

Grades Pre-K, K, 1, 2, 3, 4

Adopted 2009

Nutrition for Energy and Growth

Students in Wisconsin will understand the concepts related to and the connections between food choices, eating habits, activity, and healthy growth.

1. Identify why people need to eat different kinds of foods [A.4.1](#)
2. Identify feeling hungry vs. feeling full/satisfied [A.4.2](#)
3. Identify the benefits of relationship between physical activity (using energy) and the need for food and water; state that people need to eat food to have energy and grow [A.4.3](#)
4. Match food groups to their primary contribution for a healthy body, realizing that some foods are better fuel than others (nutrient density) [A.4.4](#)

Food Safety

Students in Wisconsin will understand/know how to keep food safe for consumption and how to prepare food safely.

1. Identify when adults should help with food preparation [B.4.1](#)
2. Identify ways to keep food fresh and safe to eat [B.4.2](#)
3. Recognize that eating improperly prepared or spoiled food can make you sick [B.4.3](#)
4. Trace a food from origin to table [B.4.4](#)
5. Describe a food chain [B.4.5](#)
6. Explain the importance of hand-washing during food preparation [B.4.6](#)

Critical Thinking and Practical Reasoning

Students in Wisconsin will understand and use critical thinking and practical reasoning skills to address food choices, nutrition, and health concerns

1. Be able to distinguish between food and nonfood items [C.4.1](#)
 2. Identify a healthy eating habit [C.4.2](#)
 3. Graph progress toward achieving a set nutrition goal, using a simple log chart [C.4.3](#)
 4. Compare and contrast snacks which can contribute to or undermine healthy eating habits and identify why one snack might be a better choice than another snack [C.4.4](#)
 5. Recognize factors in advertisements to sell foods [C.4.5](#)
 6. Demonstrate how to use food labels to select a healthy food or snack [C.4.6](#)
-

Nutrition for Health Promotion of Healthy Behaviors

Students in Wisconsin will understand concepts related to personal health promotion and disease prevention, and will practice behaviors to promote health, prevent disease, and reduce health risks.

1. Understand the concept of variety, and identify that eating a variety of foods is important to health [D.4.1](#)
 2. Describe the consequences of overeating [D.4.2](#)
 3. Identify sources of fat, sugar, salt, fiber, protein, and calcium in the diet [D.4.3](#)
 4. Recognize the relationship between diet and chronic diseases, such as blood pressure, heart disease and obesity [D.4.4](#)
-

Diversity

Students in Wisconsin will understand that nutritional status and health can be impacted by many factors, and healthy eating must be individualized to meet personal preferences and characteristics.

1. Understand that people eat many different foods as part of a healthy diet [E.4.1](#)
 2. Recognize that people come in many shapes and sizes [E.4.2](#)
 3. Identify examples of cultures and their food customs and habits [E.4.3](#)
 4. Identify different dietary needs related to food allergies and medical conditions [E.4.4](#)
 5. Describe how food choices are influenced by availability, individual and family preferences, media and background [E.4.5](#)
-

Identification and Classification of Food

Students in Wisconsin will be able to appreciate and classify foods. They will also demonstrate an interest and appreciation for a variety of foods.

1. Recognize foods by name [F.4.1](#)
2. Describe different kinds of food (by physical and sensory characteristics — shape, taste, color, texture, etc) [F.4.2](#)
3. Categorize foods by source (plant, animal), including processed foods [F.4.3](#)
4. Identify the basic food groups, and give examples from each group for meals and snacks [F.4.4](#)