

This is the Glossary and Works Cited portion of the *Nutrition Education Resource Guide*, published 2011 by the California Department of Education. The purpose of this guide is to provide an instructional resource for California schools, from kindergarten through grade twelve, to implement effective, standards-based nutrition education programs for students.

The complete publication is available at <http://www.cde.ca.gov/ls/nu/he/nerg.asp>.

Glossary

competency. Competency comprises the specification of knowledge and skill and the application of that knowledge and skill to the standard of performance required in employment. Competencies for academic subjects go beyond the minimum standards to outline comprehensive, sequential, and **grade-level expectations** for student learning. As with standards, they do not prescribe methods of instruction. However, they provide specifics at every grade grouping and show the sequence of learning as it is reinforced over several grade levels.¹

content standards. They describe the minimum knowledge and skills that students are expected to master at selected grade levels. Standards provide a common language and serve as the basis of curriculum frameworks, learning assessments, and instructional resources and materials but do not prescribe methods of instruction. In California, content standards are approved by the State Board of Education.

Coordinated School Health. An approach to school health that requires collaboration with various agencies and community groups to coordinate and provide the following elements: health education, physical education, nutrition services, health services, a safe and healthy school environment, parent and community involvement, health promotion for staff, and psychological and counseling services for students.

curriculum. Instruction that is planned, coordinated, and articulated in a manner designed to result in students' acquisition of specific knowledge and skills and the application of this knowledge. California has developed a set of standards that are intended to guide curriculum and instruction. The final decision about school curriculum is the responsibility of the local school board.

This term usually refers to a written plan outlining what students will be taught (a course of study). Curriculum documents often include detailed directions or suggestions for teaching the content. Curriculum may refer to all the courses offered at a given school or all the courses offered at a school in a particular area of study.

curriculum framework. A framework is a blueprint for implementing academic content standards approved by the State Board of Education. Frameworks guide the development of curricular materials, providing background about an academic subject. Topics for teachers to emphasize at each grade level are suggested.

curriculum map. A chart, or map, of the content, skills, and assessments that describes learning in the classroom. Curriculum maps provide an overview from grade to grade (kindergarten to grade five) and a within-a-grade of curriculum, instruction, and assessment.

1. Terminology from Northeastern Illinois University (<http://www.neiu.edu/~dbehrlic/hrd408/glossary.htm>).

evidence-based programs. Programs that have been found to be effective based on the results of rigorous evaluations.²

health education. A planned, sequential curriculum from kindergarten to grade twelve that addresses the physical, mental, emotional, and social dimensions of health. The curriculum is designed to motivate and help students maintain and improve their health, prevent disease, and reduce health-related risk behaviors. It allows students to develop and demonstrate increasingly sophisticated health-related knowledge, attitudes, skills, and practices. In California, comprehensive health education addresses nine content areas: personal health; consumer and community health; injury prevention and safety; alcohol, tobacco, and other drugs; nutrition, environmental health; family living; individual growth and development; and communicable and chronic diseases.

instructional materials. Resources used for student instruction or teaching or to provide direct instruction. (Direct instruction is a model for teaching that emphasizes well-developed and carefully planned lessons designed around small learning increments and clearly defined and prescribed teaching tasks. It is based on the theory that clear instruction eliminating misinterpretations can greatly improve and accelerate learning.)³

integrated curriculum. Education that is organized across subject-matter lines to create meaningful associations among aspects of the curriculum and that focuses on broad areas of study.

learning activity. An assignment or exercise that assesses students' understanding about the content, generates class discussions, and/or gathers student perspectives and opinions regarding the cycle's topic. Activities should be designed to reinforce and apply content as part of an overall lesson plan and curriculum. Generally, a lesson can contain several learning activities, which in turn contain learning tasks.

learning tasks. Specify the type of work to be completed by the student, the techniques used, associated tools and resources, the interaction and roles of those involved and the learning objectives and assessments associated with the learning activity.

lesson. A structured segment of instruction that contains a learning objective and information or skills to be imparted to the student. Usually contains one or more learning activities.

lesson plan. A written guide to achieve the intended learning outcomes. It defines the learning objectives, equipment, instructional materials, media requirements, instructional method, and method for evaluating the instruction or training.

nutrition. The process by which the body uses food for maintenance, growth, sustenance of normal functions, and energy.

2. Siobhan M. Cooney, Mary Huser, Stephen Small, and Cailin O'Connor, "Evidence-Based Programs: An Overview." What Works. Research to Practice Series 6, University of Wisconsin–Madison Extension, October 2007. http://www.uwex.edu/ces/flp/families/whatworks_06.pdf.

3. <http://www.cde.ca.gov/ci/cr/cf/imfrpfaq1.asp#Question18>.

nutrition education. Nutrition education is any combination of instructional strategies, accompanied by environmental supports, designed to facilitate the voluntary adoption of food choices and other food- and nutrition-related behaviors conducive to health and well-being. Nutrition education is delivered in many ways and involves activities at the individual, community, and policy levels.

nutrition science. The study of food systems, foods and drinks and their nutrients, and other constituents; and of their interactions within and between all relevant biological, social, and environmental systems. Nutrition science should be the basis of food and nutrition policies, which should be designed to identify, create, conserve, and protect rational, sustainable, and equitable communal, national, and global food systems to sustain the health, well-being, and integrity of humankind and of the world.

pacing guide. A planning tool that helps teachers chart their instructional progress so students can learn the content expected of them at their grade level by the end of a school year. It outlines the concepts and skills related to curriculum. This tool can be useful for nutrition educators to integrate health and nutrition into core subjects.

promotional material. A resource designed to publicize or advertise a product, information, cause, institution, and the like. Examples include brochures, free samples, posters, television or radio ads, and personal appearances.

research-based. A growing body of research has demonstrated that certain approaches and strategies for working with youths and their families can positively impact important health and social problems, such as inactivity, teen pregnancy, substance abuse, and family violence. Research-based programs include many of these approaches and strategies to target outcomes specific to individuals, schools, families, and communities.

Works Cited

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