healthy eating.
- Describe the federal dietary guidelines for teens.
- Explain the similarities and differences among protein, fats, and carbohydrates regarding nutritional value and food sources.
- Describe the benefits of eating in moderation.
- Summarize the benefits of eating plenty of fruits and vegetables.
- Analyze the benefits of drinking plenty of water.
- Differentiate between nutritious and non-nutritious beverages.
- Identify foods that are high in fiber.
- Identify food preparation methods that add less fat to food.
- Identify examples of whole grain foods.
- Describe the benefits of consuming an adequate amount of calcium and a variety of foods high in calcium.
- Describe the benefits of eating a variety of foods high in iron.
- Summarize the benefits of limiting the consumption of fat and added sugar.
- Describe the relationship between what people eat their physical activity level, and their body weight.
- Explain various methods available to evaluate body weight.
- Identify healthy and risky approaches to weight management.
- Differentiate between a positive and negative body image, and state the importance of a positive body image.
- Describe the signs, symptoms, and consequences of common eating disorders.
- Summarize how eating disorders impact proper nutrition.
- Summarize food safety strategies that can control germs that cause food borne illnesses.

**After implementation of this curriculum, by grade 8, students will be able to:**

- Explain that a body mass index is a general indicator of overall fitness
- Discuss the short term & long term benefits and risks associated with nutritional values/choices such as heart disease, high cholesterol, cancer, and osteoporosis.
- Differentiate between being overweight and being obese, and research and recommend healthy ways to lose, gain and maintain weight.

**Standard 1:** Students will comprehend concepts related to health promotion and disease prevention. (Average across reviewers.)

**Standard 1: Concept Coverage Scores**



**The curriculum addresses:**

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

**Standards 2-8**

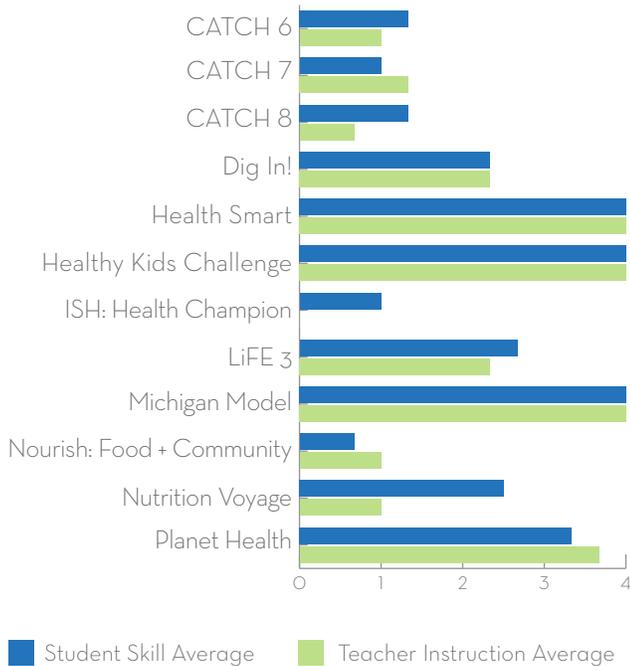
There are two ratings for each of Standards 2-8: Student Skill and Teacher Instruction and Assessment. Results below show an average across three reviewers of how many of the assigned criteria were met for each Standard per curriculum. For more details see section 10.

**The curriculum addresses:**

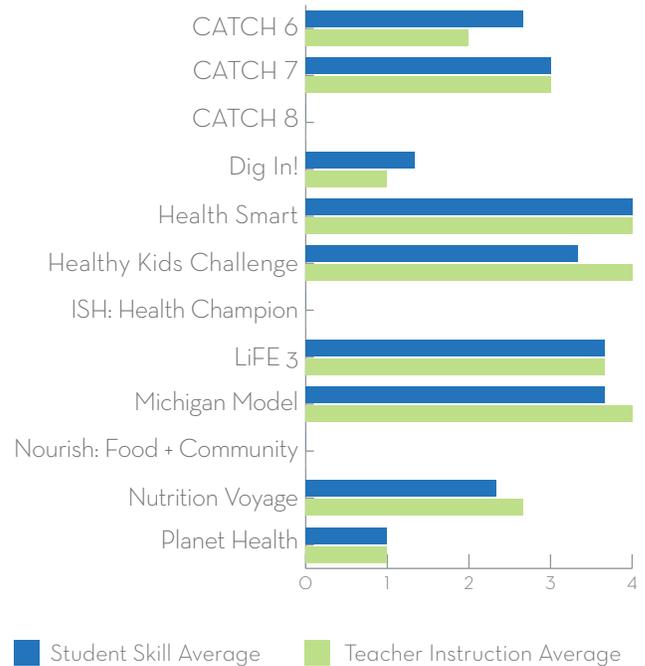
- 4 = all of the student skill or teacher instruction/assessment criteria**
- 3 = 3 of 4 of the student skill or teacher instruction/assessment criteria**
- 2 = 2 of 4 of the student skill or teacher instruction/assessment criteria**
- 1 = 1 of 4 of the student skill or teacher instruction/assessment criteria**
- 0 = none of the student skill or teacher instruction/assessment criteria**

Note that Dig in! and ISH: Health Champion did not have any ratings for Standard 8. All other missing ratings had an average rating of 0.

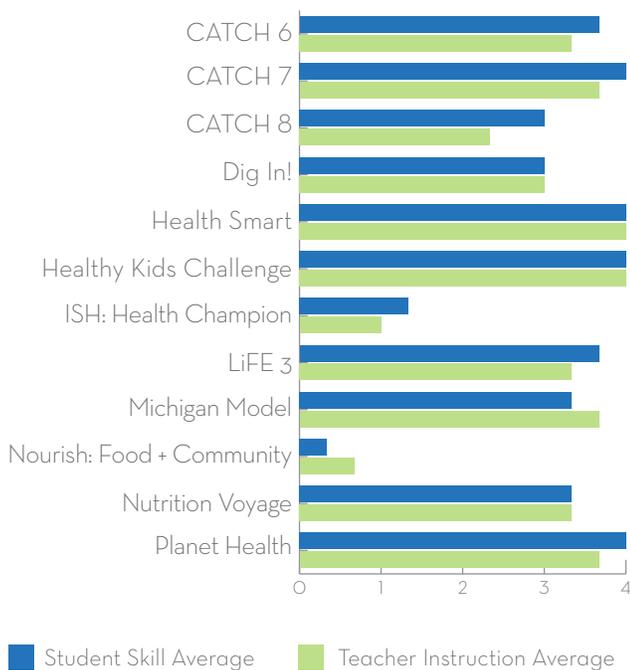
**Standard 2:** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.



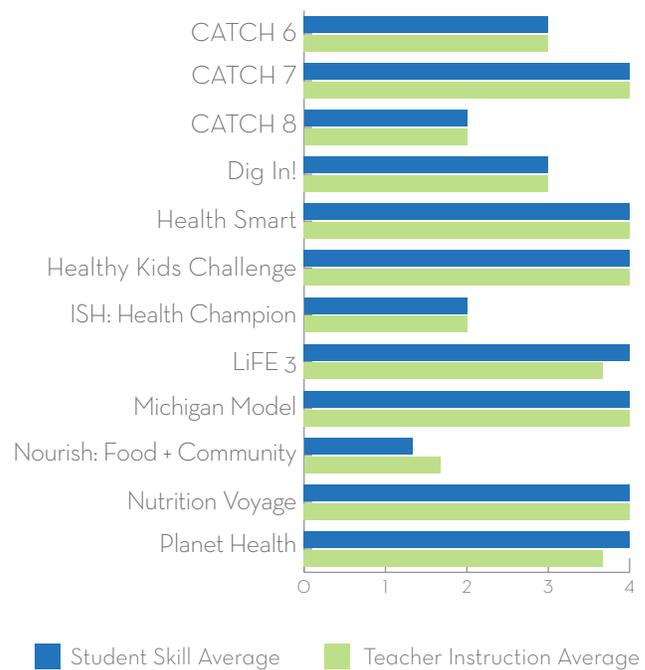
**Standard 3:** Students will demonstrate the ability to access valid information and products and services to enhance health.



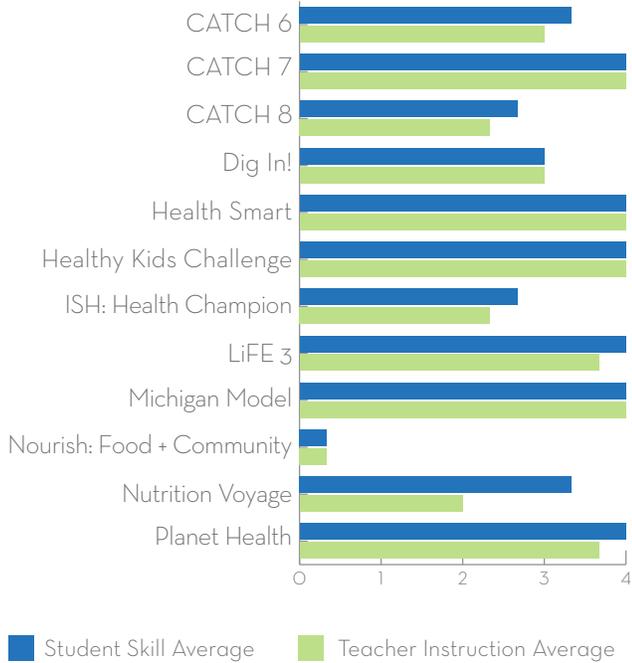
**Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.



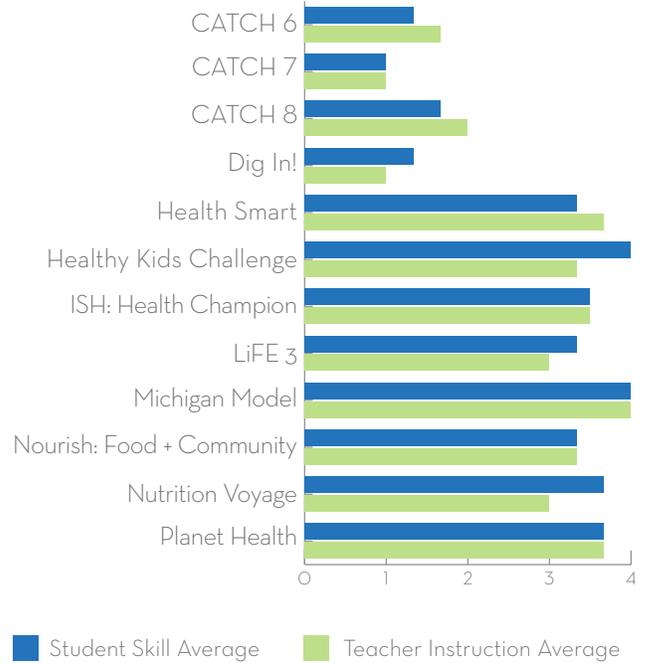
**Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.



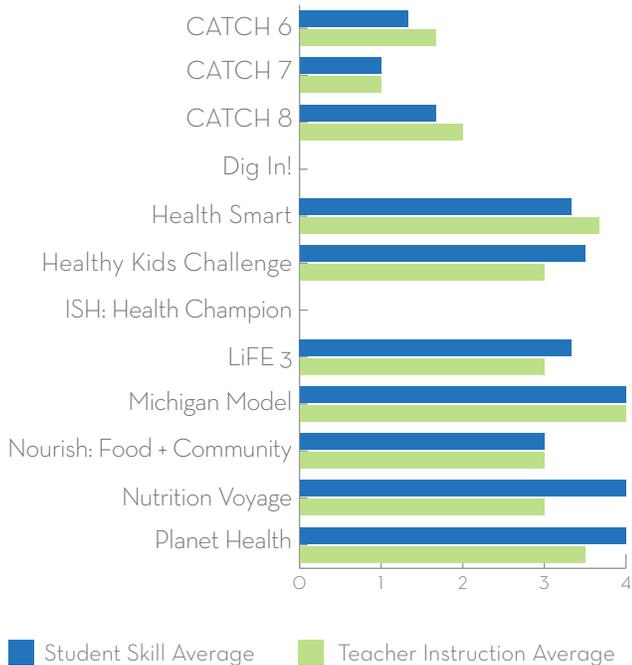
**Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.



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



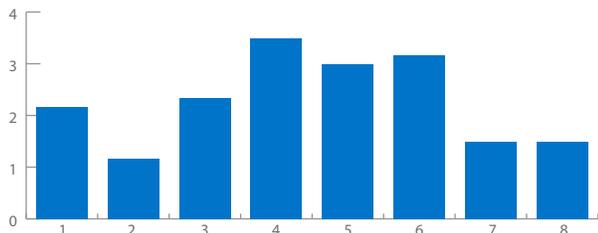
**Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.



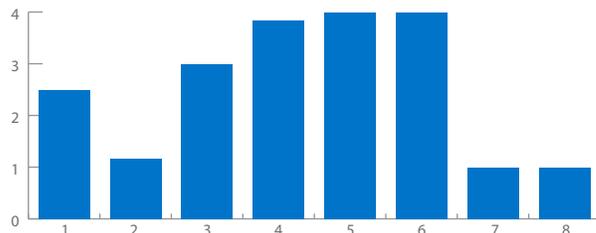
**Standards 1-8 by Curriculum**

Presented below are ratings for all eight standards for each curriculum. Standards 2-8 ratings are an average of the Student Skill and Teacher Instruction/Assessment ratings presented prior.

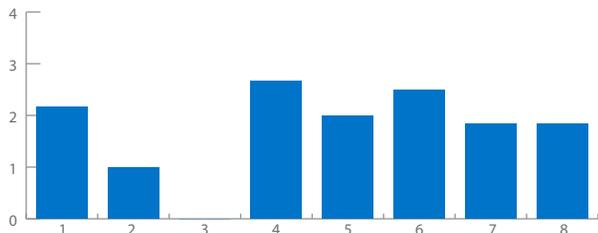
**CATCH 6: Life in the Balance**



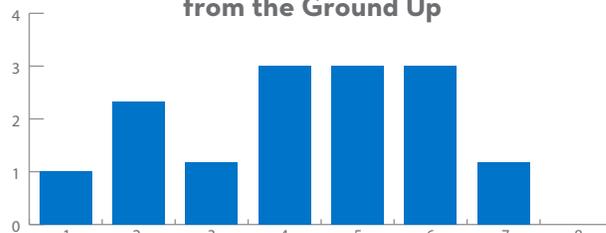
**CATCH 7: Life in the Balance**



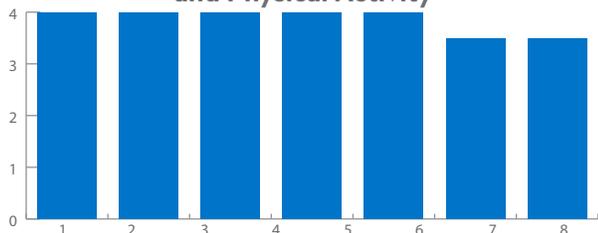
**CATCH 8: Life in the Balance**



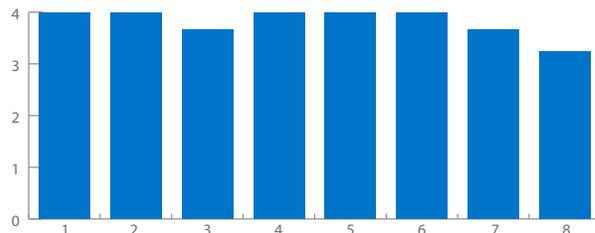
**Dig In! Standard-Based Nutrition Education from the Ground Up**



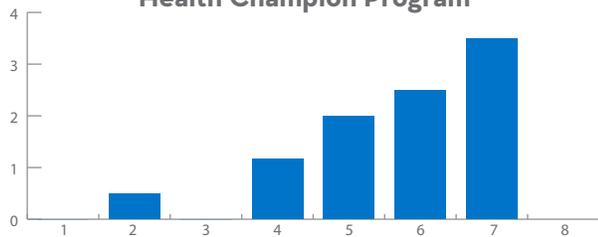
**Health Smart Middle School Nutrition and Physical Activity**



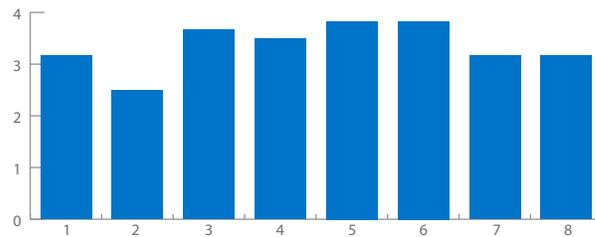
**Healthy Kids Challenge: Balance My Day**



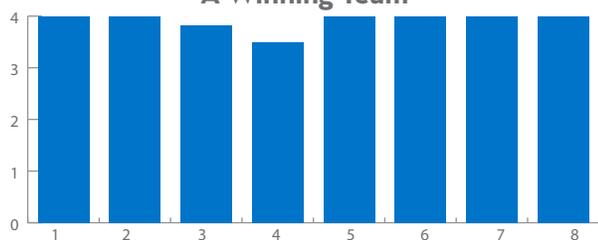
**The Institute for Student Health:  
Health Champion Program**



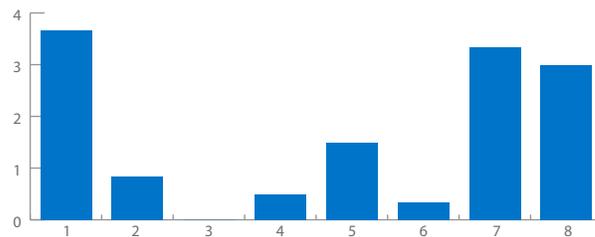
**LiFE 3: Choice, Control, and Change**



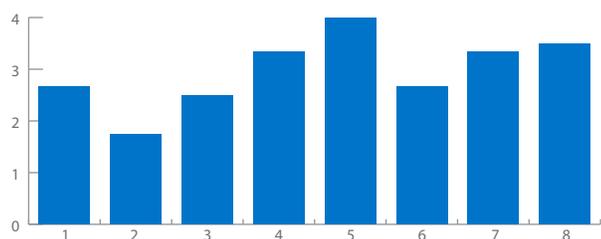
**Michigan Model for Health:  
A Winning Team**



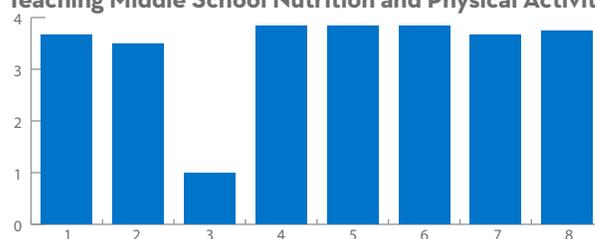
**Nourish: Food + Community**



**Nutrition Voyage: The Quest to Be Our Best**



**Planet Health: An Interdisciplinary Curriculum for  
Teaching Middle School Nutrition and Physical Activity**

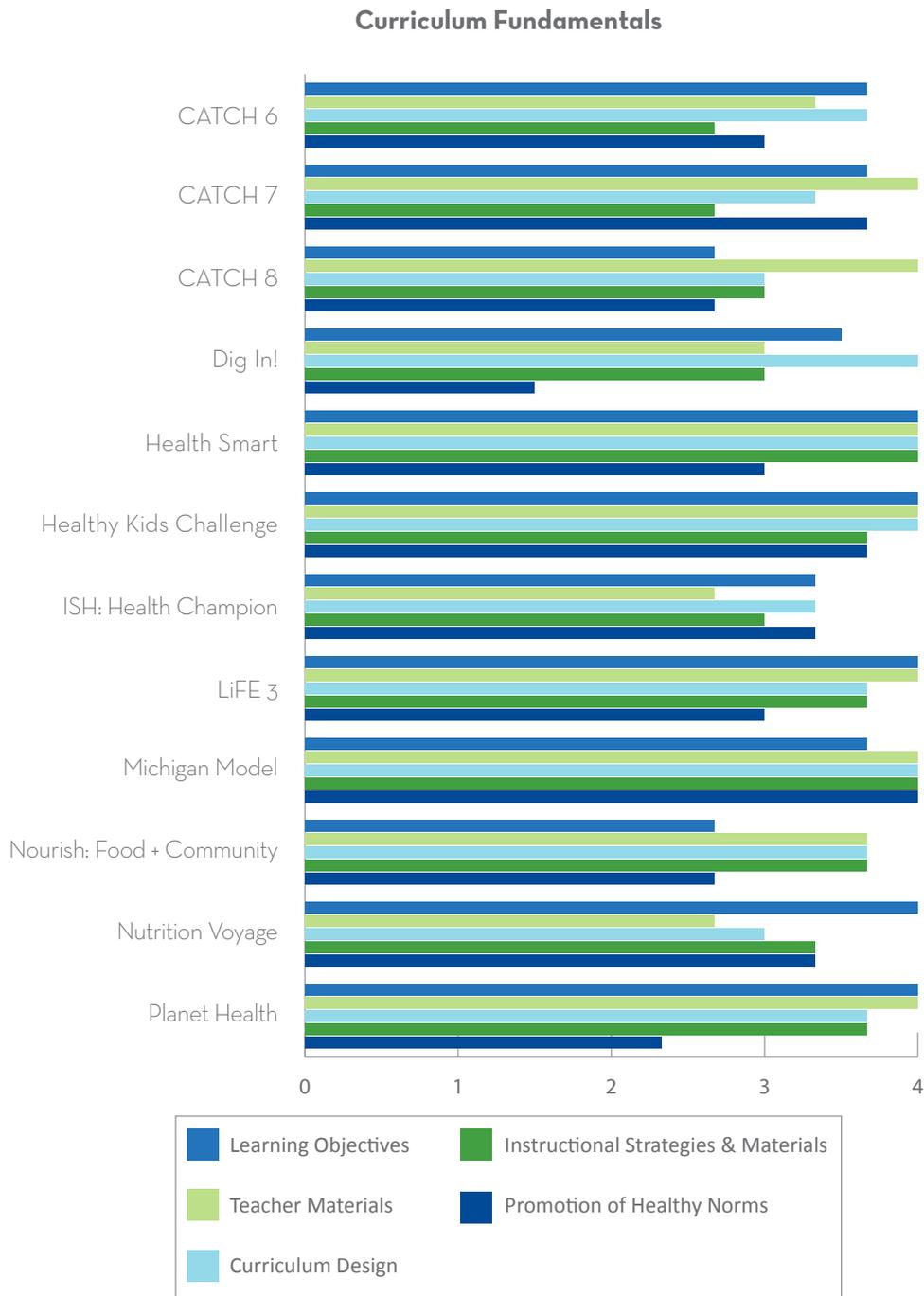


Curriculum Fundamentals

For each of the five Curriculum Fundamentals, reviewers were asked to indicate how many, of a list of characteristics, were included in the curriculum. Each reviewer added up the number of characteristics addressed for a final rating on a range from 0 to 4. The reported results are average ratings of the three reviewers. For more details see Section 11.

The curriculum addresses:

- 4 = all of the fundamental characteristics
- 3 = 3 of 4 of the fundamental characteristics
- 2 = 2 of 4 of the fundamental characteristics
- 1 = 1 of 4 of the fundamental characteristics
- 0 = none of the fundamental characteristics



## Preliminary Curriculum Considerations

Preliminary curriculum considerations address the general characteristics of a health education curriculum – accuracy, acceptability, feasibility and affordability. Accuracy and Acceptability are rated in terms of the amount of errors in the curriculum. Feasibility and affordability each have their own scales as outlined below. The reported results are average ratings of the three reviewers. For more details see Section 12.

### Accuracy of information in curriculum:

- 4 = No corrections necessary.
- 3 = A few minor errors or problems are evident, but they are easy to correct.
- 2 = Many minor errors or problems are evident, but they are easy to correct.
- 1 = Major errors and problems are evident, and one would be difficult or costly to correct.
- 0 = Major errors and problems are evident, and more than one would be difficult or costly to correct.

### Acceptability of information in curriculum:

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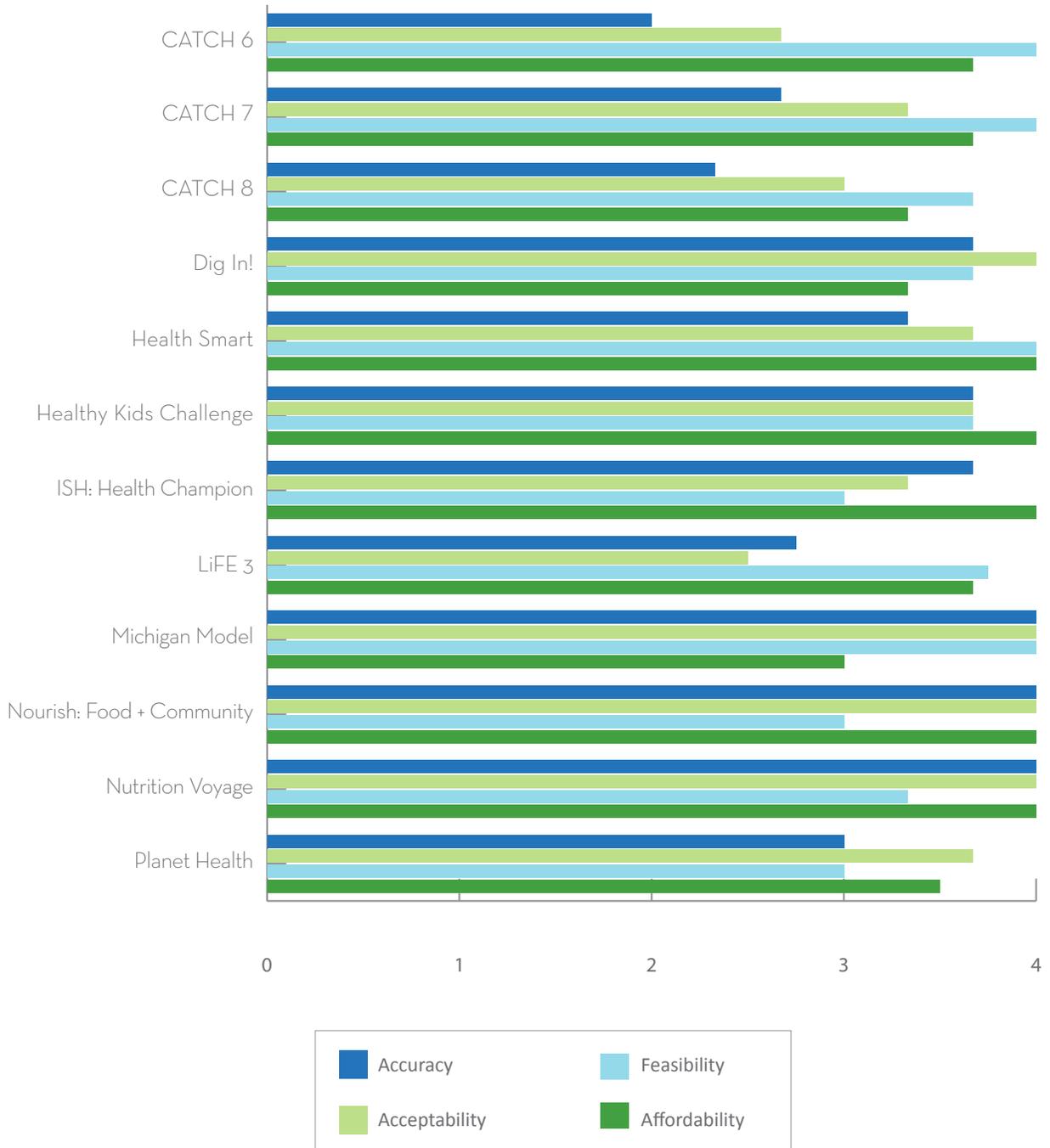
### Feasibility of curriculum implementation:

- 4 = Feasible
- 3 = Probably feasible
- 2 = Possibly feasible
- 1 = Probably not feasible
- 0 = Not feasible

### Affordability of curriculum:

- 4 = Definitely affordable
- 3 = Probably affordable
- 2 = Possibly affordable
- 1 = Probably not affordable
- 0 = Not affordable

Preliminary Curriculum Considerations (6-8)



## Grades 9, 10, 11, 12<sup>6</sup>

Table 5: Reviewer information by curriculum and HECAT chapter

Curriculum Reviewed	Total # of reviewers		
	Standards 1-8 (HECAT Chptr 6)	Curriculum Fundamentals (HECAT Chptr 5)	Preliminary Considerations (HECAT Chptr 4)
Arise	3	3	3
French Fries	3	3	3
Michigan Model	3	3	3

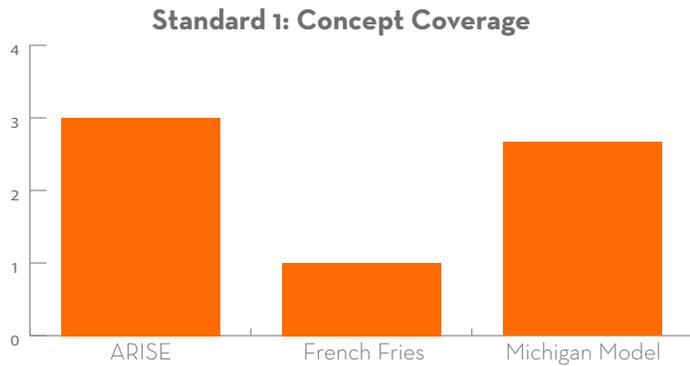
### 17.1 Standard 1

Standard 1 curriculum analysis resulted in a Concept Coverage Score that indicates the extent to which the reviewed Grade 9-12 curriculum addresses the knowledge needed to attain the outcomes outlined below. Darker shaded items are those added to the HECAT by OSSE. For more detailed information on Standard 1, see Section 10. See Table 1 for curriculum abbreviations.

#### After implementation of this curriculum, by grade 12, students will be able to:

- Describe the recommendations of the Dietary Guidelines for Americans.
  - Describe the relationship between nutrition and overall health.
  - Describe the relationship between diet and chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis.
  - Analyze the benefits of healthy eating.
  - Explain food sources that provide key nutrients.
  - Describe the importance of eating a variety of the appropriate foods to meet daily nutrient and caloric needs.
  - Analyze the benefits of drinking water before, during, and after physical activity.
  - Explain how to incorporate foods that are high in fiber into a healthy daily diet.
  - Explain how to incorporate an adequate amount of calcium into a healthy daily diet.
  - Explain how to incorporate an adequate amount of iron into a healthy daily diet.
  - Identify how to make a vegetarian diet healthy.
  - Describe the importance of healthy eating and physical activity in maintaining a healthy weight.
  - Explain how the Dietary Guidelines for Americans are useful in planning a healthy diet.
  - Describe healthy and risky approaches to weight management.
  - Explain the effects of eating disorders on healthy growth and development.
- Compare and contrast disease and health conditions occurring in adolescents and young adulthood with those occurring later in life.
  - Describe the pathogenic, genetic, age, cultural, environmental, and behavioral factors that influence the degree of risk for contracting specific diseases.
  - Describe how to delay the onset of and reduce risks related to potential health problems throughout the life span.

**Standard 1:** Students will comprehend concepts related to health promotion and disease prevention. (Average across reviewers.)



**The curriculum addresses:**  
**4 = all of the concepts (100%)**  
**3 = most of the concepts (67-99%)**  
**2 = some of the concepts (34-66%)**  
**1 = a few of the concepts (1-33%)**  
**0 = none of the concepts (0)**

**Standard 2-8**

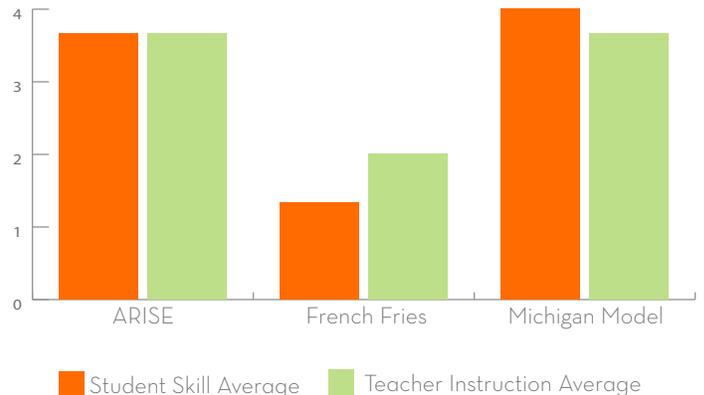
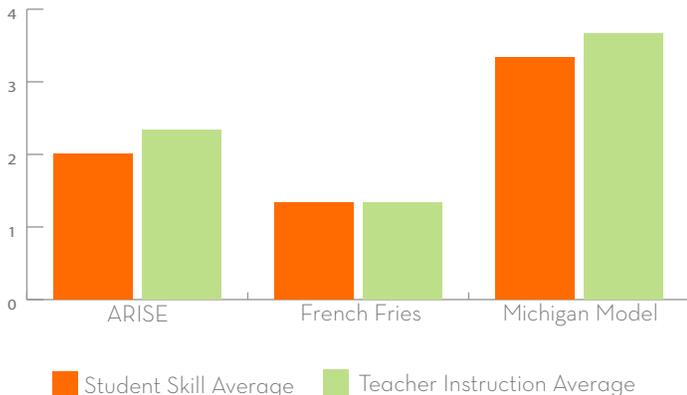
There are two ratings for each of Standards 2-8: Student Skill and Teacher Instruction and Assessment. Results below show an average across three reviewers of how many of the assigned criteria were met for each Standard per curriculum. For more details see Section 10.

**The curriculum addresses:**  
**4 = all of the student skill or teacher instruction/assessment criteria**  
**3 = 3 of 4 of the student skill or teacher instruction/assessment criteria**  
**2 = 2 of 4 of the student skill or teacher instruction/assessment criteria**  
**1 = 1 of 4 of the student skill or teacher instruction/assessment criteria**  
**0 = none of the student skill or teacher instruction/assessment criteria**

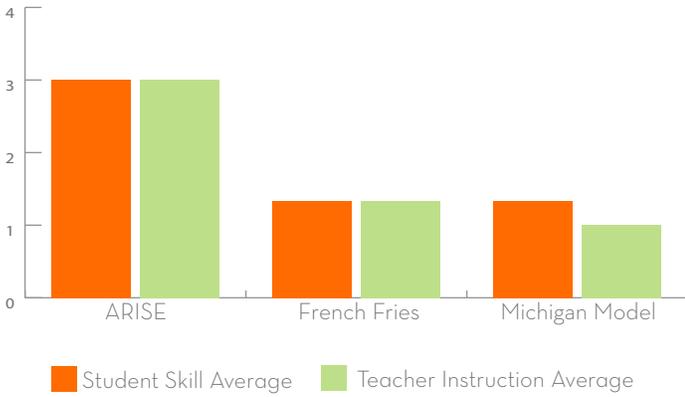
Note that Michigan Model did not have any ratings for Standards 6 and 8. All other missing ratings had an average rating of 0.

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

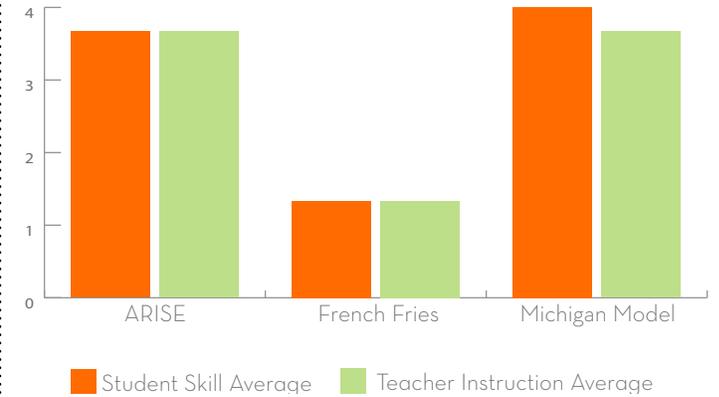
**Standard 3:** Students will demonstrate the ability to access valid information and products and services to enhance health.



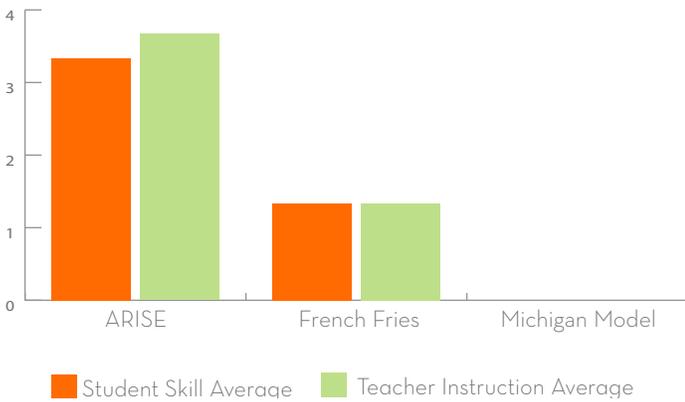
**Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.



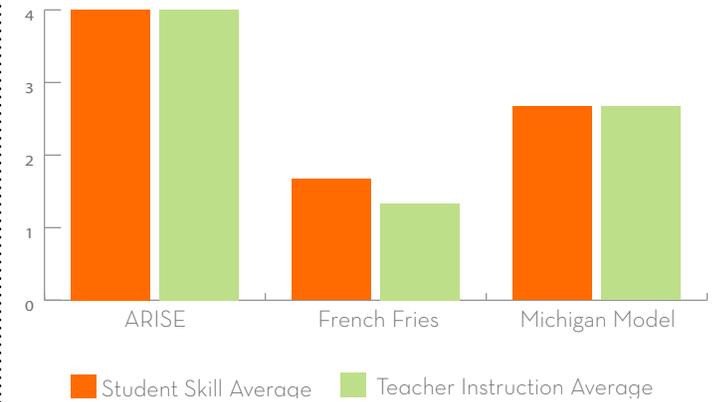
**Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.



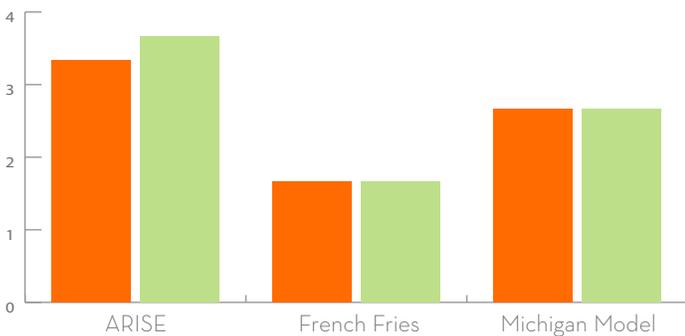
**Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.



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



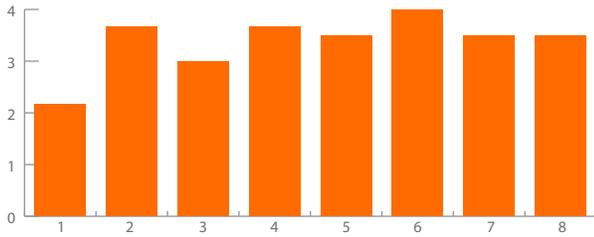
**Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.



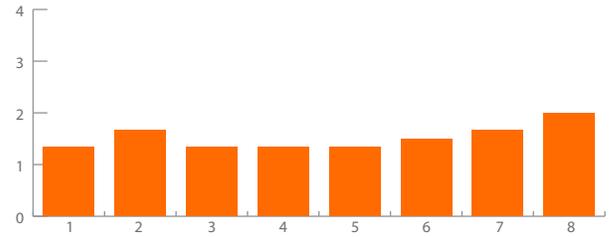
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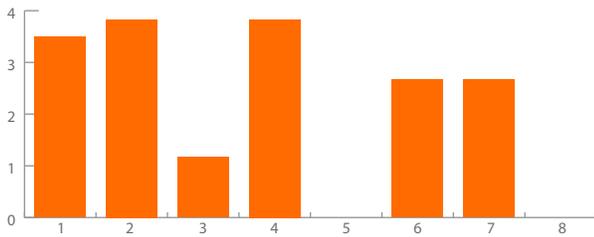
**ARISE**



**French Fries**



**Michigan Model**



## Curriculum Fundamentals

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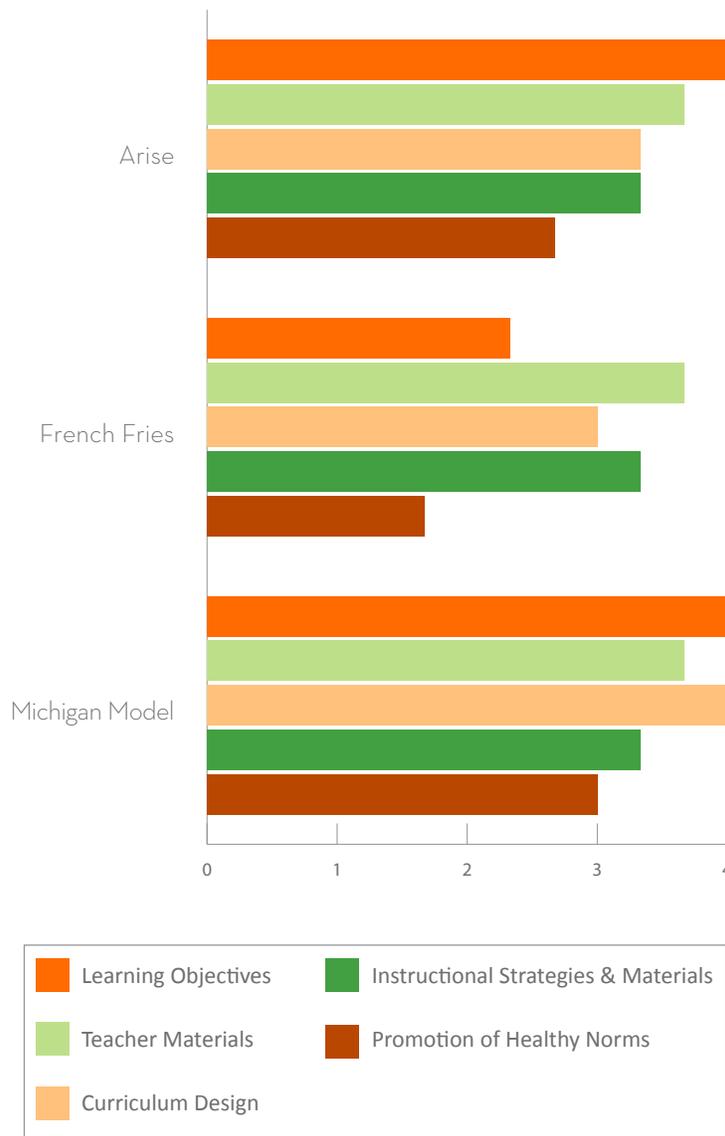
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### Curriculum Fundamentals



## Preliminary Curriculum Considerations

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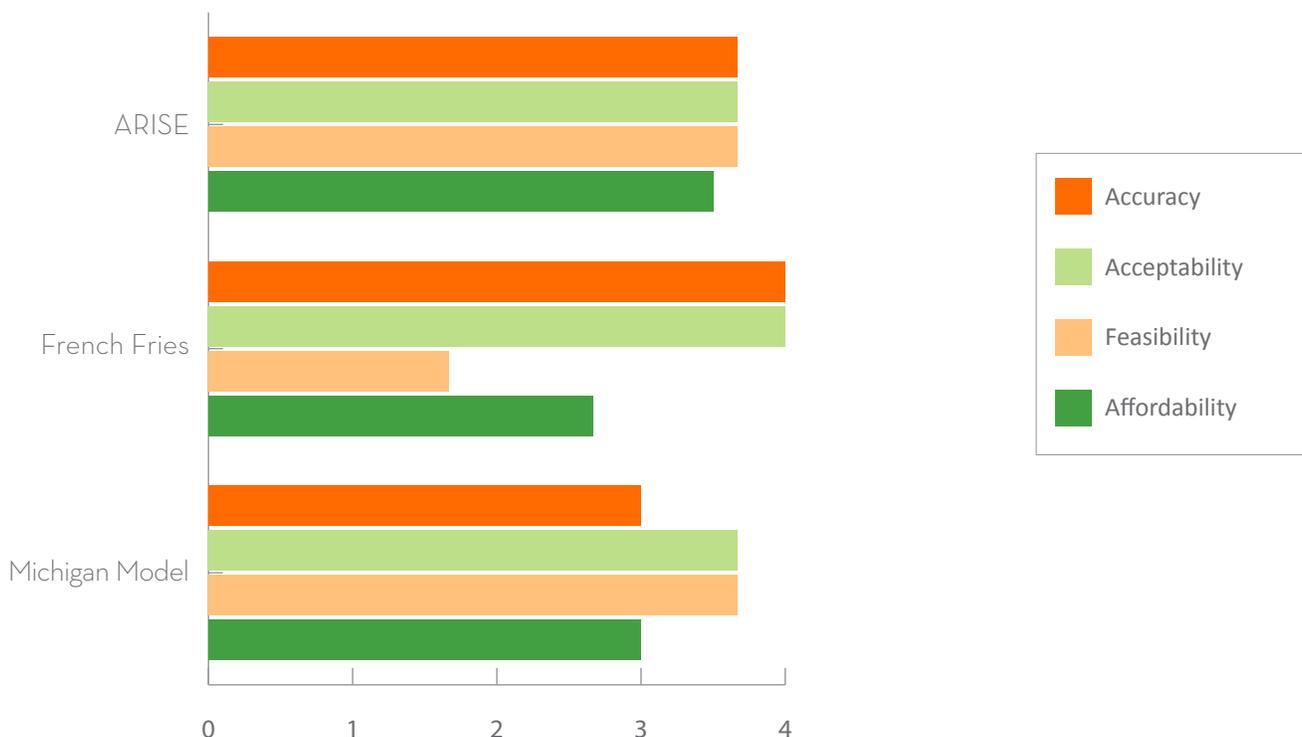
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Preliminary Curriculum Considerations (9-12)



**REFERENCES**

- Centers for Disease Control and Prevention (CDC). (2012). *Health Education Curriculum Analysis Tool*. Atlanta, Georgia.
- Centers for Disease Control and Prevention (CDC). (2006). *Physical Education Curriculum Analysis Tool*. Atlanta, Georgia.
- Centers for Disease Control and Prevention (CDC). (2003). *Preventing chronic diseases: Investing wisely in health*. The critical role of school health programs. Retrieved from <http://bit.ly/2qbjzXs>

**COORDINATED HEALTH EDUCATION TEAM (CHET)**

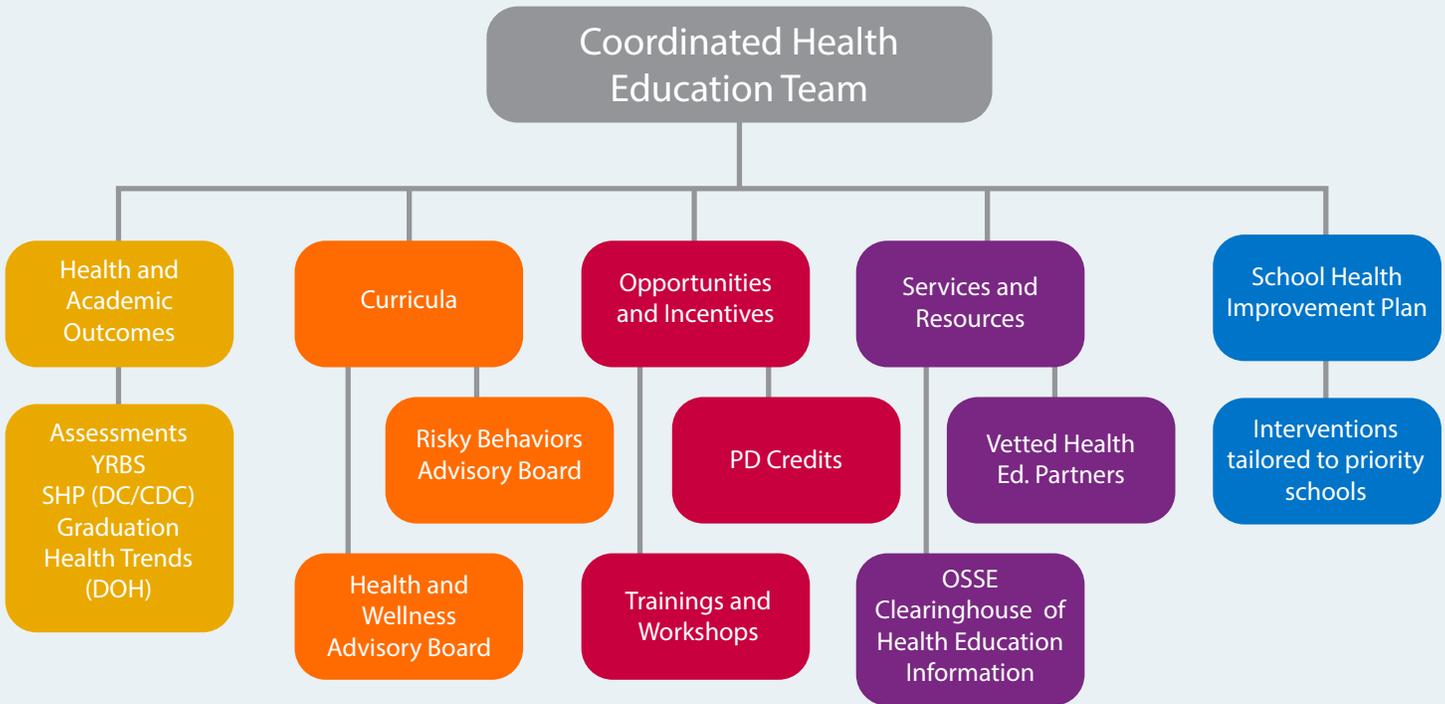


**Office the State Superintendent of Education  
Division of Health and Wellness  
Healthy Schools and Wellness Programs Team**

The Coordinated Health Education Team (CHET) within the Division of Health and Wellness is a coordinated approach to addressing health education gaps and services in the District of Columbia’s public and charter schools. The purpose of the CHET is to develop a multi-disciplinary approach to coordinating effective health and physical education strategies that support positive health and academic outcomes within the District of Columbia.

Currently, the CHET has identified five priority areas. These are, but not limited to:

1. Health and Academic Outcomes
2. Health and Physical Education Curriculum and Instruction
3. Professional Development Opportunities and Incentives
4. Direct Services and Resources
5. School Health Improvement Plan
6. Coordinated Health Education Team Initiative



## Health and Academic Outcomes

Health and Academic Outcomes will track information that includes behavioral outcomes, knowledge and school health. This data would come from sources such as the Youth Risk Behavior Survey, Health and Physical Education Assessment, School Health Profiles (Healthy Schools Act and CDC), National School Lunch Participation, School Health Index, local epidemiological data on various health trends, and educational outcomes such as graduation and school drop-out rates. Based on the data collected and compiled, OSSE will use this information to provide LEA-level school health reports.

## Health and Physical Education Curriculum and Instruction

Health and Physical Education Curriculum and Instruction include the use of OSSE's two Advisory Boards, Risky Behaviors and Health and Wellness, to provide recommendations and suggestions for our curriculum review process and Curricula Review Team. A tiered list of curricula under six areas:

### CHET Advisory Boards

- Risky Behaviors Advisory Board
  - Comprehensive Sexual Health
  - Alcohol, Tobacco, and Other Drugs
  - Mental and Emotional Health
- Health and Wellness Advisory Board
  - Physical Education and Activity
  - Nutrition
  - Safety Skills(including Violence) and Hygiene

### Advisory Board Responsibilities

- Provide a guidance document of health curricula and instructional materials for schools
- Develop systematic and continuous process for review
- Develop curricula guidelines and categories
- Provide recommendations to update and adapt approved curricula
- Provide recommendations on implementation and monitoring of curricula

## Professional Development Opportunities and Incentives

Professional Development Opportunities and Incentives will allow OSSE to provide trainings on select curricula that have been identified in meeting the OSSE Health Education Standards and have scored high on the HECAT's data analysis. In addition, professional development would be provided on health specific topics focused on content knowledge, effective teaching strategies, instructional technology, lesson planning and design, school-wide health improvements, etc. As an incentive, professional development units would be provided for attendees.

## Direct Services and Resources

Direct Services and Resources will include OSSE serving as a Health Education Information Clearinghouse. OSSE would provide a library of all curricula analyzed and tiered for use. Schools and organizations working with youth will be able to use this library as a resource to review curricula before deciding which to purchase for use with their population. OSSE will also assist schools and organizations by providing a Resource Guide which would connect youth to youth-friendly health organizations and locations within the District.

## School Health Improvement Plan

OSSE provides sub-grants and technical assistance to schools not only to implement a standard-based curriculum but also to provide assistance to schools that have a demonstrated need for specific intervention through our School Health Improvement Plan. OSSE will use data from sources such as School Health Profiles, Health and Physical Education Assessment scores, Youth Risk Behavior Surveys, Department of Health's Epidemiological data and educational outcomes such as graduation rates, absenteeism and school dropouts to tier schools into priority areas. Schools that have demonstrated and reflected the most need, will be offered tailored assistance which would include interventions that are suggested based on their needs, funding and training of their staff, as well as a monitoring plan to track progress of improvement.

**The CHET Advisory Board is comprised of representatives from:**

- American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)
- Alliance for a Healthier Generation
- American Diabetes Association
- American Heart Association
- American School Health Association
- America Scores
- Build Our Kid's Success (BOKS)
- Chartwells
- Children's National Medical Center
- District of Columbia Central Kitchen
- District of Columbia Concerned Providers Coalition
- District of Columbia Department of Health – ARPA, CHA, HAHSTA
- District of Columbia Department of Transportation
- District of Columbia Farm to School Network
- District of Columbia Greens
- District of Columbia Hunger Solutions
- District of Columbia Department of Mental Health
- District of Columbia Department of Parks and Recreation
- District of Columbia Student Support Center
- District of Columbia Public Charter School Board
- District of Columbia Public Schools (DCPS)
- Food Research and Action Center
- Friends of Choice in Urban Schools (FOCUS)
- Kid Power DC
- Metropolitan Police Department
- Metro TeenAIDS
- Promising Futures
- Sasha Bruce YouthWork
- The George Washington University
- The Office of the State Superintendent of Education
- The University of the District of Columbia
- Trinity Washington University

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**RESOURCES FOR CURRICULUM SELECTION**

Advocates for Youth. Science and Success, Second Edition: Sex Education and Other Programs that Work to Prevent Teen Pregnancy, HIV & Sexually Transmitted Infections. 2008. Washington, DC.

Centers for Disease Control and Prevention. Good-evidence interventions CDC. Retrieved from [www.cdc.gov/hiv/topics/research/prs/good-evidence-interventions.htm](http://www.cdc.gov/hiv/topics/research/prs/good-evidence-interventions.htm)

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## ACKNOWLEDGEMENTS

The Office of the State Superintendent of Education (OSSE) would like to acknowledge the contributions of individuals and organizations who dedicated their time and expertise to the development of the Nutrition Curriculum Review Guidance Document.

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<b>Alyia Smith-Parker</b> DC Hunger Solutions	<b>Clark Ray</b> Office of the State Superintendent of Education	<b>Jennifer Moore</b> DC Department of Parks and Recreation	<b>Mark Minukas</b> Crossfit DC
<b>Amy Nakamoto</b> DC Scores	<b>Clint Sanchez</b> The First TEE	<b>Jennifer Puryear</b> Diabetes	<b>Mary Urban</b> American Heart Association
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<b>Brittany Oberdorff</b> Office of the State Superintendent of Education	<b>Ewunike Akpan</b> Build Our Kids Success	<b>Karina Hurtado-Ocampo</b> Many Languages One Voice	<b>Omotunde Sowole-West</b> Office of the State Superintendent of Education
<b>Caitlin Costello</b> American Heart Association	<b>Flor Philips</b> Child Care Aware	<b>Kendall Beebe</b> DC Public Schools	<b>Particia Billingslea</b> DC Public Schools DCIAA
<b>Carolina Arango*</b> Office of the State Superintendent of Education	<b>Glen Harrison</b> Bicycle Education Program	<b>Lance Miller*</b> Office of the State Superintendent of Education	<b>Paula Reichel</b> DC Public Schools
<b>Charla Wanta</b> WYG	<b>Grant Elliott</b> Kid Power DC	<b>Lashawn Robinson</b> DC Department of Health	<b>Precious Calloway</b> Healthier Generation
<b>Cheryl Richardson</b> National Association for Sport and Physical Education	<b>Heather Holaday</b> DC Public Schools	<b>Latonia Coryatt</b> Office of the State Superintendent of Education	<b>Ray Clark</b> Office of the State Superintendent of Education
<b>Chibu Anyanwu*</b> Office of the State Superintendent of Education	<b>Jamila Watson</b> DC Public Schools	<b>Lauren Biel</b> DC Greens	<b>Reginald Burke</b> Student Support Center
<b>Chidimma Acholonu</b> Healthier Generation	<b>Jason Brown</b> DC Department of Health	<b>Lillie Monroe-Lord</b> University of the District of Columbia	<b>Rhonique Harris, MD, MHA, FAAP</b> Children's National Medical Center
<b>Christa Goldmon</b> Office of the State Superintendent of Education	<b>Jeffrey Mills</b> DC Public Schools	<b>Lindsey Plamer</b> DC Central Kitchen	
	<b>Jennifer Hefferan</b> DC Department of Transportation		

**COORDINATED HEALTH EDUCATION TEAM’S HEALTH AND WELLNESS ADVISORY BOARD (HWAB)**

**Past and Present Members**

<b>Rob Haldeman</b> Department of Parks and Recreation	<b>Robin Diggs</b> DC Department of Health	<b>Sharia Shanklin</b> DC Department of Parks and Recreation	<b>Sombo Pujeh</b> Office of the State Superintendent of Education	<b>Vanessa Gerideau</b> DC Department of Parks and Recreation
<b>Robert Suddler, Jr.</b> Department of Health Food Service	<b>Sam Ullery</b> School Gardens Specialist	<b>Sheena Simpson</b> DC Hunger Solutions	<b>Stephen Conley</b> American School Health Association	<b>Vinetta Freeman</b> Department of Health
<b>Robert Sudler</b> DC Department of Health	<b>Sapna Pandya</b> Many Languages One Voices	<b>Sherman M. Nelson, Jr.</b> DC Department of Parks and Recreation	<b>Tanya Nuchols</b> ZOCA Dance Community	
	<b>Sarah Bernardi</b> DC Greens			

\*Health and Wellness Advisory Board Chairs

**COORDINATED HEALTH EDUCATION TEAM’S ADVISORY BOARD - ORGANIZATIONS REPRESENTED**

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)	District of Columbia Department of Transportation	Friends of Choice in Urban Schools (FOCUS)
Alliance for a Healthier generation	Disstrict of Columbia Farm to School Network	Kid Power DC
American Diabetes Association	District of Columbia Greens	Metropolitan Police Department
American Heart Association	District of Columbia Hunger Solutions	Metro TeenAIDS
American School Health Association	District of Columbia Department of Mental Health	Promising Futures
America Scores	District of Columbia Department of Parks and Recreation	Sasha Bruce YouthWork
Build Our Kid’s Success (BOKS)	District of Columbia Student Support Center	The George Washington University
Chartwells	District of Columbia Public Charter School Board	The Office of the State Superintendent of Education
Children’s National Medical Center	District of Columbia Public Schools (DCPS)	The University of the District of Columbia
District of Columbia Central Kitchen	Food Research and Action Center	Trinity Washington University
District of Columbia Concerned Providers Coalition		
District of Columbia Department of Health - ARPA, CHA, HAHSTA		

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Abigail Alberico	Callie Finkle	Jessica Friend	Prema Ganganna
Abigail Steiner	Camed Hembree	Kafui Doe	Rachel Simpson
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Alexandra Carney	Damara Ross	Kristin Kelly	Russell Bernstein
Alexandra Dongala	Danielle D. Whitaker	Lance Miller	Sarah Evans
Alexandra Hyman	Diana Dolinsky	Latishia James	Sarah Fanta
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Ava Young	Jacinta Smith	Odera Ekwunife	

**PANEL OF DISTRICT OF COLUMBIA PUBLIC SCHOOL AND DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOLS TEACHERS AND SCHOOL REPRESENTATIVES**

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<b>Beverly Clavon</b>	<b>Lisa Aleshire</b>	<b>Patrice Irby</b>	<b>Yohnnie Shambourger</b>
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<b>Joel Bounds</b>	<b>Michael Posey</b>	<b>Tia Clemmons</b>	<b>John Daise</b>

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