

# Grades 5, 6, 7, 8

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. Explain the concepts of variety, moderation, and balance, and balancing caloric intake and energy expenditure [A.8.1](#)
  2. Identify recommended amounts of foods from each food group using the food guidance system [A.8.2](#)
  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.8.3](#)
  4. Describe how factors such as age, physical activity and gender affect nutritional requirements [A.8.4](#)
- 

## Food Safety

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

1. Identify and explain the importance of key food safety messages (clean, cook, chill, avoid cross-contamination) [B.8.1](#)
  2. Verbalize how to safely prepare/pack foods [B.8.2](#)
  3. Explain the relationship between food safety practices and health [B.8.3](#)
  4. Describe factors associated with a safe food supply (food handling, production, storage, and preparation techniques) [B.8.4](#)
  5. Construct a food chain [B.8.5](#)
  6. Identify points in food preparation where hand washing is needed [B.8.6](#)
-

## 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. Demonstrate the ability to apply a decision-making process to food choices at home and away from home [C.8.1](#)
  2. Identify the consequences of consuming too much or too little food [C.8.2](#)
  3. Assess eating habits (meals and snacks), set a personal nutrition goal, and track progress toward achieving this goal [C.8.3](#)
  4. Plan snacks and/or meals that are consistent with the Food Guidance System [C.8.4](#)
  5. Identify examples of how the food companies, advertising, and the media encourage people to buy and use different foods [C.8.5](#)
  6. Differentiate between hunger and non-hunger cues to eating [C.8.6](#)
  7. Demonstrate how to use food labels to make healthier choices [C.8.7](#)
  8. Identify reliable sources of nutrition information [C.8.8](#)
- 

## 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. Define the concepts of balance, and moderation as part of a healthy diet [D.8.1](#)
  2. Identify avenues of support for eating disorders, and where to go with concerns [D.8.2](#)
  3. Describe the relationship between food choices and health problems, such as dental caries, osteoporosis, diabetes, obesity, and blood pressure [D.8.3](#)
  4. Demonstrate the ability to influence and support others in making positive eating and physical activity choices [D.8.4](#)
  5. Identify key nutrients from each food group and list ways nutrients can promote health and prevent of chronic disease [D.8.5](#)
  6. Demonstrate understanding of health promotion concepts [D.8.6](#)
- 

## 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. Locate supplier(s), source(s) or retail outlet(s) for ethnic foods within the community [E.8.1](#)
  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.8.2](#)
  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.8.3](#)
  4. Discuss different dietary needs related to food allergies and medical conditions [E.8.4](#)
-

## **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. Identify foods by food group and nutrient contributions **F.8.1**
2. Use descriptive words and sensory characteristics to evaluate and classify foods **F.8.2**
3. Identify processed foods by source (plants and animal products) and explain how food may change during processing **F.8.3**
4. List the basic food groups, give examples from each group and use the food groups to plan a meal and snack **F.8.4**