

WISCONSIN STANDARDS FOR **Nutrition**



Wisconsin Department of Public Instruction
Jill K. Underly, PhD, State Superintendent

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Foreword

On **Month Day, 2021**, 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

The Wisconsin Department of Public Instruction (DPI) wishes to acknowledge the ongoing work, commitment, and various contributions of individuals to revise our state’s academic standards for Nutrition. Thank you to the State Superintendent’s Standards Review Council for their work and guidance through the standards process. A special thanks to the Nutrition Writing Committee for taking on this important project that will shape the classrooms of today and tomorrow. Thanks to the many staff members across the division and other teams at DPI who have contributed their time and talent to this project. Finally, a special thanks to Wisconsin educators, businesspeople, parents, and citizens who provided comment and feedback to drafts of these standards.

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Section I

Wisconsin's Approach to Academic Standards

Purpose of the Document

The purpose of this guide is to improve Nutrition education for students and for communities. The Wisconsin Department of Public Instruction (DPI) has developed standards to assist Wisconsin educators and stakeholders in understanding, developing, and implementing course offerings and curriculum in school districts across Wisconsin.

This publication provides a vision for student success and follows [The Guiding Principles for Teaching and Learning \(2011\)](#). In brief, the principles are:

1. Every student has the right to learn.
2. Instruction must be rigorous and relevant.
3. Purposeful assessment drives instruction and affects learning.
4. Learning is a collaborative responsibility.
5. Students bring strengths and experiences to learning.
6. Responsive environments engage learners.

Program leaders will find the guide valuable for making decisions about:

- Program structure and integration
- Curriculum redesign
- Staffing and staff development
- Scheduling and student grouping
- Facility organization
- Learning spaces and materials development
- Resource allocation and accountability
- Collaborative work with other units of the school, district and community

What Are the Academic Standards?

Wisconsin Academic Standards specify what students should know and be able to do in the classroom. They serve as goals for teaching and learning. Setting high standards enables students, parents, educators, and citizens to know what students should have learned at a given point in time. In Wisconsin, all state standards serve as a model. Locally elected school boards adopt academic standards in each subject area to best serve their local communities. We must ensure that all children have equal access to high-quality education programs. Clear statements about what students must know and be able to do are essential in making sure our schools offer opportunities to get the knowledge and skills necessary for success beyond the classroom.

Adopting these standards is voluntary. Districts may use the academic standards as guides for developing local grade-by-grade level curriculum. Implementing standards may require some school districts to upgrade school and district curriculums. This may result in changes in instructional methods and materials, local assessments, and professional development opportunities for the teaching and administrative staff.

What is the Difference between Academic Standards and Curriculum?

Standards are statements about what students should know and be able to do, what they might be asked to do to give evidence of learning, and how well they should be expected to know or do it. Curriculum is the program devised by local school districts used to prepare students to meet standards. It consists of activities and lessons at each grade level, instructional materials, and various instructional techniques. In short, standards define what is to be learned at certain points in time, and from a broad perspective, what performances will be accepted as evidence that the learning has occurred. Curriculum specifies the details of the day-to-day schooling at the local level.

Developing the Academic Standards

DPI has a transparent and comprehensive process for reviewing and revising academic standards. The process begins with a notice of intent to review an academic area with a public comment period. The State Superintendent's Standards Review Council examines those comments and may recommend revision or development of standards in that academic area. The state superintendent authorizes whether or not to pursue a revision or development process. Following this, a state writing committee is formed to work on those standards for all grade levels. That draft is then made available for open review to get feedback from the public, key stakeholders, educators, and the Legislature with further review by the State Superintendent's Standards Review Council. The state superintendent then determines adoption of the standards.

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

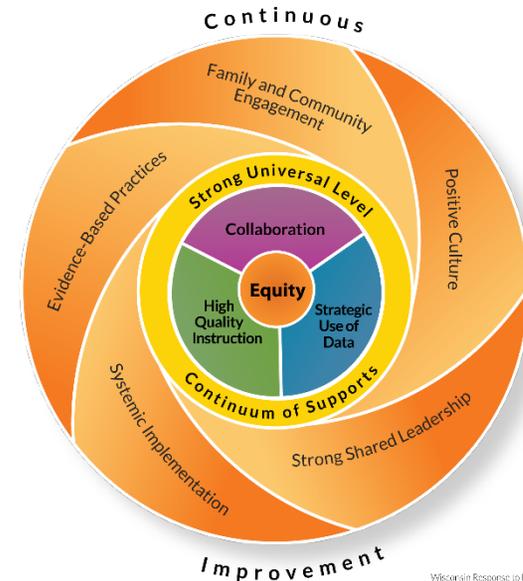
All educational initiatives are guided and impacted by important and often unstated attitudes or principles for teaching and learning. [The Guiding Principles for Teaching and Learning \(2011\)](#) emerge from research and provide the touchstone for practices that truly affect the vision of [Every Child 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.

Nutrition education is fundamental for building health enhancing behaviors. Best practice is to offer nutrition education at every grade level throughout the school year. Additionally, nutrition education should be delivered with sufficient frequency and duration to increase learning, embed skills, and influence behavior. At the elementary level, nutrition concepts can be integrated throughout the curriculum. Teachers can effectively use nutrition concepts in instruction to develop foundational skills and create a connection to secondary learners. At the middle and high school levels, all students should have access to nutrition education, including those who wish to pursue advanced courses.

Teaching nutrition to students cannot be accomplished by educators alone. The school community should be involved in efforts to promote, support, and model healthy eating behaviors. A [local school wellness policy](#) is a written document that guides a school district's efforts to establish a school environment that promotes students' health, well-being, and ability to learn. All schools participating in the National School Lunch Program are required to develop a local wellness policy that includes specific goals for nutrition promotion and education. A local wellness policy sets guidelines for food offerings and includes nutrition education to support those standards, helping to create a school environment that is a healthy place to learn and grow.

Wisconsin's Approach to Nutrition

The *Wisconsin Standards for Nutrition* help set the bar for high-quality, comprehensive nutrition education across the State. The standards were composed by a writing committee of K-12 educators, nutrition education specialists, school nutrition professionals, higher education faculty, and community health professionals from across the state. The writing committee collaboratively determined a sequence of knowledge and skills all students should acquire for healthy, productive lives.

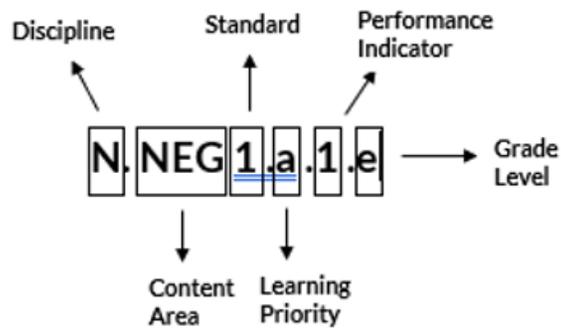
The *Wisconsin Standards for Nutrition* are divided into six conceptual strands. The learning priorities and performance indicators contained within each conceptual strand consist of knowledge and skills specific to that content area. These are critical as students develop an understanding of nutrition as a discipline and how these skills intersect with other content areas. In addition, there are many knowledge areas, skills, and dispositions delineated in these nutrition academic standards that are common to the pursuit of careers and postsecondary education across a wide variety of fields.

The *Wisconsin Standards for Nutrition* may be taught and integrated through a variety of classes and experiences. Each district, school, and program area should determine how students meet these standards. Through the collaboration of multiple stakeholders, these foundational standards set the stage for nutrition education and programs in Wisconsin schools.

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.

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

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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. (cont'd)

Performance Indicators (by Grade Band)

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
NEG1.c: Differentiate between body signals that indicate hunger versus feeling full/satisfied.	NEG1.c.1.e: Describe what it feels like to be hungry versus feeling full/satisfied.	NEG1.c.2.i: Describe body signals that differentiate between feeling hungry and full/satisfied.	NEG1.c.3.m: Identify personal hunger and fullness cues.	NEG1.c.4.h: Identify internal and external influences that impact an individual's ability to listen to the body's hunger and fullness cues.
NEG1.d: Apply information to select nutrient dense foods and beverages.	NEG1.d.1.e: Identify nutrient-dense food and beverages.	NEG1.d.2.i: Describe the importance of eating nutrient dense-foods and beverages.	NEG1.d.3.m: Describe the relationship between nutrient-dense foods and beverages and recommended serving sizes.	NEG1.d.4.h: Analyze appropriate serving sizes of foods and beverages based on nutrient-density.

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: 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. (cont'd)

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. (cont'd)				FS1.a.14.h: Explain how food importing/exporting, processing, handling, and cooking methods can affect the safety of the food supply.
FS1.b: Apply principles of science to food systems.	<p>FS1.b.1.e: Recognize food comes from different sources (animal vs plant).</p> <p>FS1.b.2.e: Describe what a seed needs to grow.</p>	<p>FS1.b.3.i: Label the steps in a food supply chain.</p> <p>FS1.b.4.i: Identify the ideal conditions to produce plant foods.</p>	<p>FS1.b.5.m: Construct a food chain across various food systems (animal vs plant).</p> <p>FS1.b.6.m: Explain the connection between the climate of Wisconsin and crops that can be grown here.</p>	<p>FS1.b.7.h: Explain how contaminants may enter the food supply at various points in the food chain.</p> <p>FS1.b.8.h: Differentiate between food production systems (hydroponics, aquaponics, conventional, organic).</p> <p>FS1.b.9.h: Differentiate between local, regional, and global food systems.</p>

Content Area: Nutrition Literacy (NL)

Standard NL1: Students in Wisconsin will apply critical thinking skills when addressing nutrition concepts including food and beverage choices, eating patterns, and wellbeing.

Performance Indicators (by Grade Band)

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
NL1.a: Understand factors impacting food and beverage decisions.	NL1.a.1.e: Compare food and beverage choices at home and away from home.	NL1.a.2.i: Identify factors that influence food and beverage choices at home and away from home.	NL1.a.3.m: Demonstrate the ability to make decisions about food and beverage choices at home and away from home.	NL1.a.4.h: Analyze how family, culture, peers, technology, environment, emotions, finances, and the media influence food and beverage choices.
NL1.b: Recognize characteristics of health and wellbeing over the lifespan.	NL1.b.1.e: Recognize that food and beverage choices impact overall health and wellbeing. NL1.b.2.e: Recognize the current USDA food guidance system.	NL1.b.3.i: Understand how food and beverage choices impact overall health and wellbeing. NL1.b.4.i: Understand how different food and beverages fit within a healthy eating pattern.	NL1.b.5.m: Describe the impact of food and beverage choices on overall health and wellbeing. NL1.b.5.m: Describe a healthy eating pattern using the current USDA food guidance system.	NL1.b.6.h: Analyze individual food and beverage choices on overall health and wellbeing. NL1.b.7.h: Critically analyze an eating pattern using the current USDA food guidance system.
NL1.c: Identify advertising and marketing strategies used to influence food and beverage choices.	NL1.c.1.e: Recognize that food and beverage packages have pictures, characters, and colors to make them appealing.	NL1.c.2.i: Understand that there are different techniques for marketing foods and beverages.	NL1.c.3.i: Identify examples of how food packaging, advertising, and media influence food and beverage choices.	NL1.c.4.h: Analyze how economics, media, food packaging, and marketing strategies promote lifestyles and influence food and beverage choices.

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Content Area: Nutrition Literacy (NL)

Standard NL1: Students in Wisconsin will apply critical thinking skills when addressing nutrition concepts including food and beverage choices, eating patterns, and wellbeing. (cont'd)

Performance Indicators (by Grade Band)

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
NL1.d: Understand the many sources of nutrition information and use reliable sources to make informed decisions.	NL1.d.1.e: Recognize that food packaging contains nutrition information.	NL1.d.2.i: Identify the information on a nutrition facts label and ingredient list. NL1.d.3.i: Recognize that there are many sources of nutrition information.	NL1.d.4.m: Demonstrate how to use components of a nutrition facts label to assess nutrient contributions of a product. NL1.d.5.m: Identify reliable sources of nutrition information. NL1.d.6.m: Compare and contrast similar foods and beverages based on nutrient-density, unit pricing, and food packaging.	NL1.d.7.h: Differentiate components of a nutrition facts label, ingredient list, and packaging claims to make informed decisions regarding food and beverage choices. NL1.d.8.h: Evaluate the credibility of nutrition information available online and in the media. NL1.d.9.h: Use reliable nutrition information when evaluating individual food and beverage choices. NL1.d.10.h: Demonstrate how to compare nutrient density, unit pricing, and food packaging when shopping for foods and beverages.

Content Area: Food, Nutrition, and Culture (FNC)

Standard FNC1: Students in Wisconsin will understand that nutritional status, health, personal preference, cultural traditions, and accessibility impact food and beverage choices.

Performance Indicators (by Grade Band)

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
FNC1.a: Understand the role food plays in cultural traditions.	<p>FNC1.a.1.e: Explain what is enjoyable about eating meals with family and friends.</p> <p>FNC1.a.2.e: Recognize family and community influence on food and beverage choices.</p>	<p>FNC1.a.3.i: Identify cultural, social, and family traditions that impact personal food and beverage choices.</p> <p>FNC1.a.4.i: Identify how individual cultures and customs influence food and beverage choices.</p>	<p>FNC1.a.5.m: Describe the food and beverage customs and traditions of various cultures, and recognize how culture, ethnicity and health status may impact food and beverage choices.</p> <p>FNC1.a.6.m: Demonstrate respect for differences in food and beverage choices based on individual cultures and customs.</p>	<p>FNC1.a.7.h: Analyze how cultural, social, family traditions, and economic situations influence food and beverage choices.</p> <p>FNC1.a.8.h: Demonstrate how to effectively communicate respect and support of other's food and beverage choices that are culturally different from the student's own.</p>

NOTE: This standard continued on next page.

Content Area: Food, Nutrition, and Culture (FNC)

Standard FNC1: Students in Wisconsin will understand that nutritional status, health, personal preference, cultural traditions, and accessibility impact food and beverage choices. (cont'd)

Performance Indicators (by Grade Band)

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
FNC1.b: Recognize the factors related to food and beverage availability and accessibility.	FNC1.b.1.e: Identify places where people obtain foods and beverages.	FNC1.b.2.i: Identify how food and beverage choices are influenced by external factors such as, availability, accessibility, cooking tools, family and friends, media, geographical location, and cultural traditions.	FNC1.b.3.m: Compare suppliers, sources, or retail outlets for culturally diverse foods and beverages within the community.	FNC1.b.4.h: Analyze the availability and variety of foods and beverages in the community, including culturally diverse stores and markets, farmers markets, food pantries, restaurants, convenience stores, gardens, and other places foods and beverages are available. FNC1.b.5.h: Analyze factors that influence safe, accessible, equitable, and affordable opportunities for healthy eating practices and behaviors. FNC1.b.6.h: Examine barriers that impact decisions related to food-and beverage choices.

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.e: 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.i: 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.