

**Nutrition Competencies for California Public Schools,  
Kindergarten through Grade Twelve (2010 version)**

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The “**Overarching Nutrition Competencies**” correspond to the Overarching California Health Education Content Standards:

<b>Overarching Health Education Standard:</b>		<b>Overarching Nutrition Competency:</b>
<b>1</b>	<b>Essential health concepts:</b> Comprehend essential concepts related to enhancing health.	<b>Essential nutrition concepts:</b> Know the relationships among nutrition, physiology, and enhancing health.
<b>2</b>	<b>Analyzing health influences:</b> demonstrate the ability to analyze internal and external influences that affect health.	<b>Analyzing nutrition influences:</b> Analyze internal and external factors influencing food choices and health outcomes.
<b>3</b>	<b>Accessing valid health information:</b> demonstrate the ability to access and analyze health information, products, and services.	<b>Accessing valid nutrition information:</b> Demonstrate the ability to access nutrition information, products, and services and determine the accuracy and validity of nutrition claims.
<b>4</b>	<b>Interpersonal communication:</b> demonstrate the ability to use interpersonal communication skills to enhance health.	<b>Interpersonal communication about nutrition:</b> Demonstrate the ability to use interpersonal communication skills to optimize food choices and health outcomes.
<b>5</b>	<b>Decision making:</b> demonstrate the ability to use decision-making skills to enhance health.	<b>Decision making for nutrition choices:</b> Demonstrate the ability to use decision-making skills to optimize food choices and health outcomes.
<b>6</b>	<b>Goal Setting:</b> demonstrate the ability to use goal-setting skills to enhance health.	<b>Goal Setting for nutrition:</b> Demonstrate the ability to use goal-setting skills to enhance nutrition and health.
<b>7</b>	<b>Practicing health-enhancing behaviors:</b> demonstrate the ability to practice behaviors that reduce risk and promote health.	<b>Practicing nutrition-enhancing behaviors:</b> Demonstrate the ability to practice nutrition-related behaviors that reduce risk and promote health.
<b>8</b>	<b>Health promotion:</b> demonstrate the ability to promote and support personal, family, and community health.	<b>Nutrition promotion:</b> Demonstrate the ability to promote and support a sustainable, nutritious food supply and healthy lifestyles for families and communities.

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# 1. Overarching Nutrition Competency: Essential Nutrition Concepts

All students will know the relationships among nutrition, physiology and enhancing health.

## a. Know the six nutrient groups and their functions.

Kindergarten	Grades 1-2	Grades 3-4	Grades 5-6	Grades 7-8	Grades 9-12
<p>Identify the variety of foods of plant origin.</p> <p>Classify plant foods, such as fruits, vegetables, and grains.</p> <p>Identify the variety of foods of animal origin, such as eggs, fish, poultry, beef, and milk.</p>	<p>Describe the main functions of fat, carbohydrate, protein, vitamins, minerals, and water.</p>	<p>▲ Identify and define key nutrients and their functions.(1.1.N)</p>	<p>Classify food products of plant and animal sources by the major nutrients they provide.</p>	<p>▲ Identify nutrients and their relationships to health.(1.2.N)</p> <p>▲ Analyze the caloric and nutritional value of foods and beverages.(1.6.N)</p> <p>Name the key nutrients in each food group and investigate how the body uses these nutrients.</p>	<p>Classify nutrients into macronutrients and micronutrients.</p> <p>Explain how the Dietary Reference Intakes may be used to assess dietary quality.</p> <p>Define and analyze the functions of phytochemicals.</p>

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### 1b. Know nutrition and health guidelines.

Kindergarten	Grades 1-2	Grades 3-4	Grades 5-6	Grades 7-8	Grades 9-12
<p>▲ Name a variety of healthy foods and explain why they are necessary for energy and good health.(1.1.N)</p> <p>▲ Identify a variety of healthy snacks.(1.2.N)</p> <p>Describe tools used to measure servings of food.</p>	<p>▲ Classify various foods into appropriate food groups.(1.1.N)</p> <p>▲ Identify the number of servings of food from each food group that a child needs daily.(1.2.N)</p> <p>Identify actions key to feeling healthy and growing a healthy body.</p> <p>▲ Describe the benefits of drinking water in amounts consistent with current research-based health guidelines.(1.5.N)</p> <p>▲ Identify a variety of healthy snacks (1.7.N)</p> <p>Identify physical activities that students can enjoy and sustain for 30 minutes every day.</p>	<p>▲ State the recommended number of servings and serving sizes for different food groups.(1.2.N)</p> <p>Identify at least one key nutrient provided by recommended food groups.</p> <p>▲ Explain the importance of drinking plenty of water, especially during vigorous physical activity. (1.6.N)</p> <p>List recommendations for maintaining a healthy body and positive self-esteem.</p>	<p>▲ Describe the food groups, including recommended portions to eat from each food group.(1.1.N)</p> <p>▲ Identify key components of the “Nutrition Facts” label.(1.2.N)</p> <p>▲ Explain why some food groups have a greater number of recommended portions than other food groups. (1.4.N)</p> <p>▲ Differentiate between more-nutritious and less-nutritious beverages and snacks.(1.6.N)</p> <p>▲ Explain the concept of eating in moderation.(1.7.N)</p> <p>Describe examples of how different cultures may meet dietary guidelines using a variety of foods.</p>	<p>Compare and contrast use of the current Dietary Guidelines for Americans and USDA food guide for planning healthy meals.</p> <p>Analyze the major nutritional benefits of specific plant and animal food products.</p> <p>▲ Analyze the harmful effects of engaging in unscientific diet practices to lose or gain weight.(1.9.N)</p> <p>▲ Explain how to use a Body Mass Index (BMI) score as a tool for measuring general health. (1.13.N)</p> <p>▲ Explain that incorporating daily moderate or vigorous physical activity into one’s life does not require a structured exercise plan or special equipment.(1.15.N)</p> <p>▲ Differentiate between physical activity and exercise and health-related and skill-related fitness.(1.16.N)</p>	<p>▲ Distinguish between facts and myths regarding nutrition practices, products, and physical performance. (1.1.N)</p> <p>▲ Research and discuss the practical use of current research-based guidelines for a nutritionally balanced diet. (1.2.N)</p> <p>▲ Explain the importance of variety and moderation in food selection and consumption.(1.3.N)</p> <p>▲ Describe dietary guidelines, food groups, nutrients, and serving sizes for healthy eating habits.(1.4.N)</p> <p>▲ Explain why people with eating disorders need professional help.(1.12.N)</p> <p>▲ Analyze the harmful effects of using diet pills and anabolic steroids.(1.14.N)</p>

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**1c. Know factors affecting energy balance.**

Kindergarten	Grades 1-2	Grades 3-4	Grades 5-6	Grades 7-8	Grades 9-12
<p>Recognize that we need food to provide energy.</p> <p>▲ Describe the benefits of active play and other physical activity. (1.3.N)</p> <p>Identify a form of physical activity that children enjoy at school and at home.</p>	<p>Describe how energy is obtained and expended during the day.</p> <p>Describe a variety of physical activities that will help keep children physically fit.</p> <p>▲ Identify opportunities outside of school for regular participation in physical activity. (1.8.N)</p>	<p>Explain reasons for the differences in the amount of food required by individuals.</p> <p>▲ Describe the benefits of moderate and vigorous physical activity. (1.7.N)</p>	<p>Define a calorie and describe how it is used by the body.</p> <p>Explain how energy is obtained and expended during physical activity.</p>	<p>▲ Analyze the caloric and nutritional value of foods and beverages.(1.6.N)</p> <p>Recognize that different foods contain different amounts of energy which is in the form of calories.</p> <p>Compare caloric values of food according to the percent of fat, protein, and carbohydrate they contain.</p> <p>▲ Identify ways to increase daily physical activity.(1.14.N)</p>	<p>Compare the calorie content of macronutrients and analyze the relationship between calorie intake and expenditure.</p> <p>▲ Describe the amounts and types of physical activity recommended for teenagers' overall health and for the maintenance of a healthy body weight. (1.13.N)</p>

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**1d. Describe how nutritional needs vary throughout the life cycle.**

Kindergarten	Grades 1-2	Grades 3-4	Grades 5-6	Grades 7-8	Grades 9-12
Identify one reason people of different ages need different foods.	Describe some of the different food needs people have at different ages.	Describe generally the amounts and types of food people need at different ages.	<p>Name 5 life stages and list examples of special nutritional needs at each life stage.</p> <p>Explain the unique nutritional needs of pre-adolescents and compare these needs to other life stages.</p>	Compare and contrast the specific nutritional needs at each life stage.	<p>▲ Describe nutrition practices that are important for the health of a pregnant woman and her baby.(1.7.N)</p> <p>Identify and compare foods rich in nutrients important for adolescent and adult health in a daily diet.</p> <p>Assess how age, gender, activity level, and other factors influence nutritional needs during each of the five life stages.</p>

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**1e. Identify the physiological processes in digestion, absorption, and metabolism of nutrients.**

Kindergarten	Grades 1-2	Grades 3-4	Grades 5-6	Grades 7-8	Grades 9-12
Describe foods using senses: taste, touch, sight, smell, and sound.	Explain that food is used and stored by our bodies to help us have energy for growing, learning, and activity.	Illustrate the pathway of food during the process of digestion.	<p>▲ Explain the relationship between the intake of nutrients and metabolism. (1.3.N)</p> <p>Examine the pathway of food and its conversion to energy during the process of digestion.</p> <p>Describe the physiological reasons for the differences in the nutritional needs for each life stage.</p>	<p>▲ Describe the benefits of eating a variety of foods high in iron, calcium, and fiber.(1.7.N)</p> <p>Illustrate how the different body systems interact.</p>	<p>Analyze the physiological processes involved in the digestion, absorption, and metabolism of nutrients.</p> <p>Analyze the interaction of the different body systems and what happens when these systems do not function properly.</p>

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**1f. Explain the influence of nutrition and physical activity on health.**

Kindergarten	Grades 1-2	Grades 3-4	Grades 5-6	Grades 7-8	Grades 9-12
<p>▲ Describe the benefits of being physically active.(1.3.N)</p> <p>▲ Recognize the importance of a healthy breakfast. (1.4.N)</p> <p>Recognize that eating healthy foods, such as vegetables and fruits, is beneficial for the body.</p>	<p>▲ Discuss the benefits of eating a nutritious breakfast every day. (1.3.N)</p> <p>▲ List the benefits of healthy eating (including beverages and snacks).(1.4.N)</p> <p>▲ Explain how both physical activity and eating habits can affect a person’s health.(1.9.N)</p>	<p>▲ Describe the relationship between food intake, physical activity, and good health. (1.3.N)</p> <p>▲ Identify ways to increase and monitor physical activity(1.8.N)</p> <p>Name and explain benefits of eating fruits and vegetables.</p> <p>Identify the benefits of eating whole grains.</p> <p>Name and explain two disadvantages of beverages high in sugar.</p>	<p>▲ Describe the benefits of eating a nutritionally balanced diet consistent with current research-based dietary guidelines. (1.8.N)</p> <p>▲ Explain how good health is influenced by healthy eating and being physically active. (1.9.N)</p> <p>▲ Describe how physical activity, rest and sleep are related (1.10.N)</p> <p>▲ Identify physical, academic, mental, and social benefits of regular physical activity.(1.11.N)</p>	<p>▲ Describe the short- and long-term impact of nutritional choices on health. (1.1.N)</p> <p>▲ Differentiate between diets that are health-promoting and diets linked to disease.(1.5.N)</p> <p>▲ Identify the impact of nutrition on chronic disease.(1.10.N)</p> <p>▲ Analyze the cognitive and physical benefits of eating breakfast daily.(1.11.N)</p> <p>▲ Explain the role of lifelong fitness activities in maintaining personal fitness, blood pressure, weight and percentage of body fat.(1.15.N)</p>	<p>▲ Describe the relationship between poor eating habits and chronic diseases such as heart disease, obesity, cancer, diabetes, hypertension, and osteoporosis. (1.5.N)</p> <p>▲ Describe the prevalence, causes, and long-term consequences of unhealthy eating. (1.8.N)</p> <p>▲ Explain various approaches to maintaining a healthy weight.(1.10.N)</p> <p>▲ Identify the causes, symptoms, and harmful effects of eating disorders. (1.11.N)</p> <p>▲ Explain the physical, academic, mental, and social benefits of physical activity and the relationship between a sedentary lifestyle and chronic disease. (1.15.N)</p>

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**1g. Know principles of handling (growing, harvesting, transporting, processing, storing, and preparing) foods for optimal food quality and safety.**

Kindergarten	Grades 1-2	Grades 3-4	Grades 5-6	Grades 7-8	Grades 9-12
<p>Describe how to wash hands before handling food.</p> <p>Identify one way of safely preparing foods for eating.</p> <p>Name one way to store food that helps to keep it safe and fresh.</p>	<p>▲ Describe how to keep food safe from harmful germs.(1.6.N)</p> <p>Identify how to safely use kitchen tools to prepare food.</p> <p>Explain why hand washing is important when preparing and eating food.</p> <p>Identify examples of foods that must be stored at cool temperatures, in the refrigerator or freezer.</p> <p>Describe how food is handled on its way from farm to table.</p>	<p>▲ Identify how to keep food safe through proper food preparation and storage. (1.4.N)</p> <p>▲ Explain how food can contain germs that cause illness. (1.5.N)</p> <p>Explain what foodborne illnesses are and how these illnesses are contracted.</p> <p>Identify a variety of ways to prepare or include fruits, vegetables, and whole grains in daily meals and snacks.</p>	<p>▲ Describe safe food handling and preparation practices.(1.5.N)</p> <p>Identify symptoms of foodborne illness.</p> <p>Describe ways to prevent foodborne illness.</p> <p>Identify the food temperature danger zone.</p> <p>Explain how food is transported from farm to table, focusing on maintaining nutritional quality.</p> <p>Identify examples of jobs related to food and nutrition.</p>	<p>▲ Examine the health risks caused by food contaminants. (1.3.N)</p> <p>▲ Describe how to keep food safe through proper food purchasing, preparation, and storage practices.(1.4.N)</p> <p>▲ Identify ways to prepare food that are consistent with current research-based guidelines for a nutritionally balanced diet. (1.8.N)</p> <p>Identify careers found in each phase of the food cycle.</p>	<p>▲ Explain how to keep food safe through proper food purchasing, preparation, and storage practices. (1.6.N)</p> <p>Describe the advantages and disadvantages of food processing, including the effect on food quality, safety, nutrient content, and the environment.</p> <p>Compare and analyze food-related careers such as jobs related to nutrition, dietetics, food technology, culinary arts, agricultural production, and food safety.</p>

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**1h. Consider the interactions among nutrition science, ecosystems, agriculture, and social systems that affect health, including local, national, and global perspectives.**

Kindergarten	Grades 1-2	Grades 3-4	Grades 5-6	Grades 7-8	Grades 9-12
<p>Describe what plants and animals need for growth.</p> <p>Identify edible parts of plants and trees.</p>	<p>Identify two ways that geographical factors influence food availability and quality.</p> <p>Identify factors that affect the availability of food, such as economics, location, and culture.</p> <p>Identify foods grown in different regions of California.</p> <p>Name one healthy example of a food item associated with a certain country or cultural group.</p>	<p>Identify foods grown in different regions of the state, the country, and the world, and how some of those foods are produced.</p> <p>List examples of foods that are grown in California and in regions of the United States.</p> <p>Describe the role of food webs within natural systems.</p> <p>Explain the concept of food security.</p> <p>Explain or Identify the definition of nutrition science.</p>	<p>Describe and illustrate the food cycle.</p> <p>Compare and contrast types of foods produced in specific regions of California and the United States.</p> <p>Describe the relationship between ecosystems and nutrition science.</p> <p>Analyze reasons why an abundance of food crops are grown in California.</p> <p>Recognize different food production systems, such as organic, sustainable, and conventional.</p>	<p>Explain two factors that influence the quality and quantity of food available locally, nationally, and globally.</p> <p>Describe how economics, social systems, and education impact the nutritional status of individuals.</p> <p>Examine the technological factors that help create the quality and quantity of food we need.</p> <p>Examine how local, national and global factors influence the food cycle.</p> <p>Compare the different food production systems.</p>	<p>Explain how local, national, and global factors influence food intake.</p> <p>Analyze data to determine the local, national, and global influences on the quantity and quality of food.</p> <p>Identify how social conditions may influence food availability.</p> <p>Analyze the effectiveness of the different food production systems, such as organic, sustainable, and conventional.</p> <p>Describe the impact of agriculture on California's economy, and how the state's budget influences agriculture.</p>

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## 2. Overarching Nutrition Competency: Analyzing Nutrition Influences

All students will demonstrate the ability to analyze internal and external factors influencing food choices and health outcomes.

Kindergarten	Grades 1-2	Grades 3-4	Grades 5-6	Grades 7-8	Grades 9-12
<p>Identify one influence on food choices.</p> <p>▲ Recognize that not all products advertised or sold are good for them.(2.1.N)</p> <p>State the purpose of food advertisements and commercials.</p> <p>Give one example of a favorite food custom or food choice on a special holiday.</p> <p>Identify one practice that makes mealtime enjoyable.</p> <p>Compare the feelings of hunger and fullness.</p>	<p>▲ Discuss how family, friends, and media influence food choices.(2.1.N)</p> <p>Report on one historical reason for making certain food choices.</p> <p>Describe three factors that influence personal food choices, including seeing, smelling, and tasting.</p> <p>Describe how taste affects personal food choices.</p> <p>Describe body signals that tell people when they are hungry and when they are full.</p>	<p>▲ Identify internal and external influences that affect food choices.(2.1.N)</p> <p>▲ Analyze advertising and marketing techniques used for food and beverages. (2.2.N)</p> <p>Describe the effects of peer influence and social environments on food choices.</p> <p>Identify examples of a food item associated with a neighborhood, city, state, or country.</p> <p>▲ Identify internal and external influences that affect physical activity.(2.3.N)</p>	<p>▲ Describe internal and external influences that affect food choices and physical activity.(2.1.N)</p> <p>▲ Recognize that family and cultural influences affect food choices. (2.2.N)</p> <p>Compare food choices from different cultures.</p> <p>Investigate historical reasons for making certain food choices.</p> <p>▲ Describe the influence of advertising and marketing techniques on food and beverage choices. (2.3.N)</p> <p>Identify how heredity may influence body size and shape.</p> <p>Identify how physical and psychological factors affect taste.</p> <p>Analyze how to respect an individual's personal decisions about food choices.</p>	<p>▲ Describe the influence of culture and media on body image.(2.1.N)</p> <p>▲ Evaluate internal and external influences on food choices.(2.2.N)</p> <p>Compare experiences of making nutritious food choices within a variety of social settings.</p> <p>Illustrate how food choices from different cultures meet nutrient needs.</p> <p>Identify how emotions influence food choices, and how food choices may affect emotions.</p> <p>▲ Analyze the impact of nutritional choices on future reproductive and prenatal health.(2.3.N)</p> <p>▲ Analyze the influence of technology and media on physical activity* (and food choices.) (2.4.N)</p> <p>Identify examples of barriers to making healthy food and fitness choices.</p>	<p>▲ Evaluate internal and external influences on food choices. (2.1.N)</p> <p>Evaluate successful marketing and advertising techniques.</p> <p>▲ Assess personal barriers to healthy eating and physical activity. (2.2.N)</p> <p>▲ Distinguish between facts and myths about nutrition practices, products, and physical performance. (2.3.N)</p> <p>▲ Analyze the impact of nutritional choices on future reproductive and prenatal health. (2.4.N)</p> <p>▲ Analyze the impact of various influences, including the environment, on eating habits and attitudes toward weight management. (2.5.N)</p> <p>▲ Analyze internal and external influences on physical activity. (2.6.N)</p> <p>Explain how factors such as geography, transportation, and world trade agreements influence food choices.</p>

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### 3. Overarching Nutrition Competency: Accessing Valid Nutrition Information

All students will demonstrate the ability to access nutrition information, products, and services to determine the accuracy/validity of nutrition claims.

Kindergarten	Grades 1-2	Grades 3-4	Grades 5-6	Grades 7-8	Grades 9-12
<p>Demonstrate the difference between good advice about food choices and advertisements for selling products, such as high-sugar cereals.</p> <p>Identify trusted adults who can give accurate nutrition information.</p>	<p>▲ Identify resources for reliable information about healthy foods. (3.1.N)</p> <p>Identify how to recognize credible nutrition information.</p>	<p>▲ Identify resources for valid information about safe and healthy foods.(3.1.N)</p> <p>▲ Use food labels to determine nutrient and sugar content. (3.2.N)</p>	<p>▲ Locate age-appropriate guidelines for eating and physical activity. (3.1.N)</p> <p>▲ Interpret information provided on food labels. (3.2.N)</p>	<p>▲ Distinguish between valid and invalid sources of nutrition information. (3.1.N)</p> <p>▲ Evaluate the accuracy of claims about dietary supplements and popular diets. (3.2.N)</p> <p>▲ Describe how to access nutrition information about foods offered in restaurants in one's community. (3.3.N)</p> <p>▲ Identify places where youths and families can be physically active. (3.4.N)</p> <p>▲ Identify trusted adults in one's family, school, and community for advice and counseling regarding healthy eating and physical activity. (3.5.N)</p>	<p>Describe criteria for assessing the validity of nutrition information.</p> <p>▲ Access sources of accurate information about safe and healthy weight management. (3.1.N)</p> <p>▲ Evaluate the accuracy of claims about food and dietary supplements. (3.2.N)</p> <p>▲ Describe how to use nutrition information on food labels to compare products. (3.3.N)</p> <p>Analyze Nutrition Facts food labels to compare calorie and macronutrient content.</p> <p>▲ Evaluate the accuracy of claims about the safety of fitness products. (3.4.N)</p> <p>▲ Describe community programs and services that help people gain access to affordable, healthy foods. (3.5.N)</p> <p>▲ Describe internal and external influences that affect physical activity. (3.6.N)</p>

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#### 4. Overarching Nutrition Competency: Interpersonal Communication about Nutrition

All students will demonstrate the ability to use interpersonal communication skills to optimize food choices and health outcomes.

Kindergarten	Grades 1-2	Grades 3-4	Grades 5-6	Grades 7-8	Grades 9-12
<p>▲ Explain how to ask family members for healthy food options.(4.1.N)</p> <p>Say or show how to say “no” politely when refusing food when full or indicate preferences for some foods.</p>	<p>▲ Demonstrate how to ask family members for healthy food options. (4.1.N)</p> <p>Demonstrate effective ways to say “no” when refusing food when full or indicate preferences for some foods..</p> <p>Demonstrate the ability to respect differences in body shapes and sizes.</p>	<p>▲ Demonstrate effective communication skills to ask for healthy food choices. (4.1.N)</p> <p>Demonstrate effective ways to say “no” to more food when full or to communicate the reasons for a food preference.</p> <p>Demonstrate the ability to respect differences in body shapes and sizes.</p>	<p>▲ Use communication skills to deal effectively with influences from peers and media regarding food choices and physical activity. (4.1.N)</p>	<p>▲ Demonstrate the ability to use effective skills to model healthy decision making and prevent over consumption of foods and beverages.(4.1.N)</p> <p>▲ Practice effective communication skills with parents, guardians, or trusted adults regarding healthy nutrition and physical activity choices. (4.2.N)</p>	<p>▲ Analyze positive strategies to communicate healthy eating and physical activity needs at home, at school, and in the community.(4.1.N)</p> <p>▲ Practice how to refuse less-nutritious foods in social settings.(4.2.N)</p> <p>Describe examples of communication techniques to ensure safe, healthy foods are available in our environment.</p>

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## 5. Overarching Nutrition Competency: Decision Making for Nutrition Choices

All students will demonstrate the ability to use decision-making skills to optimize food choices and health outcomes.

Kindergarten	Grades 1-2	Grades 3-4	Grades 5-6	Grades 7-8	Grades 9-12
<p>▲ Describe ways to participate regularly in active play and enjoyable physical activities. (5.1.N)</p> <p>Name or show foods that are favorites to eat.</p> <p>Talk about a choice between two foods.</p>	<p>▲ Use a decision-making process to select healthy foods.(5.1.N)</p> <p>▲ Compare and contrast healthy and less-healthy food choices for a variety of settings. (5.2.N)</p> <p>▲ Identify safe ways to increase physical activity (5.3.N)</p>	<p>▲ Describe how to use a decision-making process to select nutritious foods and beverages.(5.1.N)</p> <p>Compare nutritional values of a variety of similar food items.</p> <p>▲ Describe how to use a decision-making process to select healthy options for physical activity. (5.2.N)</p>	<p>▲ Use a decision-making process to identify healthy foods for meals and snacks. (5.1.N)</p> <p>▲ Use a decision-making process to determine activities that increase physical fitness. (5.2.N)</p> <p>▲ Compare personal eating and physical activity patterns with current age-appropriate guidelines. (5.3.N)</p>	<p>▲ Use a decision-making process to evaluate daily food intake for meeting nutritional requirements. (5.1.N)</p> <p>▲ Identify recreational activities that increase physical activity.(5.2.N)</p> <p>▲ Contrast healthy and risky approaches to weight management. (5.3.N)</p> <p>▲ Analyze the physical, mental, and social benefits of physical activity. (5.4.N)</p>	<p>▲ Demonstrate how nutritional needs are affected by age, gender, activity level, pregnancy, and health status. (5.1.N)</p> <p>▲ Use a decision-making process to plan nutritionally adequate meals at home and away from home. (5.2.N)</p> <p>▲ Demonstrate how to use safe food handling procedures when preparing meals and snacks. (5.3.N)</p> <p>Assess the advantages and disadvantages of daily multiple vitamin and mineral supplements.</p>

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## 6. Overarching Nutrition Competency: Goal Setting for Nutrition

All students will demonstrate the ability to use goal-setting skills to enhance nutrition and health.

Kindergarten	Grades 1-2	Grades 3-4	Grades 5-6	Grades 7-8	Grades 9-12
Set a goal to use manners when consuming meals at school.	<p>▲ Set a short-term goal to choose healthy foods for snacks and meals.(6.1.N)</p> <p>▲ Set a short-term goal to participate daily in vigorous physical activity. (6.2.N)</p>	<p>▲ Make a plan to choose healthy foods and beverages.(6.1.N)</p> <p>▲ Make a plan to choose physical activities at school and home.(6.2.N)</p>	<p>▲ Monitor personal progress toward a nutritional goal.(6.1.N)</p> <p>▲ Monitor personal progress toward a physical activity goal.(6.2.N)</p>	<p>▲ Make a personal plan for improving one's nutrition and incorporating physical activity into daily routines.(6.1.N)</p> <p>▲ Set a goal to increase daily physical activity (6.2.N)</p>	<p>▲ Assess one's personal nutrition needs and physical activity level.(6.1.N)</p> <p>▲ Develop practical solutions for removing barriers to healthy eating and physical activity. (6.2.N)</p> <p>▲ Create a personal nutrition and physical activity plan based on current guidelines. (6.3.N)</p>

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## 7. Overarching Nutrition Competency: Practicing Nutrition-Enhancing Behaviors

All students will demonstrate the ability to practice nutrition-related behaviors that reduce risk and promote health.

Kindergarten	Grades 1-2	Grades 3-4	Grades 5-6	Grades 7-8	Grades 9-12
<p>▲ Select nutritious snacks.(7.1.N)</p> <p>▲ Plan a nutritious breakfast. (7.2.N)</p> <p>Demonstrate hand washing before handling or eating foods.</p> <p>▲ Choose healthy foods in a variety of settings.(7.3.N)</p>	<p>▲ Examine the importance of eating a nutritious breakfast every day. (7.1.N)</p> <p>▲ Plan a nutritious meal. (7.2.N)</p> <p>▲ Select healthy beverages.(7.3.N)</p> <p>▲ Examine the criteria for choosing a nutritious snack.(7.4.N)</p> <p>Record foods consumed and use the current USDA guide for daily food choices to classify food groups selected.</p> <p>Demonstrate safe practices for handling and preparing foods at school.</p> <p>▲ Participate in physical activities with friends and family.(7.5.N)</p>	<p>▲ Practice how to take personal responsibility for eating healthy foods.(7.1.N)</p> <p>▲ Practice how to take personal responsibility for limiting sugar (and salt) consumption in foods, snacks, and beverages.(7.2.N)</p> <p>Demonstrate the preparation of a nutritious snack.</p> <p>▲ Practice how to take personal responsibility for engaging in physical activity. (7.3.N)</p> <p>▲ Identify ways to establish and maintain healthy eating practices consistent with current research-based guidelines for a nutritionally balanced diet. (7.4.N)</p>	<p>▲ Identify ways to choose healthy snacks based on current research-based guidelines.(7.1.N)</p> <p>▲ Demonstrate how to prepare a healthy meal or snack using sanitary food preparation and storage practices.(7.2.N)</p> <p>▲ Demonstrate the ability to balance food intake and physical activity. (7.3.N)</p> <p>▲ Demonstrate the ability to assess personal physical activity levels. (7.4.N)</p> <p>Practice using the nutrition facts label and product ingredient list on food products and explain how the information provided may help make food choices.</p>	<p>▲ Make healthy food choices in a variety of settings.(7.1.N)</p> <p>Develop a plan for making decisions about food choices using the food cycle.</p> <p>Develop a menu that meets recommendations of the current USDA guide for daily food choices.</p> <p>▲ Explain proper food handling safety when preparing meals and snacks. (7.2.N)</p> <p>Demonstrate food preparation skills to enhance the appeal, taste, and nutritional value of foods.</p> <p>Use unit pricing to select the healthiest foods at the most economic prices.</p> <p>▲ Assess personal physical activity levels. (7.3.N)</p> <p>▲ Examine ways to be physically active throughout a lifetime. (7.4.N)</p>	<p>▲ Select healthy foods and beverages in a variety of settings.(7.1.N)</p> <p>Design menus based of food guidelines according to age, gender, and activity level.</p> <p>Demonstrate ways to purchase healthy foods within budget constraints.</p> <p>▲ Critique one's personal diet for overall balance of key nutrients. (7.2.N)</p> <p>Demonstrate the use of the Dietary Reference Intakes to assess dietary quality</p> <p>▲ Identify strategies for eating more fruits and vegetables. (7.3.N)</p> <p>▲ Describe how to take more personal responsibility for eating healthy foods. (7.4.N)</p> <p>▲ Participate in school and community activities that promote fitness and health. (7.5.N)</p>

▲ = Health Education Standard-Nutrition and Physical Activity Content Area (number) indicates the Health Education Content Standard number

## 8. Overarching Nutrition Competency: Nutrition Promotion

All students will demonstrate the ability to promote and support a sustainable, nutritious food supply and healthy lifestyles for families and communities.

Kindergarten	Grades 1-2	Grades 3-4	Grades 5-6	Grades 7-8	Grades 9-12
<p>Prepare a healthy snack.</p> <p>Practice selecting foods that are in season.</p> <p>Identify and try a new fruit or vegetable.</p> <p>Tell others about trying a healthy snack or new fruit and vegetable.</p> <p>Encourage others when they select healthy foods.</p>	<p>▲ Practice making healthy eating choices with friends and family.(8.1.N)</p> <p>▲ Explain to others what is enjoyable about physical activity (8.2.N)</p> <p>Explain to others what is enjoyable about eating healthy.</p> <p>Practice selecting a food that is grown locally.</p>	<p>▲ Support others in making positive food and physical activity choices.(8.1.N)</p> <p>Demonstrate how to offer support to someone who is teased because of weight or body shape.</p>	<p>▲ Encourage and promote healthy eating and increased physical activity opportunities at school and in the community. (8.1.N)</p> <p>Use different cultural traditions to plan meals.</p>	<p>▲ Encourage nutrient-dense food choices in school. (8.1.N)</p> <p>▲ Support increased opportunities for physical activity at school and in the community.(8.2.N)</p> <p>▲ Encourage peers to eat healthy foods and to be physically active.(8.3.N)</p> <p>Explain how our food choices influence the food supply of the future.</p> <p>Educate family and peers about the advantages of selecting locally grown, seasonal foods.</p> <p>Evaluate various approaches to maintaining a healthy weight.</p>	<p>▲ Advocate for enhanced nutritional options in the school and community. (8.1.N)</p> <p>▲ Educate family and peers about choosing healthy foods. (8.2.N)</p> <p>Examine who makes food policy and how consumers may influence food policy.</p> <p>Develop an action plan to increase awareness of the local, national, or global factors that influence the quantity and quality of food.</p> <p>Describe an example of a nutritional problem in another country and a possible solution.</p> <p>Discuss methods consumers may use to influence the food industry.</p>

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