

## Select WNEP Curricula and Fit with Wisconsin Nutrition Education Standards <sup>6/08</sup>

[Note: These curricula may meet Wisconsin Education Standards for health and other areas however only Nutrition Education Standards are listed. For example, the importance of hand washing is in the Health Education Standards.]] <sup>6/2008</sup>

### Pyramids Between the Pages

#### Wisconsin Nutrition Education Standards

A.4.1 Recognize foods by name

A.4.2 Describe different kinds of food (by physical and sensory characteristics)

A.4.3 Categorize foods by source (plant, animal)

B.4.1 Identify why people need to eat different kinds of food

D.4.2 Identify a healthy eating habit

#### Professor Popcorn (lessons for grades 1 to 4)

#### Wisconsin Nutrition Education Standards

A.4.1 Recognize foods by name

A.4.2 Describe different kinds of food (by physical and sensory characteristics)

A.4.3 Categorize foods by source (plant, animal)

A.4.4 List the basic food groups, give examples from each group from meals and snacks

B.4.1 Identify why people need to eat different kinds of food

B.4.3 Identify the relationship between physical activity and the need for food and water

B.4.4 Match food groups to their primary contribution for a healthy body

C.4.2 Identify ways to keep food fresh and safe to eat

C.4.3 Recognize that eating improperly prepared or spoiled food can make you sick

D.4.2 Identify a healthy eating habit

D.4.3 Graph progress toward achieving a set nutrition goal

D.4.4 Compare and contrast snacks which can contribute or undermine healthy eating habits and identify why one snack might be a better choice than another snack

E.4.1 Understand the concept of variety, and identify that eating a variety of foods is important to health

E.4.2 Identify the benefits of healthy eating and being physically active

E.4.4 Identify sources of fat, sugar and salt in the diet

F.4.1 Discuss that people eat many different foods

## The Power of Choice

### Wisconsin Nutrition Education Standards

A.8.1 Identify foods by food group and nutrient contributions

A.8.4 Identify the basic food groups, give examples from each food group and use the food groups to plan a meal and snack

B.8.1 Explain the concepts of energy balance, variety, moderation, balance

B.8.2 Identify the recommended amounts of foods from each food group using the food guidance system

B.8.3 Compare portion and serving sizes and demonstrate an awareness of the amount of food consumed as compared to recommended or label amounts

B.8.4 Describe how factors such as age, physical activity and gender affect nutrient and health needs

B.8.5 Identify key nutrients from each food group and list nutrient functions

B.8.6 Demonstrate understanding of health promotion concepts

C.8.1 Identify and explain the importance of key food safety messages (clean, cook, chill, avoid cross-contamination)

C.8.2 Discuss how to safely prepare/pack foods

C.8.3 Explain the relationship between food safety practices and health

D.8.1 Demonstrate the ability to apply a decision-making process to food choices at home and away from home

D.8.2 Identify the consequences of consuming too much or too little food

D.8.3 Assess eating habits (meals and snacks), set a personal nutrition goal, and track progress toward achieving this goal

D.8.4 Plan snacks and/or meals that are consistent with the food guidance system

D.8.6 Demonstrate how to use food labels to make healthier choices

E.8.2 Identify benefits of healthy eating and being physically active

E.8.3 Describe the consequences of overeating and differentiate between hunger and non-hunger cues to eating

E.8.4 Describe the relationship between food choices and health problems, such as dental caries, osteoporosis and blood pressure

E.8.6 Demonstrate the ability to influence and support others in making positive eating and physical activity choices

## WIN Kids lessons from Wellness In (WIN) the Rockies

### Wisconsin Nutrition Education Standards

A.8.1 Identify foods by food group and nutrient contributions

A.8.4 Identify the basic food groups, give examples from each food group and use the food groups to plan a meal and snack

B.8.1 Explain the concepts of energy balance, variety, moderation, balance

B.8.2 Identify the recommended amounts of foods from each food group using the food guidance system

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B.8.6 Demonstrate understanding of health promotion concepts

D.8.1 Demonstrate the ability to apply a decision-making process to food choices at home and away from home

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E.8.6 Demonstrate the ability to influence and support others in making positive eating and physical activity choices

## Stepping Up to a Healthy Lifestyle (lessons for 8-11 year olds)

### Wisconsin Nutrition Education Standards

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A.4.2 Describe different kinds of food (by physical and sensory characteristics)

A.4.3 Categorize foods by source (plant, animal)

A.4.4 List the basic food groups, give examples from each group from meals and snacks

B.4.1 Identify why people need to eat different kinds of food

B.4.3 Identify the relationship between physical activity and the need for food and water

B.4.4 Match food groups to their primary contribution for a healthy body

- D.4.2 Identify a healthy eating habit
- D.4.3 Graph progress toward achieving a set nutrition goal
- D.4.4 Compare and contrast snacks which can contribute or undermine healthy eating habits and identify why one snack might be a better choice than another snack

- E.4.1 Understand the concept of variety, and identify that eating a variety of foods is important to health
- E.4.2 Identify the benefits of healthy eating and being physically active
- E.4.4 Identify sources of fat, sugar and salt in the diet

### [Stepping Up to a Healthy Lifestyle](#) (lessons for 12-18 year olds)

#### Wisconsin Nutrition Education Standards

- A.8.1 Identify foods by food group and nutrient contributions
- A.8.4 Identify the basic food groups, give examples from each food group and use the food groups to plan a meal and snack
  
- B.8.1 Explain the concepts of energy balance, variety, moderation, balance
- B.8.2 Identify the recommended amounts of foods from each food group using the food guidance system
- B.8.3 Compare portion and serving sizes and demonstrate an awareness of the amount of food consumed as compared to recommended or label amounts
- B.8.4 Describe how factors such as age, physical activity and gender affect nutrient and health needs
- B.8.5 Identify key nutrients from each food group and list nutrient functions
- B.8.6 Demonstrate understanding of health promotion concepts
  
- D.8.1 Demonstrate the ability to apply a decision-making process to food choices at home and away from home
- D.8.2 Identify the consequences of consuming too much or too little food
- D.8.3 Assess eating habits (meals and snacks), set a personal nutrition goal, and track progress toward achieving this goal
- D.8.4 Plan snacks and/or meals that are consistent with the food guidance system
- D.8.5 Identify key nutrients from each food group and list nutrient functions
- D.8.6 Demonstrate how to use food labels to make healthier choices
  
- E.8.2 Identify benefits of healthy eating and being physically active
- E.8.4 Describe the relationship between food choices and health problems, such as dental caries, osteoporosis and blood pressure