



## GLOSSARY OF KEY TERMS

### **Academic Performance Index (API)**

The cornerstone of California's Public Schools Accountability Act of 1999; measures academic performance and growth of schools on a variety of academic measures.

### **Competency**

1. Areas of personal capability that enable people to perform successfully by completing a task effectively. A competency can be knowledge, attitudes, skills, values, or personal values. Competency can be acquired through talent, experience, or training.
2. Competency comprises the specification of knowledge and skill and the application of that knowledge and skill to the standard of performance.

### **Content Standard**

Clearly defined statements and/or illustrations of what all students, teachers, schools and districts are expected to know and be able to do. There are specific standards for each subject area and grade.

### **Curriculum**

A series of planned instruction that is coordinated and articulated in a manner designed to result in the achievement by students of specific knowledge and skills and the application of this knowledge. California has developed a set of standards that are intended to guide curriculum and instruction. The final decisions about school curriculum are the responsibility of the local school board.

This term usually refers to a written plan outlining what students will be taught (a course of study). Curriculum documents often include detailed directions or suggestions for teaching the content. Curriculum may refer to all the courses offered at a given school, or all the courses offered at a school in a particular area of study.<sup>[1]</sup>

### **Curriculum - Integrated**

Education that is organized across subject-matter lines to create meaningful associations among a variety of aspects of the curriculum and focuses upon broad areas of study. It views learning and teaching in a holistic way and reflects the real world, which is interactive.<sup>[1]</sup>

## **Curriculum Map**

Chart or map of content, skills, and assessments that describes the actual learning that has taken place in the classroom during the school year.

## **Education - Developmentally Appropriate**

Curriculum and instruction that is in accord with the physical and mental development of the student. Research has shown that children are more able to do certain tasks at distinct ages, pedagogical skill determines the match. For instance, in 5<sup>th</sup> grade students are beginning to think abstractly, so they can learn from other concepts rather than direct experience.

## **Education - Health**

Health education is a planned, sequential, kindergarten through grade twelve curriculum that addresses the physical, mental, emotional, and social dimension of health.<sup>[2]</sup> In California, comprehensive health education addresses nine content areas: personal health; consumer and community health; injury prevention and safety; alcohol, tobacco, and other drugs; nutrition, environmental health; family living; individual growth and development; and communicable and chronic disease.<sup>[3]</sup>

## **Frameworks - Curriculum**

The blueprints for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.<sup>[3]</sup>

## **Integration**

Integration is a philosophy of teaching in which content is drawn from several subject areas to focus on a particular topic or theme. Rather than studying math or social studies in isolation, for example, a class might study a unit called “The Sea”, using math to calculate pressure at certain depths and social studies to understand why coastal and inland populations have different livelihoods.

## **Integration - Continuum**

Continuum of Integration refers to the number of subjects a teacher can incorporate into one lesson and the level of higher order thinking involved in the lesson. Level 1 on the continuum of integration is the most basic and involves incorporating nutrition messages and/or essential concepts with the core curriculum. Level 2 is interdisciplinary in which one skills-based health standard is integrated with one core standard. Level 3, is full integration; incorporating a skills-based health standard, the nutrition competency, the Harvest of the Month featured produce, and a nutrition message into more than one content area.

## **Learning Activity**

An assignment or exercise that assesses students' understanding about the content, generates class discussions, and/or gathers student perspectives and opinions regarding the cycle's topic. Activities should be designed to reinforce and apply content as part of an overall lesson plan and curriculum. Generally, a lesson can contain several learning activities, which in turn contain learning tasks undertaken, which specifies the type of task, the techniques used, associated tools and resources, the interaction and roles of those involved and the learning objectives and assessments associated with the learning activity.

## **Lesson**

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

## **Lesson Plan**

A written guide to achieve the intended learning outcomes. It provides specific definition and direction on learning objectives, equipment, instructional material and media requirements, and how to conduct and evaluate the instruction or training.

## **Material - Instructional**

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

## **Material - Promotional**

A resource designed to publicize or advertise a product, information, cause, institution, etc., as a brochure, free sample, poster, television or radio or personal appearance.

## **Nutrition Education**

Nutrition education is any combination of educational strategies, accompanied by environmental supports, designed to facilitate the voluntary adoption of food choices and other food- and nutrition-related behaviors conducive to health and well-being; nutrition education is delivered through multiple venues and involves activities at the individual, community and policy levels. <sup>[4]</sup>

## Objectives

Objectives are statements that describe in precise, measurable, and obtainable terms—defined and desired learning outcomes for students. To write objectives the acronym S.M.A.R.T may be used to aid in formulating an effective objective. S= specific, M= measurable, A= achievable, R=realistic, T=time.

Two examples of SMART objectives:

1. By the end of 8 classes, 75% of Head Start children will be able to identify all the food groups and serving size information from *MyPyramid* for preschoolers.
2. By the end of September 2011, participants' skills in purchasing, storing, and preparing fruits and vegetables will increase by 30%.

## Pacing Guide

A planning tool that helps teachers chart the timing of their instruction so that all tested topics are taught prior to the administration of the state test. It is an outline aligning the concepts and skills related to curriculum.

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1. Association for Supervision and Curriculum Development, url-www.acsd.org
  2. California Health Education Content Standards for California Public Schools
  3. California Department of Education, URL - [www.cde.ca.gov](http://www.cde.ca.gov)
  4. Contento, I. Nutrition Education; Linking Research, Practice, and theory. 2007.