



HECAT: Module FN

FOOD AND NUTRITION CURRICULUM

Description: This module contains the tools to analyze and score curricula that are intended to promote healthy eating patterns. An accessible version of this module is included in CDC's HECAT Online. <https://wwwn.cdc.gov/hecatonline/#/login>

Healthy Behavior Outcomes (HBO)

A pre-K-12 food and nutrition curriculum should enable students to...

- HBO 1.** Follow a healthy eating pattern that meets individual preferences and needs for growth and development.
- HBO 2.** Choose a variety of options within each food group.
- HBO 3.** Eat lots of fruits and vegetables.
- HBO 4.** Choose to eat whole grain products.
- HBO 5.** Choose to eat or drink fat-free or low-fat dairy or fortified dairy alternatives.
- HBO 6.** Drink lots of water.
- HBO 7.** Avoid sugary drinks.
- HBO 8.** Limit foods high in added sugars, saturated fats, trans fats, and sodium.
- HBO 9.** Choose to eat or drink nutrient-dense foods and beverages when dining.
- HBO 10.** Prepare good-tasting, nutrient-dense foods for yourself and others.
- HBO 11.** Choose and enjoy nutrient-dense foods and beverages that reflect personal preferences, culture, and budget.
- HBO 12.** Support healthy eating patterns for others.

This module uses the *National Health Education Standards (NHES)* as the framework for determining the extent to which the curriculum is likely to enable students to master essential knowledge and skills that promote healthy eating patterns.

The specific knowledge and skill expectations included in this module were developed through a rigorous process guided by research evidence and expert opinion on the types of knowledge, skills, and learning experiences that help students in grades pre-K-12 adopt and maintain healthy eating patterns. Appendix 6 also includes suggested knowledge and skill expectations for children ages 3-5, who might be enrolled in a school-based early childhood program.

Because school curricula must meet local community needs and conform to the curriculum requirements of the state or school district, users are encouraged to review the HECAT analysis items before reviewing curricula and add, delete, or revise them to meet local needs and requirements.

Some knowledge and skill expectations are relevant to more than one health topic. Look in other health topic modules for any related knowledge or skill expectations that might be added for the review of food and nutrition curricula. If a curriculum focuses on additional topics, such as physical activity, use these modules as well.

Overall Instructions

1. Determine the desired HBO(s) (box on left) you expect a curriculum to address.
2. Review the HECAT items in this module. Add, delete, or revise items to meet the selected HBO(s), the curriculum requirements of the state or school district, and community needs.
3. Review the completed *General Curriculum Information* (Chapter 2) for the curriculum under consideration.
4. Read the curriculum to become familiar with its content and how it is organized.
5. Complete the analysis of the curriculum for each standard in this module.
6. Score the curriculum based on the analysis: There will be **one** rating score for coverage of essential knowledge expectations (Standard 1) and **two** rating scores for each of the essential skill expectations (Standards 2-8).
7. Transfer scores from the analysis of each standard to the *Overall Summary Form* (Chapter 3).
8. Complete a separate analysis for each curriculum being reviewed. Make additional copies of analysis pages as needed.
9. Keep all written notes and comments to justify scores and to inform group discussions and curriculum decisions.

Standard 1

The Standard 1 curriculum analysis will result in a single score that reflects the extent to which the curriculum addresses the knowledge required to achieve the selected Healthy Behavior Outcomes for food and nutrition (HBOs, page FN-1). The HECAT lists the essential knowledge expectations to be completed by grades 2, 5, 8, and 12. These are listed by grade span: pre-K–2; 3–5; 6–8; and 9–12, starting on page FN-3. The relationship of each knowledge expectation to a HBO is identified following each expectation in parentheses.

The knowledge expectations are numbered sequentially for the ease of identification and discussion. Before each knowledge expectation, the number represents topic abbreviation, *NHES* standard number, grade span (last grade in that span), and expectation item number. For example, FN1.5.1 would represent Food and Nutrition, standard 1, grade span 3–5, knowledge expectation item 1.

Directions for Standard 1

1. Review the knowledge expectations (pages FN-3 through FN-9).
2. Decide if any of the knowledge expectations need to be deleted or modified, or if any additional expectations should be added to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Review other standards before making changes to the knowledge expectations in Standard 1. Some knowledge expectations may be reflected in the skill expectations in Standards 2–8, and some others might be found in other health topic modules. Look in other related topic modules for knowledge expectations that might be edited and added to the list of expectations for this topic.
3. Read the curriculum to become familiar with its content, the information provided for students, and the methods used to convey information and knowledge content.
4. Place a check in the box next to each knowledge expectation that is addressed by the curriculum and determine the *Knowledge Expectations Coverage Score*. **Important**—a knowledge expectation is “addressed” if there is sufficient information provided in the curriculum for students to be able to demonstrate understanding of this concept. Some knowledge expectations might require more evidence than others.
5. Transfer the *Knowledge Expectations Coverage Score* to the appropriate line on the *Overall Summary Form* (Chapter 3).
6. Record notes to justify scores and to inform group discussions and curriculum decisions.
7. Analyze Standard 1 for each curriculum being reviewed. If the curriculum addresses more than one grade span, complete a separate analysis of Standard 1 for each span.
8. Complete a separate *Overall Summary Form* for each curriculum and grade span.

Instructions for Standards 2–8 are provided on page FN-11.

Standard 1 Students will comprehend concepts related to health promotion and disease prevention.

After implementing this curriculum, students will comprehend concepts important for establishing and maintaining a healthy eating pattern.

Grades Pre-K-2 Knowledge Expectations: Check the box next to each food- and nutrition-related knowledge expectation addressed in the curriculum.

By grade 2, students will be able to:

- FN1.2.1** Explain the importance of trying new foods. (HBO 1 & 2)
- FN1.2.2** Discuss the importance of people trying food several times before deciding if they like it. (HBO 1, 2, 3, 4, 5, 9, 11 & 12)
- FN1.2.3** Explain the importance of choosing nutrient-dense foods and beverages that help people feel good. (HBO 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 & 11)
- FN1.2.4** Explain the importance of eating different foods from all the food groups. (HBO 1, 2, 3, 4, 5 & 12)
- FN1.2.5** Identify a variety of healthy, good-tasting, nutrient-dense snacks. (HBO 2, 3, 4, 5, 8 & 11)
- FN1.2.6** Identify the benefits of drinking water. (HBO 6 & 7)
- FN1.2.7** Describe the types of foods and beverages that should be limited (e.g., sugary drinks). (HBO 1, 6, 7, 8 & 9)
- FN1.2.8** Describe the benefits of eating breakfast every day. (HBO 1 & 12)
- FN1.2.9** Describe how to keep food safe from harmful germs. (HBO 10)
- FN1.2.10** Describe what it feels like to be hungry and full. (HBO 1, 11 & 12)
- FN1.2.11** Identify healthy eating patterns that provide energy and help the body grow and develop. (HBO 1, 2 & 12)
- FN1.2.12** Explain what is enjoyable about eating meals with family and friends. (HBO 11 & 12)

Additional Knowledge Expectations

KNOWLEDGE EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

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

KNOWLEDGE EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO THE *KNOWLEDGE EXPECTATIONS* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

After implementing this curriculum, students will comprehend concepts important for establishing and maintaining a healthy eating pattern.

Grades 3–5 Knowledge Expectations: Check the box next to each food- and nutrition-related knowledge expectation addressed in the curriculum.

By grade 5, students will be able to:

- FN1.5.1** Explain the importance of trying new foods. (HBO 1 & 2)
- FN1.5.2** Name the food groups and a variety of nutritious food and beverage choices for each food group. (HBO 1, 2, 3, 4 & 5)
- FN1.5.3** Describe the components of a healthy meal. (HBO 1, 2, 3, 4 & 5)
- FN1.5.4** Describe the benefits of eating plenty of whole fruits and vegetables (e.g., fresh, canned, frozen, and dried). (HBO 1, 2 & 3)
- FN1.5.5** Explain the importance of eating a variety of foods from all the food groups. (HBO 1, 2, 3, 4, 5 & 12)
- FN1.5.6** Describe the benefits of consuming enough water. (HBO 6 & 7)
- FN1.5.7** Identify sugary drinks. (HBO 7 & 9)
- FN1.5.8** Identify foods that are high in added sugars, sodium, and saturated or trans fat. (HBO 1, 8 & 9)
- FN1.5.9** Identify sources of healthy fats (e.g., unsaturated fats and oils). (HBO 8)
- FN1.5.10** Describe the health benefits of limiting the consumption of saturated or trans fat, added sugar, and sodium. (HBO 1, 8 & 12)
- FN1.5.11** Describe how to make or choose good-tasting, nutrient-dense snacks. (HBO 10 & 11)
- FN1.5.12** Explain why breakfast should be eaten every day. (HBO 1 & 12)
- FN1.5.13** Describe methods to keep food safe from germs. (HBO 10)
- FN1.5.14** Explain the concept of eating the amount of food needed to be healthy and energetic. (HBO 1 & 12)
- FN1.5.15** Describe the benefits of following a healthy eating pattern. (HBO 1 & 12)
- FN1.5.16** Describe what it feels like to be hungry and full. (HBO 1 & 12)
- FN1.5.17** Explain what is enjoyable about eating meals with family and friends. (HBO 11 & 12)

Food and Nutrition, Grades 3–5 continued on next page.

Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

After implementing this curriculum, students will comprehend concepts important for establishing and maintaining a healthy eating pattern.

Grades 3-5 Knowledge Expectations (continued): Check the box next to each food- and nutrition-related knowledge expectation addressed in the curriculum.

Additional Knowledge Expectations

KNOWLEDGE EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

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

KNOWLEDGE EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO THE *KNOWLEDGE EXPECTATIONS* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Notes:

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Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

After implementing this curriculum, students will comprehend concepts important for establishing and maintaining a healthy eating pattern.

Grades 6–8 Knowledge Expectations: Check the box next to each food- and nutrition-related knowledge expectation addressed in the curriculum.

By grade 8, students will be able to:

- FN1.8.1** Explain the importance of trying new foods. (HBO 1 & 2)
- FN1.8.2** Describe the importance of eating a variety of foods to meet daily nutrient and energy needs. (HBO 1, 2, 3, 4, 5 & 12)
- FN1.8.3** Describe the U.S. Dietary Guidelines for Americans. (HBO 1, 2, 3, 4, 5, 6, 7, 8 & 12)
- FN1.8.4** Summarize a variety of nutrient-dense food choices for each food group. (HBO 1, 2, 3, 4, 5 & 12)
- FN1.8.5** Explain why individuals may have different nutritional needs. (HBO 1, 11 & 12)
- FN1.8.6** Summarize the benefits of eating plenty of whole fruits and vegetables (e.g., fresh, canned, frozen, and dried). (HBO 1, 2 & 3)
- FN1.8.7** Explain the similarities and differences in nutritional value and food sources for protein, fats, and carbohydrates. (HBO 1, 2, 3, 4 & 5)
- FN1.8.8** Identify foods that provide key nutrients including fiber, iron, calcium, potassium, and vitamin D. (HBO 1, 2, 3, 4 & 5)
- FN1.8.9** Identify how different stages of food processing can impact the nutrient profile of food. (HBO 1, 3, 4 & 8)
- FN1.8.10** Identify examples of whole grain foods. (HBO 4)
- FN1.8.11** Describe how to make good-tasting, nutrient-dense meals and snacks. (HBO 10 & 11)
- FN1.8.12** Summarize the benefits of consuming enough water. (HBO 6 & 7)
- FN1.8.13** Identify sugary drinks. (HBO 7 & 9)
- FN1.8.14** Summarize the benefits of limiting the consumption of saturated fat, trans fat, added sugar, and sodium. (HBO 1, 8 & 12)
- FN1.8.15** Identify ways to prepare and season food using healthy fats, herbs, and spices while reducing sugar and sodium. (HBO 8 & 10)
- FN1.8.16** Describe the importance of eating breakfast every day. (HBO 1 & 12)
- FN1.8.17** Explain the relationship between access to healthy foods and personal food choices. (HBO 9, 10, 11 & 12)

Food and Nutrition, Grades 6–8 continued on next page.

Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

After implementing this curriculum, students will comprehend concepts important for establishing and maintaining a healthy eating pattern.

Grades 6–8 Knowledge Expectations (continued): Check the box next to each food- and nutrition-related knowledge expectation addressed in the curriculum.

By grade 8, students will be able to:

- FN1.8.18** Explain how to select nutrient-dense foods when dining out. (HBO 7, 8, 9, 11 & 12)
- FN1.8.19** Describe major chronic diseases and their relationship to eating and physical activity patterns. (HBO 1 & 12)
- FN1.8.20** Analyze the benefits of following a healthy eating pattern. (HBO 1 & 12)
- FN1.8.21** Identify healthy and risky approaches to weight management. (HBO 1 & 12)
- FN1.8.22** Describe the benefits of eating the amount of food needed to be healthy and energetic. (HBO 1 & 12)
- FN1.8.23** Describe body signals that tell a person when they are hungry and when they are full. (HBO 1 & 12)
- FN1.8.24** Explain what is enjoyable about eating meals with family and friends. (HBO 11 & 12)

Additional Knowledge Expectations

KNOWLEDGE EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

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

KNOWLEDGE EXPECTATIONS COVERAGE SCORE



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Notes:

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Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

After implementing this curriculum, students will comprehend concepts important for establishing and maintaining a healthy eating pattern.

Grades 9–12 Knowledge Expectations: Check the box next to each food- and nutrition-related knowledge expectation addressed in the curriculum.

By grade 12, students will be able to:

- FN1.12.1** Describe the recommendations of the U.S. Dietary Guidelines for Americans. (HBO 1, 2, 3, 4, 5, 6, 7, 8 & 12)
- FN1.12.2** Describe the relationship between diet and chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis. (HBO 1, 2, 3, 4, 5, 6, 7, 8 & 12)
- FN1.12.3** Explain how the U.S. Dietary Guidelines for Americans are useful in planning a healthy eating pattern. (HBO 1, 2, 3, 4, 5, 6, 7, 8 & 12)
- FN1.12.4** Identify food sources that provide key nutrients including fiber, calcium, potassium, iron, and vitamin D. (HBO 1, 2, 3, 4 & 5)
- FN1.12.5** Describe the importance of choosing a variety of foods and beverages to meet daily nutrient and energy needs. (HBO 1, 2 & 12)
- FN1.12.6** Explain the importance of trying new foods. (HBO 1 & 2)
- FN1.12.7** Identify how different stages of food processing can impact the nutrient profile of food. (HBO 1, 2, 4 & 8)
- FN1.12.8** Describe a balanced vegetarian eating pattern. (HBO 1, 3, 4, 10 & 12)
- FN1.12.9** Identify ways to prepare and season food using healthy fats, herbs, and spices while reducing sugar and sodium. (HBO 8 & 10)
- FN1.12.10** Describe how to make good-tasting, nutrient-dense meals and snacks. (HBO 10)
- FN1.12.11** Summarize the physical, mental, social, and academic benefits of eating breakfast every day. (HBO 1 & 12)
- FN1.12.12** Summarize how to identify nutrient-dense food selections when dining out. (HBO 8, 9 & 11)
- FN1.12.13** Describe the benefits of avoiding energy drinks. (HBO 6 & 7)
- FN1.12.14** Summarize the relationship between access to food and personal food choices. (HBO 7, 8, 9, 10 & 11)
- FN1.12.15** Summarize food safety strategies that can control germs that cause foodborne illnesses. (HBO 10)
- FN1.12.16** Describe the relationship between nutrition and overall health. (HBO 1, 11 & 12)
- FN1.12.17** Identify characteristics of a "fad diet." (HBO 1, 2 & 12)

Food and Nutrition, Grades 9–12 continued on next page.

Standard 1 1 Students will comprehend concepts related to health promotion and disease prevention.

After implementing this curriculum, students will comprehend concepts important for establishing and maintaining a healthy eating pattern.

Grades 9–12 Knowledge Expectations (continued): Check the box next to each food- and nutrition-related knowledge expectation addressed in the curriculum.

By grade 12, students will be able to:

- FN1.12.18** Analyze healthy and risky approaches to weight management. (HBO 1 & 12)
- FN1.12.19** Describe body signals that tell a person when they are hungry and when they are full. (HBO 1 & 12)
- FN1.12.20** Explain the effects of eating disorders on healthy growth and development. (HBO 1 & 12)
- FN1.12.21** Identify signs of eating disorders. (HBO 12)
- FN1.12.22** Analyze the benefits of healthy eating patterns. (HBO 1 & 12)
- FN1.12.23** Describe the benefits of eating meals with family and friends. (HBO 11 & 12)

Additional Knowledge Expectations

KNOWLEDGE EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

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

KNOWLEDGE EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO THE *KNOWLEDGE EXPECTATIONS* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

This is the end of Standard 1

Notes:

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Standards 2–8

The Standards 2–8 analysis will result in **two** ratings for each standard. One rating reflects the extent to which the curriculum addresses the skill expectations important to achieve selected Healthy Behavior Outcomes for food and nutrition (HBO, page FN-1). The second reflects the extent to which the curriculum provides opportunities for students to understand and practice the skills necessary to meet these skill expectations.

The *National Health Education Standards 2–8* describe the key processes and performance indicators that help students promote personal, family, and community health. CDC reviewed these and other state-level indicators, analyzed the research on effective programs, and used input from experts in health education to develop a list of relevant general skill expectations for each standard.

Each Standard 2–8 lists the healthy eating-specific skill expectations for each grade group. The healthy eating-specific skill expectations are based on the general skill expectations listed in Appendix 4: HECAT Skill Expectations for Skill Standards 2–8.

Very few topic-specific curricula address every skill expectation in every grade. Before analyzing the curriculum, determine the most appropriate skill expectations for the grade span(s) under consideration and ensure that the other skill expectations are addressed in other grades or other topics.

Add, delete, or revise skill expectations to reflect community needs and meet the curriculum requirements of the school district. Refer to the general skill expectations in Appendix 4 for guidance when considering additions, deletions, or revisions. Also, review skill expectations in other health topic modules for those that could be edited and added to this topic.

The skill expectations are numbered sequentially for the ease of identification and discussion. Before each skill expectation, the number represents topic abbreviation, *NHES* standard number, grade span (last grade in that span), and skill expectation item number. For example, FN3.5.1 would represent Food and Nutrition, standard 3, grade span 3–5, skill expectation item 1.

Directions for Standards 2–8

1. Review the topic-specific skill expectations for each standard.
2. Decide if any skill expectations need to be added or modified to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Look in other related topic modules for ones that might be edited and added to the list of skill expectations for this topic.
3. Read the curriculum to become familiar with the content, the focus on skill learning, and the methods used to convey skill learning.
4. Place a check in the box next to each skill expectation that is addressed by the curriculum and determine the *Skill Expectations Coverage Score*. **Important**—a skill expectation is “addressed” if there is sufficient information provided in the curriculum for students to be able to demonstrate competency in this expectation. Some skill expectations might require more evidence than others.
5. Complete the *Student Skill Practice Score* by checking the criteria box for each statement that applies to the curriculum. Add the total number of checks for an overall score.
6. Transfer the *Skill Expectations Coverage Score* and the *Student Skill Practice Score* to the appropriate lines on the *Overall Summary Form* (Chapter 3).
7. Record notes to justify scores and to inform group discussions and curriculum decisions.
8. Complete a separate *Overall Summary Form* for each curriculum and grade span.

Standard 2

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

After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on establishing and maintaining a healthy eating pattern.

Grades Pre-K-2 Student Skill Expectations: Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

By grade 2, students will be able to:

- FN2.2.1** Identify how family can influence food choices and other eating practices and behaviors.
- FN2.2.2** Identify how school personnel can influence food choices and other eating practices and behaviors.
- FN2.2.3** Identify how media and technology can influence food choices and other eating practices and behaviors.
- FN2.2.4** Explain that the purpose of food advertisements (e.g., commercials, billboards, sponsored content, and product placement) is to make people want to eat more of certain foods.
- FN2.2.5** Describe positive influences on food choices and other eating practices and behaviors.
- FN2.2.6** Describe negative influences on food choices and other eating practices and behaviors.

Additional Skill Expectations

SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO THE *STANDARD 2: ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE)* LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Standard 2

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

After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on establishing and maintaining a healthy eating pattern.

Grades Pre-K-2 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score
(Total number of checks)

TRANSFER THIS SCORE TO STANDARD 2: ANALYZING INFLUENCES (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

Standard 2

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

After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on establishing and maintaining a healthy eating pattern.

Grades 3–5 Student Skill Expectations: Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

By grade 5, students will be able to:

- FN2.5.1** Identify how culture influences food choices and other eating practices and behaviors.
- FN2.5.2** Identify how peers influence food choices and other eating practices and behaviors.
- FN2.5.3** Identify how community influences food choices and other eating practices and behaviors.
- FN2.5.4** Describe how family and culture influence food choices and other eating practices and behaviors.
- FN2.5.5** Describe how school and community settings influence food choices and other eating practices and behaviors.
- FN2.5.6** Describe how media and technology influence food choices and other eating practices and behaviors.
- FN2.5.7** Explain that the purpose of food advertisements (e.g., product placement, commercials, billboards, sponsored content) is to make people want to eat more of that food.
- FN2.5.8** Describe how peers influence food choices and other eating practices and behaviors.

Additional Skill Expectations

SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO THE *STANDARD 2: ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Standard 2

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

After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on establishing and maintaining a healthy eating pattern.

Grades 3–5 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 2: ANALYZING INFLUENCES (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

Standard 2

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

After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on establishing and maintaining a healthy eating pattern.

Grades 6–8 Student Skill Expectations: Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

By grade 8, students will be able to:

- FN2.8.1** Explain how school rules, community norms, and public health policies or laws (e.g., food safety guidelines) influence food choices and other eating practices and behaviors.
- FN2.8.2** Explain how perceptions of norms influence healthy and unhealthy food choices and other eating practices and behaviors.
- FN2.8.3** Explain how social expectations influence healthy and unhealthy food choices and other eating practices and behaviors.
- FN2.8.4** Explain how personal values and beliefs influence food choices and other eating practices and behaviors.
- FN2.8.5** Describe how some health risk behaviors influence the likelihood of engaging in unhealthy eating practices and behaviors.
- FN2.8.6** Analyze how family and culture influence food choices and other eating practices and behaviors.
- FN2.8.7** Analyze how school and community influence food choices and other eating practices and behaviors.
- FN2.8.8** Analyze how media and technology influence food choices and other eating practices and behaviors.
- FN2.8.9** Analyze how food advertisements (e.g., product placement, commercials, billboards, sponsored content) make people want to eat more of that food.
- FN2.8.10** Analyze how peers influence food choices and other eating practices and behaviors.

Additional Skill Expectations

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SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO THE STANDARD 2:
ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE)
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Standard 2

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

After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on establishing and maintaining a healthy eating pattern.

Grades 6–8 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 2: ANALYZING INFLUENCES (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

Standard 2

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

After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on establishing and maintaining a healthy eating pattern.

Grades 9–12 Student Skill Expectations: Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

By grade 12, students will be able to:

- FN2.12.1** Explain how public health policies and guidelines influence food choices and other eating practices and behaviors.
- FN2.12.2** Analyze how culture supports and challenges beliefs, practices, and behaviors related to food and beverage choices.
- FN2.12.3** Analyze how peers and perceptions of norms influence healthy and unhealthy food choices and other eating practices and behaviors.
- FN2.12.4** Analyze how personal attitudes, values, and beliefs influence food choices and other eating practices and behaviors.
- FN2.12.5** Analyze how laws, rules, and regulations influence food choices and other eating practices and behaviors.
- FN2.12.6** Analyze how school and community influence food choices and other eating practices and behaviors.
- FN2.12.7** Analyze how food advertisements (e.g., product placement, commercials, billboards, sponsored content) make people want to eat more of that food.
- FN2.12.8** Analyze how media and technology influence personal, family, and community food choices and other eating practices and behaviors.
- FN2.12.9** Differentiate relevant influences, including family, culture, peers, school, community, media, technology, and public health policies, on food choices and other eating practices and behaviors.
- FN2.12.10** Analyze the factors that influence safe, accessible, equitable, and affordable opportunities for healthy eating practices and behaviors for oneself and others.

Additional Skill Expectations

SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO THE *STANDARD 2: ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE)* LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Standard 2

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

After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on establishing and maintaining a healthy eating pattern.

Grades 9-12 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 2: ANALYZING INFLUENCES (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain a healthy eating pattern.

Grades Pre-K-2 Student Skill Expectations: Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

By grade 2, students will be able to:

- FN3.2.1** Identify trusted adults at home who can help promote healthy eating practices and behaviors.
- FN3.2.2** Identify trusted adults and professionals in school (e.g., classroom teacher, school nurse) who can help promote healthy eating practices and behaviors.
- FN3.2.3** Identify trusted adults and professionals in the community (e.g., registered dietitian, healthcare provider) who can help promote healthy eating practices and behaviors.

Additional Skill Expectations

SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE

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TRANSFER THIS SCORE TO THE *STANDARD 3: ACCESSING VALID INFORMATION (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

The use of “valid” in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain a healthy eating pattern.

Grades Pre-K-2 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 3: ACCESSING VALID INFORMATION (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain a healthy eating pattern.

Grades 3–5 Student Skill Expectations: Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

By grade 5, students will be able to:

- FN3.5.1** Describe characteristics of valid nutrition information.
- FN3.5.2** Describe characteristics of food advertising.
- FN3.5.3** Demonstrate how to locate sources of valid nutrition information.

Additional Skill Expectations

SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE

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TRANSFER THIS SCORE TO THE *STANDARD 3: ACCESSING VALID INFORMATION (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

The use of “valid” in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain a healthy eating pattern.

Grades 3–5 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 3: ACCESSING VALID INFORMATION (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

Standard **3** Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain a healthy eating pattern.

Grades 6–8 Student Skill Expectations: Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

By grade 8, students will be able to:

- FN3.8.1** Analyze the validity of nutrition information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- FN3.8.2** Analyze the validity of nutrition products (e.g., dietary supplements, cleanses, detox).
- FN3.8.3** Describe situations that call for professional nutrition services.
- FN3.8.4** Access valid nutrition information from home, school, or community.
- FN3.8.5** Identify false or misleading claims on food packaging and promotions.

Additional Skill Expectations

SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE

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TRANSFER THIS SCORE TO THE *STANDARD 3: ACCESSING VALID INFORMATION (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

The use of “valid” in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain a healthy eating pattern.

Grades 6–8 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 3: ACCESSING VALID INFORMATION (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain a healthy eating pattern.

Grades 9–12 Student Skill Expectations: Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

By grade 12, students will be able to:

- FN3.12.1** Evaluate the validity of nutrition information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- FN3.12.2** Evaluate the validity of nutrition products (e.g., dietary supplements, cleanses, detox).
- FN3.12.3** Evaluate the validity of nutrition services (e.g., credentialed professionals, food assistance programs).
- FN3.12.4** Determine the accessibility of valid nutrition products.
- FN3.12.5** Determine when professional nutrition services may be required.
- FN3.12.6** Determine the accessibility of valid nutrition services.
- FN3.12.7** Use resources that provide valid nutrition information.
- FN3.12.8** Use valid nutrition products when needed or appropriate.
- FN3.12.9** Use valid nutrition services when needed or appropriate.
- FN3.12.10** Identify false or misleading claims on food packaging and promotions.

Additional Skill Expectations

SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO THE *STANDARD 3: ACCESSING VALID INFORMATION (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

The use of “valid” in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain a healthy eating pattern.

Grades 9-12 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 3: ACCESSING VALID INFORMATION (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

Standard 4

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

After implementing this curriculum, students will be able to use interpersonal communication skills to establish and maintain a healthy eating pattern.

Grades Pre-K-2 Student Skill Expectations: Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

By grade 2, students will be able to:

- FN4.2.1** Demonstrate effective refusal skills to avoid unhealthy food choices and promote a healthy eating pattern.
- FN4.2.2** Demonstrate how to ask for food in response to internal hunger signals.

Additional Skill Expectations

SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE

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TRANSFER THIS SCORE TO THE *STANDARD 4: COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

The use of “valid” in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

Standard 4

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

After implementing this curriculum, students will be able to use interpersonal communication skills to establish and maintain a healthy eating pattern.

Grades Pre-K-2 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 4:
COMMUNICATION SKILLS (STUDENT SKILL PRACTICE)
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

Standard 4

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

After implementing this curriculum, students will be able to use interpersonal communication skills to establish and maintain a healthy eating pattern.

Grades 3–5 Student Skill Expectations: Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

By grade 5, students will be able to:

- FN4.5.1** Demonstrate the use of effective verbal and nonverbal communication to choose foods that align with a healthy eating pattern.
- FN4.5.2** Demonstrate how to ask for food in response to internal hunger signals.
- FN4.5.3** Explain how to be empathetic and compassionate towards a family member who is trying to improve personal food choices.
- FN4.5.4** Demonstrate how to effectively ask for help to improve personal food choices.

Additional Skill Expectations

SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO THE *STANDARD 4: COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

The use of “valid” in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

Standard 4

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

After implementing this curriculum, students will be able to use interpersonal communication skills to establish and maintain a healthy eating pattern.

Grades 3–5 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 4:
COMMUNICATION SKILLS (STUDENT SKILL PRACTICE)
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

Standard 4

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

After implementing this curriculum, students will be able to use interpersonal communication skills to establish and maintain a healthy eating pattern.

Grades 6–8 Student Skill Expectations: Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

By grade 8, students will be able to:

- FN4.8.1** Demonstrate the use of effective verbal and nonverbal communication to choose foods that align with a healthy eating pattern.
- FN4.8.2** Demonstrate how to ask for food in response to internal hunger signals.
- FN4.8.3** Demonstrate effective peer resistance skills to avoid or reduce exposure to unhealthy food choices.
- FN4.8.4** Demonstrate effective negotiation skills to avoid or reduce exposure to unhealthy food choices.
- FN4.8.5** Demonstrate how to effectively ask for assistance to improve personal food choices and eating behaviors.
- FN4.8.6** Demonstrate how to effectively communicate empathy and support for others who are trying to improve personal food choices.

Additional Skill Expectations

SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE

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TRANSFER THIS SCORE TO THE *STANDARD 4: COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

The use of “valid” in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

Standard 4

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

After implementing this curriculum, students will be able to use interpersonal communication skills to establish and maintain a healthy eating pattern.

Grades 6–8 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 4:
COMMUNICATION SKILLS (STUDENT SKILL PRACTICE)
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

Standard 4

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

After implementing this curriculum, students will be able to use interpersonal communication skills to establish and maintain a healthy eating pattern.

Grades 9–12 Student Skill Expectations: Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

By grade 12, students will be able to:

- FN4.12.1** Demonstrate effective communication skills to improve personal food choices and healthy eating behaviors.
- FN4.12.2** Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid or reduce unhealthy food choices.
- FN4.12.3** Demonstrate how to effectively ask for assistance to improve personal food choices and eating behaviors.
- FN4.12.4** Demonstrate how to effectively support others in improving food choices and eating behaviors.

Additional Skill Expectations

SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO THE *STANDARD 4: COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

The use of “valid” in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

Standard 4

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

After implementing this curriculum, students will be able to use interpersonal communication skills to establish and maintain a healthy eating pattern.

Grades 9-12 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score →

(Total number of checks)

TRANSFER THIS SCORE TO STANDARD 4:
COMMUNICATION SKILLS (STUDENT SKILL PRACTICE)
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to promote healthy eating patterns.

Grades Pre-K-2 Student Skill Expectations: Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

By grade 2, students will be able to:

- FN5.2.1** Identify situations that need a food- and nutrition-related decision.
- FN5.2.2** Identify how family, peers, culture, technology, or media influence a food- and nutrition-related decision.
- FN5.2.3** Explain the potential positive and negative outcomes from a food- and nutrition-related decision.
- FN5.2.4** Describe when help is needed and when it is not needed to make a food- and nutrition-related decision.

Additional Skill Expectations

SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO THE *STANDARD 5: DECISION MAKING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Decision-making skills help students make choices, individually or collaboratively, that can improve their health and quality of life. These skills allow students to make important decisions that require thoughtful, critical thinking outside of high-risk and high-stake contexts. They increase the likelihood that students will make healthy decisions when facing potentially unhealthy situations. To promote these skills, students must identify when a decision is needed and how it relates to health; determine if help is needed to make the decision; evaluate outcomes and potential alternatives; and reflect.

Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to promote healthy eating patterns.

Grades Pre-K-2 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to promote healthy eating patterns.

Grades 3–5 Student Skill Expectations: Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

By grade 5, students will be able to:

- FN5.5.1** Identify situations that need a decision related to food and nutrition (e.g., when a peer offers a soft drink).
- FN5.5.2** Decide when help is needed and when it is not needed to make a decision related to food and nutrition.
- FN5.5.3** Explain how family, culture, peers, technology, or media influence a decision related to food and nutrition.
- FN5.5.4** Identify options and their potential outcomes when choosing foods and beverages.
- FN5.5.5** Choose a food or beverage that fits with a healthy eating pattern when making a decision about what to eat or drink.
- FN5.5.6** Describe the final outcome of a decision related to food and nutrition.

Additional Skill Expectations

SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO THE *STANDARD 5: DECISION MAKING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Decision-making skills help students make choices, individually or collaboratively, that can improve their health and quality of life. These skills allow students to make important decisions that require thoughtful, critical thinking outside of high-risk and high-stake contexts. They increase the likelihood that students will make healthy decisions when facing potentially unhealthy situations. To promote these skills, students must identify when a decision is needed and how it relates to health; determine if help is needed to make the decision; evaluate outcomes and potential alternatives; and reflect.

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

After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to promote healthy eating patterns.

Grades 3–5 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to promote healthy eating patterns.

Grades 6–8 Student Skill Expectations: Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

By grade 8, students will be able to:

- FN5.8.1** Identify circumstances that help or hinder making choices that support a healthy eating pattern.
- FN5.8.2** Determine when situations require a decision related to a healthy eating pattern.
- FN5.8.3** Distinguish when a decision related to food and beverage choices should be made individually or with the help of others.
- FN5.8.4** Explain how family, culture, technology, media, peers and personal beliefs affect a decision related to food and nutrition.
- FN5.8.5** Distinguish between healthier and less healthy alternatives of a decision related to eating behaviors.
- FN5.8.6** Predict the potential outcomes of healthy and unhealthy alternatives of a decision related to food and nutrition.
- FN5.8.7** Choose a food or beverage that fits with a healthy eating pattern when making a decision about what to eat or drink.
- FN5.8.8** Analyze the effectiveness of a final outcome of a decision related to food and nutrition.

Additional Skill Expectations

SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO THE *STANDARD 5: DECISION MAKING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Decision-making skills help students make choices, individually or collaboratively, that can improve their health and quality of life. These skills allow students to make important decisions that require thoughtful, critical thinking outside of high-risk and high-stake contexts. They increase the likelihood that students will make healthy decisions when facing potentially unhealthy situations. To promote these skills, students must identify when a decision is needed and how it relates to health; determine if help is needed to make the decision; evaluate outcomes and potential alternatives; and reflect.

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

After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to promote healthy eating patterns.

Grades 6–8 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to promote healthy eating patterns.

Grades 9–12 Student Skill Expectations: Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

By grade 12, students will be able to:

- FN5.12.1** Examine barriers to making a decision related to food and nutrition.
- FN5.12.2** Justify when individual or collaborative decision making related to health eating behaviors is appropriate.
- FN5.12.3** Analyze how family, culture, technology, media, peers, and personal beliefs affect a decision related to food and nutrition.
- FN5.12.4** Generate alternatives when making a decision related to eating behaviors.
- FN5.12.5** Predict the potential short- and long-term consequences of alternatives to decisions related to food and nutrition.
- FN5.12.6** Choose a food or beverage that fits with a healthy eating pattern when making a decision about what to eat or drink.
- FN5.12.7** Evaluate the effectiveness of decisions related to food and nutrition.

Additional Skill Expectations

SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO THE *STANDARD 5: DECISION MAKING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Decision-making skills help students make choices, individually or collaboratively, that can improve their health and quality of life. These skills allow students to make important decisions that require thoughtful, critical thinking outside of high-risk and high-stake contexts. They increase the likelihood that students will make healthy decisions when facing potentially unhealthy situations. To promote these skills, students must identify when a decision is needed and how it relates to health; determine if help is needed to make the decision; evaluate outcomes and potential alternatives; and reflect.

Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to promote healthy eating patterns.

Grades 9-12 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,

Criteria met

- 1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.
- 2. The curriculum provides **at least one** opportunity or activity for students to practice the skills needed to meet this standard. *(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **two or more** opportunities or activities for students to practice the skills needed to meet this standard. *(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.

Student Skill Practice Score

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to food and nutrition, take steps to achieve these goals, and monitor their progress in achieving them.

Grades Pre-K-2 Student Skill Expectations: Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

By grade 2, students will be able to:

- FN6.2.1** Identify a realistic personal short-term goal to improve eating patterns (e.g., try new fruits, vegetables, and whole grains; drink more water).
- FN6.2.2** Take steps to achieve a personal goal to improve eating patterns.
- FN6.2.3** Identify people who can help achieve a personal goal to improve eating patterns.

Additional Skill Expectations

SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO THE *STANDARD 6: GOAL SETTING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Goal-setting skills are critical in helping students adopt, practice, and maintain health-enhancing behaviors. Goals should be specific, measurable, realistic, and time bound (SMART) in order to help students achieve both short- and long-term goals. Students can build confidence in their abilities to set and achieve goals by following clearly defined steps toward their goals, tracking progress over time, seeking help and support when needed, and reflecting on impacts on their overall health.

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

After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to food and nutrition, take steps to achieve these goals, and monitor their progress in achieving them.

Grades Pre-K-2 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score

(Total number of checks)

TRANSFER THIS SCORE TO STANDARD 6: GOAL SETTING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to food and nutrition, take steps to achieve these goals, and monitor their progress in achieving them.

Grades 3–5 Student Skill Expectations: Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

By grade 5, students will be able to:

- FN6.5.1** Identify a realistic personal short-term goal to improve eating patterns (e.g., try new fruits, vegetables, and whole grains; drink more water).
- FN6.5.2** Track progress toward achieving a personal goal to improve eating patterns.
- FN6.5.3** Identify resources that can help achieve a personal goal to improve eating patterns.

Additional Skill Expectations

SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO THE *STANDARD 6: GOAL SETTING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Goal-setting skills are critical in helping students adopt, practice, and maintain health-enhancing behaviors. Goals should be specific, measurable, realistic, and time bound (SMART) in order to help students achieve both short- and long-term goals. Students can build confidence in their abilities to set and achieve goals by following clearly defined steps toward their goals, tracking progress over time, seeking help and support when needed, and reflecting on impacts on their overall health.

Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to food and nutrition, take steps to achieve these goals, and monitor their progress in achieving them.

Grades 3–5 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score

(Total number of checks)

TRANSFER THIS SCORE TO STANDARD 6: GOAL SETTING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to food and nutrition, take steps to achieve these goals, and monitor their progress in achieving them.

Grades 6–8 Student Skill Expectations: Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

By grade 8, students will be able to:

- FN6.8.1** Assess personal eating practices.
- FN6.8.2** Set a realistic personal goal to improve eating patterns.
- FN6.8.3** Assess the barriers to achieving a personal goal to improve eating patterns.
- FN6.8.4** Apply strategies to overcome barriers to achieving a personal goal to improve eating patterns.
- FN6.8.5** Use strategies and skills to achieve a personal goal to improve eating patterns.

Additional Skill Expectations

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SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO THE *STANDARD 6: GOAL SETTING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Goal-setting skills are critical in helping students adopt, practice, and maintain health-enhancing behaviors. Goals should be specific, measurable, realistic, and time bound (SMART) in order to help students achieve both short- and long-term goals. Students can build confidence in their abilities to set and achieve goals by following clearly defined steps toward their goals, tracking progress over time, seeking help and support when needed, and reflecting on impacts on their overall health.

Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to food and nutrition, take steps to achieve these goals, and monitor their progress in achieving them.

Grades 6–8 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score

(Total number of checks)

TRANSFER THIS SCORE TO STANDARD 6: GOAL SETTING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to food and nutrition, take steps to achieve these goals, and monitor their progress in achieving them.

Grades 9–12 Student Skill Expectations: Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

By grade 12, students will be able to:

- FN6.12.1** Assess personal eating practices and behaviors.
- FN6.12.2** Set a realistic personal goal related to improve eating patterns.
- FN6.12.3** Assess the barriers to achieving a personal goal to improve eating patterns.
- FN6.12.4** Develop a plan to attain a personal goal to improve eating patterns.
- FN6.12.5** Implement strategies, including self-monitoring, to achieve a personal goal to improve eating patterns.
- FN6.12.6** Use strategies to overcome barriers to achieving a personal goal to improve eating patterns.
- FN6.12.7** Formulate an effective long-term plan to achieve a health goal to improve eating patterns.

Additional Skill Expectations

SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO THE *STANDARD 6: GOAL SETTING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Goal-setting skills are critical in helping students adopt, practice, and maintain health-enhancing behaviors. Goals should be specific, measurable, realistic, and time bound (SMART) in order to help students achieve both short- and long-term goals. Students can build confidence in their abilities to set and achieve goals by following clearly defined steps toward their goals, tracking progress over time, seeking help and support when needed, and reflecting on impacts on their overall health.

Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to food and nutrition, take steps to achieve these goals, and monitor their progress in achieving them.

Grades 9-12 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 6: GOAL SETTING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

Standard 7

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

After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain healthy eating patterns.

Grades Pre-K-2 Student Skill Expectations: Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

By grade 2, students will be able to:

- FN7.2.1** Identify practices that reduce or prevent unhealthy eating patterns and behaviors.
- FN7.2.2** Demonstrate healthy eating patterns and behaviors.
- FN7.2.3** Commit to practicing healthy eating patterns and behaviors.

Additional Skill Expectations

- _____
- _____

SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Standard 7

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

After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain healthy eating patterns.

Grades Pre-K-2 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score

(Total number of checks)

TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

Standard 7

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

After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain healthy eating patterns.

Grades 3–5 Student Skill Expectations: Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

By grade 5, students will be able to:

- FN7.5.1** Describe practices that reduce or prevent unhealthy eating patterns and behaviors.
- FN7.5.2** Demonstrate healthy eating patterns and behaviors.
- FN7.5.3** Commit to practicing healthy eating patterns and behaviors.

Additional Skill Expectations

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SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Standard 7

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

After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain healthy eating patterns.

Grades 3–5 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

Standard 7

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

After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain healthy eating patterns.

Grades 6–8 Student Skill Expectations: Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

By grade 8, students will be able to:

- FN7.8.1** Explain the importance of being responsible for the personal eating behaviors that are within one’s control.
- FN7.8.2** Analyze eating patterns and behaviors that reduce or prevent health risks.
- FN7.8.3** Demonstrate eating patterns and behaviors to improve the health of oneself and others.
- FN7.8.4** Commit to practicing healthy eating patterns and behaviors.

Additional Skill Expectations

SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE

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TRANSFER THIS SCORE TO *STANDARD 7: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Standard 7

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

After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain healthy eating patterns.

Grades 6–8 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score

(Total number of checks)

TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

Standard 7

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

After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain healthy eating patterns.

Grades 9–12 Student Skill Expectations: Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

By grade 12, students will be able to:

- FN7.12.1** Analyze the role of individual responsibility in enhancing eating patterns and behaviors.
- FN7.12.2** Evaluate personal healthy eating patterns and behaviors that reduce or prevent health risks.
- FN7.12.3** Demonstrate healthy eating patterns and behaviors to improve the health of oneself and others.
- FN7.12.4** Commit to practicing healthy eating patterns and behaviors.

Additional Skill Expectations

SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE

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TRANSFER THIS SCORE TO *STANDARD 7: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Standard 7

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

After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain healthy eating patterns.

Grades 9-12 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

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

After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain healthy eating patterns.

Grades Pre-K-2 Student Skill Expectations: Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

By grade 2, students will be able to:

- FN8.2.1** Make requests to others (e.g., family members) about preferences for healthy eating patterns.
- FN8.2.2** Demonstrate how to encourage peers to make healthy food and beverage choices.

Additional Skill Expectations

SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE

—————→

TRANSFER THIS SCORE TO *STANDARD 8: ADVOCACY (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).*

Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain healthy eating patterns.

Grades Pre-K-2 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 8: ADVOCACY (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

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

After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain healthy eating patterns.

Grades 3–5 Student Skill Expectations: Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

By grade 5, students will be able to:

- FN8.5.1** Give factual information to improve the food and beverage selections of others.
- FN8.5.2** State personal beliefs to improve the food and beverage selections of others.
- FN8.5.3** Demonstrate how to persuade others to make healthy food and beverage choices.

Additional Skill Expectations

- _____
- _____

SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO STANDARD 8: ADVOCACY (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

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

After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain healthy eating patterns.

Grades 3–5 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 8: ADVOCACY (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

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

After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain healthy eating patterns.

Grades 6–8 Student Skill Expectations: Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

By grade 8, students will be able to:

- FN8.8.1** State a food and nutrition position, supported with accurate information, to improve the health of others.
- FN8.8.2** Persuade and support others to make positive food and beverage choices that are within their control and influence.
- FN8.8.3** Collaborate with others to advocate for healthy food and nutrition at home, in school, or in the community.
- FN8.8.4** Demonstrate how to adapt food and nutrition messages for different audiences.

Additional Skill Expectations

SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE

—————→

TRANSFER THIS SCORE TO *STANDARD 8: ADVOCACY (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

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

After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain healthy eating patterns.

Grades 6–8 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score

(Total number of checks)



TRANSFER THIS SCORE TO *STANDARD 8: ADVOCACY (STUDENT SKILL PRACTICE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain healthy eating patterns.

Grades 9–12 Student Skill Expectations: Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

By grade 12, students will be able to:

- FN8.12.1** Use peer and societal norms, based on accurate health information, to formulate a message that promotes healthy eating patterns and behaviors.
- FN8.12.2** Use knowledge of available, valid services and health risks of disordered eating to seek professional support for oneself or help peers.
- FN8.12.3** Persuade and support others to make positive choices related to food and nutrition.
- FN8.12.4** Collaborate with others to advocate for improving personal, family, and community food and nutrition.
- FN8.12.5** Encourage school and community environments to promote healthy eating patterns and behaviors.
- FN8.12.6** Adapt food and nutrition messages and communication techniques to reach a specific target audience.
- FN8.12.7** Persuade school and community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable nutrition opportunities, products, and services to improve the health of oneself and others.

Additional Skill Expectations

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SKILL EXPECTATIONS COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

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

SKILL EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO *STANDARD 8: ADVOCACY*
(*SKILL EXPECTATIONS COVERAGE*) LINE
OF THE *OVERALL SUMMARY FORM* (CHAP. 3).

Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain healthy eating patterns.

Grades 9–12 Student Skill Practice: Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides at least one opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides two or more opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

Student Skill Practice Score

(Total number of checks)

TRANSFER THIS SCORE TO STANDARD 8: ADVOCACY (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

This concludes the health education curriculum analysis items related to food and nutrition. Complete the *Overall Summary Form* and use the scores and notes to inform group discussions and curriculum decisions.

Additional Notes: