

Nutrition Education Curriculum Review Form

1. Descriptive Information

Reviewer: _____ Date: _____
 Title of Material: _____ Year of Publication: _____
 Publisher: _____ ID Number: _____
 Publisher's Target Grade Level(s): _____
 Target Audience (if other than general classroom): _____

2. Instructional Design — rate the following characteristics of instructional design for this curriculum:

A. INSTRUCTION DESIGN

	Inaccurate, inappropriate, or missing	Inadequate	Satisfactory	Good
Aligns to National Health Education Standards or State Health Education Challenge Standards.	<input type="checkbox"/>	<input type="checkbox"/> Links to standards are not explicit .	<input type="checkbox"/> Links to standards are explicit at unit or theme levels .	<input type="checkbox"/> Links to standards are explicit at the lesson level .
Lesson Plans Include: * Learning objectives * Anticipatory set * Activities aligned with objectives * Assessment * Closure • Extensions and remediation • Adaptations for English-language learners • Prerequisites for learning • Identification of required instructional materials	<input type="checkbox"/> <input type="checkbox"/> NA	<input type="checkbox"/> Lessons include three or fewer starred elements.	<input type="checkbox"/> Lessons include all starred elements.	<input type="checkbox"/> Lessons include all starred elements and two or more additional elements.

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2. Instructional Design (continued)

A. INSTRUCTION DESIGN

	Inaccurate, inappropriate, or missing	Inadequate	Satisfactory	Good
Establishes a Safe Food Learning Environment	<input type="checkbox"/> <input type="checkbox"/> NA	<input type="checkbox"/> Food safety procedures are listed .	<input type="checkbox"/> A lesson on food safety procedures is included .	<input type="checkbox"/> Each lesson involving food incorporates and teaches appropriate food safety procedures.
Lessons in Unit or Curriculum are Organized in a Sequential Manner	<input type="checkbox"/> <input type="checkbox"/> NA	<input type="checkbox"/> Few lessons are organized sequentially.	<input type="checkbox"/> Most lessons are organized sequentially.	<input type="checkbox"/> All lessons are organized sequentially.
Integrates Nutrition Content With Other Subject Areas <i>Specify:</i> <input type="checkbox"/> Health <input type="checkbox"/> History - Social Science <input type="checkbox"/> Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Physical Education <input type="checkbox"/> Science <input type="checkbox"/> Visual and Performing Arts	<input type="checkbox"/> <input type="checkbox"/> NA	<input type="checkbox"/> Provides ideas for integration.	<input type="checkbox"/> Provides lessons that integrate content areas.	<input type="checkbox"/> Provides lessons that integrate content areas with explicit links to academic standards for each area.
Multiple Measures are Used to Assess Student Learning	<input type="checkbox"/>	<input type="checkbox"/> Multiple measures were not used.	<input type="checkbox"/> Multiple measures used for teacher evaluation .	<input type="checkbox"/> Multiple measures used, including teacher and student evaluations .
Identifies Necessary Teaching Equipment, Facilities, Resources, and Background Information Needed	<input type="checkbox"/>	<input type="checkbox"/> Background is provided and teaching materials are listed .	<input type="checkbox"/> Adequate background is provided and teaching materials are listed and described in the lesson plan.	<input type="checkbox"/> Adequate background is provided and teaching materials are listed, described and information is given to obtain or create them.

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2. Instructional Design (continued)

B. MATCH to CALIFORNIA STUDENT POPULATION

	Inaccurate, inappropriate, or missing	Inadequate	Satisfactory	Good
Activities, Content, and Examples are Representative of and Appropriate to Diverse Cultures, Individuals, and Family Configurations	<input type="checkbox"/>	<input type="checkbox"/> Some activities and content are representative and appropriate.	<input type="checkbox"/> All activities and content are representative and appropriate.	<input type="checkbox"/> All activities and content are representative and appropriate including extension and enrichment activities.
Activities, Content, and Examples Accommodate and Address Food Equity and Access Issues of Low-Income Students and Families	<input type="checkbox"/>	<input type="checkbox"/> Some activities and content accommodate and address these issues.	<input type="checkbox"/> All activities and content accommodate and address these issues.	<input type="checkbox"/> All activities and content accommodate and address these issues, including extension and enrichment activities.
Materials are Appropriate for English-Language Learners	<input type="checkbox"/>	<input type="checkbox"/> Some activities and content are appropriate.	<input type="checkbox"/> All activities and content are appropriate.	<input type="checkbox"/> All activities and content are appropriate, including extension and enrichment activities.
Materials are Available in Languages Other Than English <i>Specify Languages:</i> _____ _____ _____	<input type="checkbox"/> <input type="checkbox"/> NA		Translated materials are provided for (please check all that apply): <input type="checkbox"/> Students <input type="checkbox"/> Parents <input type="checkbox"/> Teachers	

Comments on Instructional Design: _____

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3. Development of California Health Education Content Standards

The Overarching California Health Education Overarching Content Standards are presented in the left-hand column in the table below. Note only the Overarching Standards and skill development level that are addressed in a high-quality and age-appropriate manner. Please include explanatory comments and examples to support your ratings.

California Health Education Content Standards for Nutrition and Physical Activity	Not Addressed	Developmentally Appropriate Activities and Equipment	Accurate	Sufficient Time and Intensity to Develop Concepts or Skills	Level of Skill Development	Promotes Real-Life Application
1. Essential Concepts. All students will comprehend essential concepts related to enhancing health. (Examples: grade two – classify foods into food groups; middle school – identify nutrients and their relationship to health; high school – evaluate approaches to weight maintenance.)	<input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> None <input type="checkbox"/> Introduces <input type="checkbox"/> Models <input type="checkbox"/> Guided Practice <input type="checkbox"/> Independent Practice	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Comments:					
2. Analyzing Influences All students will demonstrate the ability to analyze internal and external influences that affect health. (Examples: grade two – explain how family, friends, and media affect food choice; middle school – describe the affect of culture and media on body image; and high school – evaluate internal and external influences.)	<input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> None <input type="checkbox"/> Introduces <input type="checkbox"/> Models <input type="checkbox"/> Guided Practice <input type="checkbox"/> Independent Practice	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Comments:					

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California Health Education Content Standards for Nutrition and Physical Activity	Not Addressed	Developmentally Appropriate Activities and Equipment	Accurate	Sufficient Time and Intensity to Develop Concepts or Skills	Level of Skill Development	Promotes Real-Life Application
<p>3. Accessing Valid Health Information.</p> <p>All students will demonstrate the ability to access and analyze health information, products, and services. (Examples: grade four – use food labels; middle school – distinguish between valid and invalid sources of information; high school – evaluate claims about the safety of fitness equipment.)</p>	<input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> None <input type="checkbox"/> Introduces <input type="checkbox"/> Models <input type="checkbox"/> Guided Practice <input type="checkbox"/> Independent Practice	<input type="checkbox"/> Yes <input type="checkbox"/> No
Comments:						
<p>4. Interpersonal Communication</p> <p>All students will demonstrate the ability to use interpersonal communication skills to enhance health. (Examples: grade two – ask family members for healthy options; middle school – use effective skills to prevent overconsumption of beverages; high school – practice refusing less-nutritious foods.)</p>	<input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> None <input type="checkbox"/> Introduces <input type="checkbox"/> Models <input type="checkbox"/> Guided Practice <input type="checkbox"/> Independent Practice	<input type="checkbox"/> Yes <input type="checkbox"/> No
Comments:						
<p>5. Decision Making</p> <p>All students will demonstrate the ability to use decision-making skills to enhance health. (Examples: grade four – describe how to use a decision-making process; middle school – contrast healthy and risky weight management; high school – use a decision-making process to plan meals.)</p>	<input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> None <input type="checkbox"/> Introduces <input type="checkbox"/> Models <input type="checkbox"/> Guided Practice <input type="checkbox"/> Independent Practice	<input type="checkbox"/> Yes <input type="checkbox"/> No
Comments:						

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California Health Education Content Standards for Nutrition and Physical Activity	Not Addressed	Developmentally Appropriate Activities and Equipment	Accurate	Sufficient Time and Intensity to Develop Concepts or Skills	Level of Skill Development	Promotes Real-Life Application
6. Goal Setting All students will demonstrate the ability to use goal-setting skills to enhance health. (Examples: grade two – set short-term goals; middle school – make a personal nutrition plan; high school – assess personal nutrition and physical activity needs.)	<input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> None <input type="checkbox"/> Introduces <input type="checkbox"/> Models <input type="checkbox"/> Guided Practice <input type="checkbox"/> Independent Practice	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Comments:					
7. Practicing Health-Enhancing Behaviors All students will demonstrate the ability to practice behaviors that reduce risk and promote health. (Examples: grade four – take responsibility for limiting sugar consumption; middle school – explain proper food handling during meals; high school - select healthy foods in a variety of settings.)	<input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> None <input type="checkbox"/> Introduces <input type="checkbox"/> Models <input type="checkbox"/> Guided Practice <input type="checkbox"/> Independent Practice	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Comments:					
8. Health Promotion All students will demonstrate the ability to promote and support personal, family, and community health. (Examples: grade two – make healthy food choices with family and friends; middle school – encourage nutrient-dense foods in school; high school – educate family and peers about healthy food.)	<input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> None <input type="checkbox"/> Introduces <input type="checkbox"/> Models <input type="checkbox"/> Guided Practice <input type="checkbox"/> Independent Practice	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Comments:					

Comments on Development of California Health Education Content Standards: _____

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4. **Characteristics of Material** – This information will be used by the Resource Center to link the material to keywords and categories to search the online catalog.

<p>Teaching Methods - Check the following teaching methods for which this material is a <u>high-quality exemplar</u>. (Check all that apply)</p>	<p>Support for Coordinated School Health - Check the following areas for which this material provides <u>high-quality resources</u>. (Check all that apply)</p>	<p>Competencies - Check the Nutrition Competencies that are addressed in this material. (Check all that apply)</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Cooperative Group Activities <input type="checkbox"/> Demonstrations/Class Discussions <input type="checkbox"/> Experiential Learning <input type="checkbox"/> Peer Teaching <input type="checkbox"/> Student Investigation/Experimentation <input type="checkbox"/> Writing Assignments <input type="checkbox"/> Student Self-Assessment <input type="checkbox"/> Integration with Other Subject Areas <input type="checkbox"/> Multi-modal Learning <input type="checkbox"/> Multi-Media/Technology <input type="checkbox"/> Instructional Strategies for Special Needs Students <input type="checkbox"/> Instructional Strategies for Students with Language Needs <input type="checkbox"/> Service Learning Activities <input type="checkbox"/> Connection with School Food Service <input type="checkbox"/> Family/Home Extension Activities <input type="checkbox"/> Use of Community Resources <input type="checkbox"/> Other (specify): _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Strategies for school teacher, food service, and staff training and support. <input type="checkbox"/> Guidance for promoting parent involvement, training, and workshops. <input type="checkbox"/> Guidelines for developing policies that reflect nutrition objectives. <input type="checkbox"/> Materials, procedures, or policies for school/community, health/nutrition counseling and services. <input type="checkbox"/> Strategies for school/community fundraising, events, media, marketing that reflect healthy nutrition objectives. <input type="checkbox"/> Guidance to develop a coordinated approach to school nutrition and health services and programs. <input type="checkbox"/> Other (specify): _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> All students will comprehend essential concepts related to enhancing health. <input type="checkbox"/> Students will know current nutrition and physical activity recommendations and how to apply them. <input type="checkbox"/> Students will identify and explore factors influencing food choices. <input type="checkbox"/> Students will demonstrate proper food handling and storage to maximize the nutritional quality of food and personal hygiene to prevent food borne illness. <input type="checkbox"/> Students will identify valid nutrition information and advocate for positive health policies and practices. <input type="checkbox"/> Students will identify and explore influences of local, national and global factors on the quantity and quality of food. <input type="checkbox"/> Students will identify and explore the variety of food-related careers.

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4. Characteristics of Material *(continued)*

Comments on the material's use of Teaching Methods, Coordinated School Approach, and match with the Nutrition Competencies:

5. Evaluation Summary

	Poor	Low Quality	Satisfactory	High Quality	Excellent
My overall evaluation of the Instructional Design of the material is:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My overall evaluation of the Development of the California Health Education Content Standards in this material is:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My overall evaluation is:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you recommend acquiring this material for the California Healthy Kids Resource Center statewide circulating collection? (check one)

- _____ **Highly Recommended.** Highest-quality nutrition instructional material. It should be made available to California teachers as part of the Resource Center's collection.
- _____ **Recommended.** Good-quality nutrition instructional material. It may enhance the Resource Center's collection. Consider adding to the collection.
- _____ **Not Recommended.** Average- or poor-quality nutrition instructional materials. Not recommended for the Resource Center's collection.

Comments on your recommendations: _____



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6. Material Description - Please provide a brief description of the material. Also specify the grade level and audience for whom you think the curriculum is appropriate. **(Check all that apply)**

For use with:

- All Students
- Parents/Family Caregiver
- Professional
- E.L.L.
- Special Education
- G.A.T.E.
- Pregnant/Parenting Teens
- Other (Specify) _____

Grade level: Pre - K K - 3 4 - 6 6 - 8 9 - 12

7. Reviewer's Notes - Provide suggestions to teachers and other users, such as strengths of the material, possible applications, appropriate target audiences, teaching ideas, teaching alerts, connections with other resources, additional costs to implement lessons, facilities needed, etc.:
