

Wisconsin Model Academic Standards for Nutrition Education

By the end of Grade 4, students will:

	Pyramids Between the Pages/ Healthy Reading Lessons	Show Me Nutrition Grade 1 and 2	Professor Popcorn Grades 3 and 4	Serving Up MyPlate Grades 3-4	Jump Into Foods and Fitness	Food Day
A.4.1 Identify why people need to eat different kinds of foods	✓	1✓,2✓	3✓, 4✓	✓	✓	✓
A.4.2 Identify feeling hungry vs. feeling full/satisfied						
A.4.3 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		1✓,2✓	3✓, 4✓	✓	✓	
A.4.4 Match food groups to their primary contribution for a healthy body, realizing that some foods are better fuel than others (nutrient density)		2✓	4✓	✓		
B.4.1 Identify when adults should help with food preparation					✓	
B.4.2 Identify ways to keep food fresh and safe to eat		1✓,2✓	3✓, 4✓		✓	
B.4.3 Recognize that eating improperly prepared or spoiled food can make you sick			4✓		✓	
B.4.4 Trace a food from origin to table					✓	✓
B.4.5 Describe a food chain						
B.4.6 Explain the importance of hand-washing during food preparation		1✓,2✓	3✓, 4✓		✓	
C.4.1 Be able to distinguish between food and nonfood items						
C.4.2 Identify a healthy eating habit	✓	1✓,2✓	3✓, 4✓	✓	✓	✓
C.4.3 Graph progress toward achieving a set nutrition goal, using a simple log chart						
C.4.4 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		2✓	3✓	✓	✓	✓
C.4.5 Recognize factors in advertisements to sell foods						✓

C.4.6 Demonstrate how to use food labels to select a healthy food or snack			4✓		✓	
D.4.1 Understand the concept of variety, and identify that eating a variety of foods is important to health		1✓	3✓, 4✓	✓	✓	✓
D.4.2 Describe the consequences of overeating						✓
D.4.3 Identify sources of fat, sugar, salt, fiber, protein, and calcium in the diet			4✓			✓
D.4.4 Recognize the relationship between diet and chronic diseases, such as blood pressure, heart disease and obesity						
E.4.1 Understand that people eat many different foods as part of a healthy diet		1✓, 2✓	3✓, 4✓	✓	✓	✓
E.4.2 Recognize that people come in many shapes and sizes						
E.4.3 Identify examples of cultures and their food customs and habits						
E.4.4 Identify different dietary needs related to food allergies and medical conditions						
E.4.5 Describe how food choices are influenced by availability, individual and family preferences, media and background						✓
F.4.1 Recognize foods by name	✓	1✓, 2✓	3✓, 4✓	✓	✓	✓
F.4.2 Describe different kinds of food (by physical and sensory characteristics — shape, taste, color, texture, etc)	✓	1✓	3✓	✓	✓	
F.4.3 Categorize foods by source (plant, animal), including processed foods	✓		3✓, 4✓		✓	✓
F.4.4 Identify the basic food groups, and give examples from each group for meals and snacks		1✓, 2✓	3✓, 4✓		✓	✓

When discussing academic standards with teachers, please be clear about the following:

- 1) WNEP educators are not trained to teach academic subjects. However, we may be able to include opportunities for students to use the academic skills they are working on in other areas while teaching nutrition. For example, using measuring skills in a lesson on portion size – our educators are teaching about the nutrition concepts, not the math.
- 2) The standards checked in this grid could be addressed by the curriculum if all the lessons were taught as provided. Given that most educators don't teach every single lesson exactly as indicated in the curriculum, not every checked standard will be addressed.
- 3) Some standards are out of scope for WNEP (indicated by ~~strikethrough~~).

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By the end of grade 8, students will:

	Show Me Nutrition Grade 5	Food Day	WIN Kids	Power of Choice
A.8.1 Explain the concepts of variety, moderation, and balance, and balancing caloric intake and energy expenditure	✓	✓	✓	✓
A.8.2 Identify recommended amounts of foods from each food group using the food guidance system	✓	✓	✓	✓
A.8.3 Compare portion and serving sizes and demonstrate an awareness of the amount of food consumed and the calories and other nutrients consumed as compared to recommended or label amounts		✓	✓	✓
A.8.4 Describe how factors such as age, physical activity and gender affect nutritional requirements			✓	✓
B.8.1 Identify and explain the importance of key food safety messages (clean, cook, chill, avoid cross-contamination)	✓			✓
B.8.2 Verbalize how to safely prepare/pack foods	✓			✓
B.8.3 Explain the relationship between food safety practices and health	✓			✓
B.8.4 Describe factors associated with a safe food supply (food handling, production, storage, and preparation techniques)				
B.8.5 Construct a food chain				
B.8.6 Identify points in food preparation where hand washing is needed	✓			
C.8.1 Demonstrate the ability to apply a decision- making process to food choices at home and away from home		✓	✓	✓
C.8.2 Identify the consequences of consuming too much or too little food			✓	✓
C.8.3 Assess eating habits (meals and snacks), set a personal nutrition goal, and track progress toward achieving this goal		✓	✓	✓
C.8.4 Plan snacks and/or meals that are consistent with the Food Guidance System	✓		✓	✓
C.8.5 Identify examples of how the food companies, advertising, and the media encourage people to buy and use different foods				
C.8.6 Differentiate between hunger and non- hunger cues to eating			✓	✓
C.8.7 Demonstrate how to use food labels to make healthier choices	✓		✓	✓
C.8.8 Identify reliable sources of nutrition information				

D.8.1	Define the concepts of balance, and moderation as part of a healthy diet			✓	✓
D.8.2	Identify avenues of support for eating disorders, and where to go with concerns				
D.8.3	Describe the relationship between food choices and health problems, such as dental caries, osteoporosis, diabetes, obesity, and blood pressure		✓	✓	✓
D.8.4	Demonstrate the ability to influence and support others in making positive eating and physical activity choices			✓	✓
D.8.5	Identify key nutrients from each food group and list ways nutrients can promote health and prevent of chronic disease	✓		✓	✓
D.8.6	Demonstrate understanding of health promotion concepts			✓	✓
E.8.1	Locate supplier(s), source(s) or retail outlet(s) for ethnic foods within the community				
E.8.2	Demonstrate respect for others body weight, size, shape, and abilities and identify factors that contribute to differences in people (genetics, lifestyle behaviors, age)				
E.8.3	Describe the food customs and habits, or various cultures, and recognize that our culture, ethnicity and health status may impact our food choices				
E.8.4	Discuss different dietary needs related to food allergies and medical conditions				
F.8.1	Identify foods by food group and nutrient contributions	✓		✓	✓
F.8.2	Use descriptive words and sensory characteristics to evaluate and classify foods				
F.8.3	Identify processed foods by source (plants and animal products) and explain how food may change during processing		✓		
F.8.4	List the basic food groups, give examples from each group and use the food groups to plan a meal and snack	✓		✓	✓

When discussing academic standards with teachers, please be clear about the following:

- 4) WNEP educators are not trained to teach academic subjects. However, we may be able to include opportunities for students to use the academic skills they are working on in other areas while teaching nutrition. For example, using measuring skills in a lesson on portion size – our educators are teaching about the nutrition concepts, not the math.
- 5) The standards checked in this grid could be addressed by the curriculum if all the lessons were taught as provided. Given that most educators don't teach every single lesson exactly as indicated in the curriculum, not every checked standard will be addressed.
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