

# Grades 9, 10, 11, 12

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. Describe the nutritional needs associated with life stages (prenatal through late adulthood) [A.12.1](#)
2. Explain how overweight and obesity are the results of overeating and underactivity [A.12.2](#)
3. Demonstrate an awareness that the amount of food that is served may not be an appropriate amount to consume based on the contribution of that food to the day's overall intake of calories and nutrients [A.12.3](#)

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## 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) and identify Critical Control Points in a HACCP (Hazard Analysis Critical Control Point) plan [B.12.1](#)
  2. Identify the effects of food preparation techniques on the nutritional value of the food [B.12.2](#)
  3. Explain how food importing/exporting, processing, food handling, and cooking methods can affect the safety of our food supply [B.12.3](#)
  4. Identify potential sources of food contamination between the origin of a food and consuming the food [B.12.4](#)
  5. Explain how contaminants may enter the food supply at various points in a food chain [B.12.5](#)
  6. Explain why the USDA has a food recall process and how the process works [B.12.6](#)
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## 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. Use reliable nutrition information to make dietary and health decisions, and compare and contrast fad diets, including the perceived and actual costs of weight loss attempts [C.12.1](#)
  2. Calculate Body Mass Index (BMI) and interpret results, realizing that body composition is only one factor in assessing health [C.12.2](#)
  3. Critically analyze dietary habits related to health and how they may affect body weight and long term health [C.12.3](#)
  4. Work within a budget to plan a week of nutritious meals for a family of four [C.12.4](#)
  5. Describe the benefits to buying locally grown and/or produced foods [C.12.5](#)
  6. Describe the components of a nutrition label, and how to use the information from labels to make informed decisions regarding food choices [C.12.6](#)
  7. Give examples how economics influences food prices, availability, and marketing strategies [C.12.7](#)
  8. Evaluate the usefulness and credibility of nutrition information available online and in the media [C.12.8](#)
  9. Demonstrate how to comparison shop for foods, including comparing nutrient density, unit pricing, food packaging, and prices of foods in various forms [C.12.9](#)
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## 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. Understand the links between community resources, healthy eating and physical activity, and how this affects personal health [D.12.1](#)
  2. Advocate for positive eating and physical activity choices in the community, such as increased access to fresh fruits and vegetables through community/school gardens, farmer's markets and local produce cooperatives [D.12.2](#)
  3. Describe the relationship of social and emotional factors in dysfunctional eating and identifies the consequences of eating disorders and the need for early intervention and treatment [D.12.3](#)
  4. Demonstrate the ability to adapt healthy eating and physical activity messages and communication techniques to the characteristics of a particular audience, considering cultural and social perspectives [D.12.4](#)
  5. List the functions and food sources for key nutrients and the relationship of key nutrients to health and prevention of chronic disease [D.12.5](#)
  6. Describe how food choices are influenced by availability, individual and family preferences, and the media [D.12.6](#)
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## 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. Analyze the availability and variety of affordable and nutritionally adequate foods in the community, including ethnic and other local markets [E.12.1](#)
  2. Examine genetic and cultural connections to weight, size and body shape [E.12.2](#)
  3. Analyze how culture, family traditions and economic situations influence eating and activity behaviors [E.12.3](#)
  4. Evaluate the nutritional and health implications of eating habits of various cultures, economic situations, family traditions and lifestyles [E.12.4](#)
  5. Identify how social and cultural messages about food and eating influence nutrition choices [E.12.5](#)
  6. Provide examples of how our health status and belief system may impact our food choices [E.12.6](#)
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## 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 form, function and source (plant, animal) [F.12.1](#)
2. Explain why foods are processed, analyze how foods change during processing (form, texture, additives, nutritional value), and describe how processed foods fit into a food guidance system [F.12.2](#)
3. Describe the relationship between the food guidance system and the Dietary Standards for Americans [F.12.3](#)
4. Explain the role of food manufacturing in a global economy, including the negative and positive ramifications of food processing and importing/exporting [F.12.4](#)