

WISCONSIN STANDARDS FOR
Nutrition



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Foreword

On August 2, 2022, I formally adopted the *Wisconsin Standards for Nutrition*. These revised academic standards provide a foundational framework that identifies what students should know and be able to do in Nutrition.

The adoption of the *Wisconsin Standards for Nutrition* is part of a concerted effort led by Wisconsin educators and stakeholders who shared their expertise in nutrition, food, health, agriculture and teaching from kindergarten through higher education. The public and legislature provided feedback for the writing committee to consider as part of Wisconsin’s Academic Standards review and revision process.



Nutrition is an essential part of a comprehensive PK-12 education for all students. The *Wisconsin Standards for Nutrition* prepare learners to understand and appreciate the relationships between food and beverage choices, eating patterns, and overall health. The knowledge, techniques, and skills gained through nutrition education in Wisconsin schools supports the overall goal of preparing students to be college and career ready.

Wisconsin’s revised standards for nutrition ensure that students apply knowledge and critically analyze multiple aspects of food, health, and society. Nutrition education improves food and health literacy, which are some of the most important life skills we can teach our students. These standards provide a framework with actionable indicators for classroom experiences in nutrition.

The Wisconsin Department of Public Instruction continues to build on this work to support implementation of the standards with resources for the field. I am excited to share the *Wisconsin Standards for Nutrition*, which aim to build nutrition skills, knowledge, and engagement opportunities for all Wisconsin students.

Dr. Jill Underly
State Superintendent

Acknowledgements

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Aligning for Student Success

To build and sustain schools that support every student in achieving success, educators must work together with families, community members, and business partners to connect the most promising practices in the most meaningful contexts. The release of the standards provides a set of important academic standards for school districts to implement. This is connected to a larger vision of every child graduating college and career ready. Academic standards work together with other critical principles and efforts to educate every child to graduate college and career ready. Here, the vision and set of Guiding Principles form the foundation for building a supportive process for teaching and learning rigorous and relevant content. The following sections articulate this integrated approach to increasing student success in Wisconsin schools and communities.

Relating the Academic Standards to All Students

Grade-level standards should allow ALL students to engage, access, and be assessed in ways that fit their strengths, needs, and interests. This applies to the achievement of students with IEPs (individualized education plans), English learners, and gifted and talented pupils, consistent with all other students. Academic standards serve as the foundation for individualized programming decisions for all students.

Academic standards serve as a valuable basis for establishing concrete, meaningful goals as part of each student's developmental progress and demonstration of proficiency. Students with IEPs must be provided specially designed instruction that meets their individual needs. It is expected that each individual student with an IEP will require unique services and supports matched to their strengths and needs in order to close achievement gaps in grade-level standards. Alternate standards are only available for students with the most significant cognitive disabilities.

Gifted and talented students may achieve well beyond the academic standards and move into advanced grade levels or into advanced coursework.

Our Vision: Every Child a Graduate, College and Career Ready

We are committed to ensuring every child graduates from high school academically prepared and socially and emotionally competent. A successful Wisconsin student is proficient in academic content and can apply their knowledge through skills such as critical thinking, communication, collaboration, and creativity. The successful student will also possess critical habits such as perseverance, responsibility, adaptability, and leadership. This vision for every child as a college and career ready graduate guides our beliefs and approaches to education in Wisconsin.

Guided by Principles

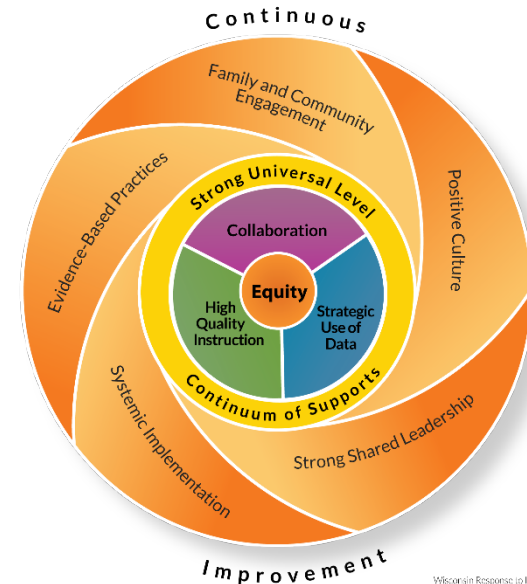
All educational initiatives are guided and impacted by important and often unstated attitudes or principles for teaching and learning. [The Guiding Principles for Teaching and Learning \(2011\)](#) emerge from research and provide the touchstone for practices that truly affect the vision of [Every Child a Graduate Prepared for College and Career](#). When made transparent, these principles inform what happens in the classroom, direct the implementation and evaluation of programs, and most importantly, remind us of our own beliefs and expectations for students.

Ensuring a Process for Student Success

For Wisconsin schools and districts, implementing the [Framework for Equitable Multi-Level Systems of Supports \(2017\)](#) means providing equitable services, practices, and resources to every learner based upon responsiveness to effective instruction and intervention. In this system, high-quality instruction, strategic use of data, and collaboration interact within a continuum of supports to facilitate learner success. Schools provide varying types of supports with differing levels of intensity to proactively and responsibly adjust to the needs of the whole child. These include the knowledge, skills and habits learners need for success beyond high school, including developmental, academic, behavioral, social, and emotional skills.

Connecting to Content: Wisconsin Academic Standards

Within this vision for increased student success, rigorous, internationally benchmarked academic standards provide the content for high-quality curriculum and instruction and for a strategic assessment system aligned to those standards. With the adoption of the standards, Wisconsin has the tools to design curriculum, instruction, and assessments to maximize student learning. The standards articulate what we teach so that educators can focus on how instruction can best meet the needs of each student. When implemented within an equitable multi-level system of support, the standards can help to ensure that every child will graduate college and career ready.



References

The Guiding Principles for Teaching and Learning. 2011. Madison, WI: Wisconsin Department of Public Instruction. Retrieved from <https://dpi.wi.gov/standards/guiding-principles>.

Framework for Equitable Multi-Level Systems of Supports. 2017. Madison, WI: Wisconsin Department of Public Instruction. Retrieved from <https://dpi.wi.gov/rti>.

Section II

Wisconsin Standards for Nutrition

What is Nutrition Education?

Nutrition education is defined as education strategies, accompanied by environmental supports, that are designed to facilitate the voluntary adoption of food choices and other food and nutrition-related behaviors conducive to health and well-being. (1) School based nutrition education provides students with the knowledge and food-related life skills to establish healthful eating patterns. However, nutrition education based primarily on providing knowledge and skills has not been shown to be effective. Effective nutrition education requires a comprehensive approach designed to address food preferences; person-related factors such as perceptions, beliefs, attitudes, meanings, and social norms; and environmental factors. (1) Nutrition education is one way to encourage students to apply knowledge and critically view multiple aspects of food, health, and society, while developing higher level thinking skills.

Nutrition education teaches life-skills to eat healthfully which affects both quality of life and longevity (2). Nutrition and food studies provide real world contexts for learning. When students see the connection between what they are learning and real-world issues, their motivation and learning soars. Additionally, nutrition concepts connect to many subject areas including, but not limited to math, science, health, family and consumer education, agricultural education, and physical education. Providing nutrition education helps promote healthier school environments that support academic success and prepare students to lead healthy, productive lives (3).

Nutrition Education in Wisconsin

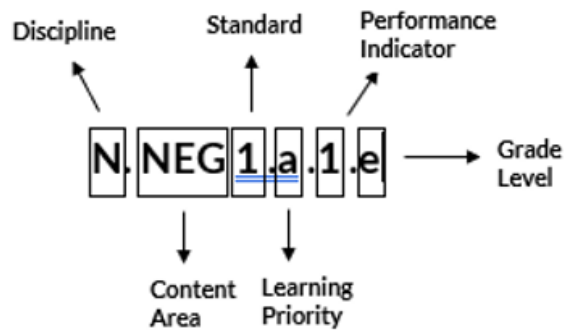
Teaching nutrition to children early in their education is key to the development of healthy eating patterns and can make a positive difference in student achievement in school. Wisconsin maintains statutory standards for schools related to educational goals and expectations. Specifically, Wis. Stat. § 118.01, Standard D states that schools shall provide instructional programming designed to give pupils knowledge of the human body and means to maintain lifelong health, including knowledge of the nutritive value of foods as outlined in the Dietary Guidelines for Americans. The *Wisconsin Standards for Nutrition* serve as a guide for schools to use in developing comprehensive nutrition education programs and curricula. The standards set grade level expectations for knowledge and skills and provide educators a framework for teaching nutrition. The scope and sequence of nutrition topics are defined to guide classroom lessons.

These standards articulate end-of-grade level expectations. Some students - including students who receive special education services through an Individualized Education Program (IEP), students who receive reasonable accommodations through a 504 plan, students with gifts and talents, and English language learners - may benefit from additional supports or challenges. Some barriers to learning and engagement can be minimized through Universal Design for Learning (UDL). In addition, learning can be personalized through collaboration between educators, school staff, families, and students.

Standards Structure

The Wisconsin Standards for Nutrition follow a structure like all Wisconsin State Standards.

Standards Coding



Content Area: Nutrition for Energy and Growth (NEG)

Standard NEG1: Students in Wisconsin will understand concepts related to and connections between food and beverage options, eating patterns, physical activity, and healthy growth.

Performance Indicators (by Grade Band)

Learning Priority	K-2 (e)	3-5 (l)	6-8 (m)	9-12 (h)
NEG1.a: Understand that a variety of food and beverages provide energy that help the body grow and develop.	<p>NEG1.a.1.e: Recognize that food and beverages provide energy that helps the body grow.</p> <p>NEG1.a.2.e: Describe the importance of trying a variety of new foods and recognize multiple exposures increase acceptability of these foods.</p>	<p>NEG1.a.3.i: Explain the importance of eating the right amount of food and beverages needed to help the body grow.</p> <p>NEG1.a.4.i: Identify why people need to eat different kinds of food to fuel their bodies.</p>	<p>NEG1.a.5.m: Understand that nutritional needs change based on factors such as age and levels of physical activity.</p> <p>NEG1.a.6.m: Describe the importance of eating a variety of foods to meet daily nutrient and energy needs.</p>	<p>NEG1.a.7.h: Identify the nutritional needs associated with life stages (prenatal through adulthood) and individual health.</p> <p>NEG1.a.8.h: Demonstrate an understanding of variety, moderation, and balance in relation to eating for energy and growth.</p>
NEG1.b: Evaluate food and water intake on physical activity and energy levels.	<p>NEG1.b.1.e: Identify feelings of thirst and the importance of drinking water during physical activity.</p>	<p>NEG1.b.2.i: Identify the relationship between physical activity and the need for food and water.</p>	<p>NEG1.b.3.m: Assess how food and water intake impact physical activity and energy levels.</p>	<p>NEG1.b.4.h: Evaluate the effects of dehydration and hunger on energy levels and physical performance.</p>

Standards Formatting

- **Standard:** Broad statement that tells what students are expected to know or be able to do
- **Learning priority:** Breaks down the broad statement into manageable learning pieces
- **Performance indicator by grade band:** Measurable degree to which a standard has been developed or met

Grade Bands

Grade bands of K-2, 3-5, 6-8, and 9-12 align to typical elementary, middle, and high school levels.

- Grade band K-2 and 3-5 performance indicators represent knowledge and skills that should be integrated throughout the elementary curriculum.

- Grade band 6-8 performance indicators represent knowledge and skills that should be integrated through the middle school curriculum where students engage in abstract thinking, expand perspectives, and apply concepts in varying learning contexts.
- Nutrition education at the high school level builds upon concepts learned in earlier grade bands. Grade band 9-12 performance indicators extend knowledge and skills through application and concentrate on planning and implementing lifelong health enhancing behaviors.

Definitions

Eating pattern - the combination of foods and beverages an individual consumes over time. It also refers to why and how individuals eat, what foods they eat, with whom they eat, as well as the ways individuals obtain, store, prepare, and consume foods and beverages.

Essential nutrients - nutrients that are required by the body and cannot be synthesized in the body in adequate amounts to meet requirements so must be provided by foods and beverages.

Nutrient-density - a measure of nutrients a food or beverage provides compared to the calories it provides.

References

1. Content, Isobel R. 2008. "Nutrition education: linking research, theory, and practice." *Asia Pacific Journal of Clinical Nutrition* 17, no.1 (2008): 176-179.
2. Institute of Medicine. 2013. *Nutrition education in the K-12 curriculum: The role of national standards: Workshop summary*. Washington, DC: The National Academic Press.
3. *Nutrition Education Resource Guide for California Public Schools Kindergarten Through Grade Twelve*. 2017. California Department of Education.

Section III

Discipline: Nutrition Standards

Content Area: Food Safety and Food Systems (FS)

Standard FS1: Students in Wisconsin will know the principles of handling foods for optimal quality and safety in various food systems.

Performance Indicators (by Grade Band)

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
FS1.a: Apply the procedures and principles of food handling for quality and safety of food products.	<p>FS1.a.1.e: Demonstrate proper handwashing.</p> <p>FS1.a.2.e: Recognize foods may need to be washed or cooked to safely eat.</p> <p>FS1.a.3.e: Recognize that eating improperly prepared or spoiled food can cause illness.</p>	<p>FS1.a.4.i: Explain the importance of handwashing during food preparation.</p> <p>FS1.a.5.i: Describe proper methods of food storage, handling, and preparation of different types of food (shelf stable, refrigerated, and frozen).</p> <p>FS1.a.6.i: Explain the relationship between food safety practices and food borne illness.</p>	<p>FS1.a.7.m: Describe safe food handling practices.</p> <p>FS1.a.8.m: Describe factors associated with a safe food supply (food handling, production, storage, and preparation techniques).</p> <p>FS1.a.9.m: Compare the relationship between food safety practices and health.</p>	<p>FS1.a.10.h: Examine the health risks caused by unsafe food handling and practices.</p> <p>FS1.a.11.h: Evaluate practices in keeping food safe through proper preparation and storage.</p> <p>FS1.a.12.h: Evaluate the potential sources of contamination between the origin and consumption of food.</p> <p>FS1.a.13.h: Discuss the effects of food preparation techniques on the nutritional value of the food.</p>

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Content Area: Nutrition for Practice and Promotion of Health Enhancing Behaviors (NP)

Standard NP1: Students in Wisconsin will demonstrate the ability to practice and promote health enhancing behaviors to prevent disease for personal and community health.

Performance Indicators (by Grade Band)

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
NP1.a: Evaluate the impact of eating patterns on health risks.	NP1.a.1.e: Recognize that people eat different foods and beverages as part of a healthy eating pattern.	NP1.a.2.i: Understand the concept of eating the amount and variety of foods and beverages as part of a healthy eating pattern.	NP1.a.3.m: Apply the concepts of variety, balance, and moderation as part of a healthy eating pattern. NP1.a.4.m: Understand the difference between healthy eating and disordered eating patterns and identify resources for support.	NP1.a.5.h: Analyze the impact eating patterns have on chronic diseases. NP1.a.6.h: Summarize the consequences of disordered eating and the need for early support.
NP1.b: Understand the relationship between food and beverage availability, eating patterns, and health risks.	NP1.b.1.e: Recognize the many places to obtain food and beverages.	NP1.b.2.i: Understand the relationship between community resources and availability of foods and beverages.	NP1.b.3.m: Describe the relationship between food and beverage availability and its impact on eating patterns and health risks.	NP1.b.4.h: Analyze the relationship between food and beverage availability, eating patterns, and health risks.

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Content Area: Nutrition for Practice and Promotion of Health Enhancing Behaviors (NP)

Standard NP1: Students in Wisconsin will demonstrate the ability to practice and promote health enhancing behaviors to prevent disease for personal and community health. (cont'd)

Performance Indicators (by Grade Band)

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
NP1.c: Identify concepts to promote foods and beverages that are part of a healthy eating pattern for personal and community health.	NP1.c.1.e: Understand how to make requests to others about food and beverage preferences that are part of a healthy eating pattern.	NP1.c.2.i: Identify concepts used to promote food and beverage choices that are part of a healthy eating pattern.	NP1.c.3.m: Demonstrate the ability to influence others to select foods and beverages that are part of a healthy eating pattern.	NP1.c.4.h: Demonstrate the ability to adapt messages about healthy eating patterns to a particular audience while considering cultural and social perspectives. NP1.c.5.h: Advocate for healthy food and beverage choices in the community.

Content Area: Identification and Classification of Food (ICF)

Standard ICF1: Students in Wisconsin will be able to identify and classify foods and gain an appreciation for various forms of foods.

Performance Indicators (by Grade Band)

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
ICF1.a: Identify foods by name, physical characteristics, nutrient content, and use.	<p>ICF1.a.1.e: Recognize foods by name.</p> <p>ICF1.a.2.e: Describe physical and sensory characteristics of foods – shape, taste, color, texture, etc.</p>	<p>ICF1.a.3.i: Identify different essential nutrients.</p> <p>ICF1.a.4.i: Identify foods by physical and sensory characteristics – shape, taste, color, texture, etc.</p>	<p>ICF1.a.5.m: Identify nutrient contribution of foods.</p> <p>ICF1.a.6.m: Explain methods to change sensory characteristics of foods.</p>	<p>ICF1.a.7.h: Differentiate foods based on their nutrient contributions.</p> <p>ICF1.a.8.h: Demonstrate methods that change nutritional and sensory characteristics of food.</p>
ICF1.b: Classify foods by source, food group, and use.	<p>ICF1.b.1.e: Identify plant and animal sources of food.</p> <p>ICF1.b.2.e: Identify the basic food groups.</p>	<p>ICF1.b.3.i: Categorize foods based on their source.</p> <p>ICF1.b.4.i: Categorize foods into the basic food groups.</p>	<p>ICF1.b.5.m: Categorize foods by food group, source, and use.</p> <p>ICF1.b.6.m: Demonstrate the ability to plan meals and snacks using the basic food groups.</p>	<p>ICF1.b.7.h: Utilize foods of different forms, functions, and sources.</p> <p>ICF1.b.8.h: Analyze meals using the current USDA food guidance system.</p>

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Content Area: Identification and Classification of Food (ICF)

Standard ICF1: Students in Wisconsin will be able to identify and classify foods and gain an appreciation for various forms of foods. (cont'd)

Performance Indicators (by Grade Band)

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
ICF1.c: Understand the role of manufacturing and processing as it relates to food products.	ICF1.c.1.e: Recognize that different forms of food exist (fresh, frozen, canned, dried).	ICF1.c.2.i: Explain how food changes during processing.	ICF1.c.3.m: Explain the effects of processing on foods and usage (form, texture, appearance, nutritional value, cost, accessibility).	ICF1.c.4.h: Describe how all types of processed foods fit into the current USDA food guidance system. ICF1.c.5.h: Explain the role of local and global food manufacturing.