

Nutrition Competency I:
Students will know and understand the relationship between the human body, nutrition and energy balance.

Grade One	Grade Two	Grade Three
(A) Know the six nutrient groups and their functions:		
<p>Explain what foods are of plant and which are of animal origin.</p> <p>★ Describe the main functions (e.g., energy and growth) of fat, carbohydrate, protein, vitamins, minerals, and water.</p>	<p>Explain what foods are of plant and which are of animal origin.</p> <p>★ Describe the main functions (e.g., energy and growth) of fat, carbohydrate, protein, vitamins, minerals, and water.</p>	<p>★ Explain what foods are of plant and which are of animal origin.</p> <p>★ Describe the main functions (e.g., energy and growth) of fat, carbohydrate, protein, vitamins, minerals, and water.</p>
(B) Describe how nutritional needs vary throughout the life cycle:		
<p>Describe some of the different food needs people have at different ages (e.g., child vs. adult).</p>	<p>Describe the amounts and types of food people need at different ages (e.g., child vs. adult).</p>	<p>★ Describe the amounts and types of food people need at different ages (e.g., child vs. adult).</p>
(C) Know the physiology of the human body as it relates to nutrition and physical activity:		
<p>★ Describe what foods children should include most in their diet.</p> <p>Describe how energy is obtained and expended during the day.</p>	<p>★ Describe what foods children should include most in their diet.</p> <p>Describe how energy is obtained and expended during the day.</p>	<p>★ Describe what foods children should include most in their diet.</p> <p>Describe how energy is obtained and expended during the day.</p> <p>Show the relationship between what people eat, their physical activity level, their body weight and their health.</p>

Nutrition Competency II:

Students will know current nutrition and physical activity recommendations and how to apply them.

Grade One	Grade Two	Grade Three
(A) Know nutrition guidelines:		
<p>★ Know the different food groups of the current USDA guidance for daily food choices and be able to classify various foods into those groups.</p> <p>Report on the number of daily servings recommended for each food group.</p> <p>Identify the Nutrition Facts label on food products.</p>	<p>★ Know the different food groups of the current USDA guidance for daily food choices and be able to classify various foods into those groups.</p> <p>★ Report on the number of daily servings recommended for each food group.</p> <p>Describe the Nutrition Facts label on food products.</p>	<p>★ Know the different food groups of the current USDA guidance for daily food choices and be able to classify various foods into those groups.</p> <p>★ Report on the number of daily servings recommended for each food group.</p> <p>Explain the Nutrition Facts label on food products.</p>
(B) Assess personal dietary needs:		
<p>Explain internal cues to hunger and learn to recognize hunger and the feeling of fullness.</p> <p>★ Record foods consumed and classify the food choices using the current USDA guidance for daily food choices.</p> <p>Describe at least two to three changes an individual could make in their food choices for better health.</p> <p>Show how the role of the current USDA guidance for daily food choices relates to personal eating habits.</p> <p>Name two reasons for the difference in the amount of food required by individuals.</p>	<p>Explain internal cues to hunger and learn to recognize hunger and the feeling of fullness.</p> <p>★ Record foods consumed and classify the food choices using the current USDA guidance for daily food choices.</p> <p>★ Describe at least two to three changes an individual could make in their food choices for better health.</p> <p>Show how the role of the current USDA guidance for daily food choices relates to personal eating habits.</p> <p>Explain two reasons for the difference in the amount of food required by individuals.</p>	<p>Explain internal cues to hunger and learn to recognize hunger and the feeling of fullness.</p> <p>★ Record foods consumed and classify the food choices using the current USDA guidance for daily food choices.</p> <p>★ Describe at least two to three changes an individual could make in their food choices for better health.</p> <p>★ Show how the role of the current USDA guidance for daily food choices relates to personal eating habits.</p> <p>Explain two reasons for the difference in the amount of food required by individuals.</p>

Nutrition Competency II (continued):

Grade One	Grade Two	Grade Three
(C) Understand the influence of nutrition on health:		
<p>Explain short- and long-term health risks related to poor food choices.</p> <p>List the benefits of a healthful diet for growth, health, learning, and physical and mental performance.</p> <p>Explain three benefits of eating foods with less sugar and less saturated fat.</p>	<p>Explain short- and long-term health risks related to poor food choices.</p> <p>List the benefits of a healthful diet for growth, health, learning, and physical and mental performance.</p> <p>Explain three benefits of eating foods with less sugar and less saturated fat.</p>	<p>Explain short- and long-term health risks related to poor food choices.</p> <p>List the benefits of a healthful diet for growth, health, learning, and physical and mental performance.</p> <p>Explain three benefits of eating foods with less sugar and less saturated fat.</p>
(D) Assess the relationship of physical activity and nutrition to health:		
<p>Show how food intake and vigorous activity relate to each other.</p> <p>Recognize the impact of TV, movies, video games and computer use on level of activity.</p>	<p>Show how food intake and vigorous activity relate to each other.</p> <p>Describe the impact of TV, movies, video games and computer use on level of activity.</p>	<p>Show how food intake and vigorous activity relate to each other.</p> <p>Describe the impact of TV, movies, video games and computer use on level of activity.</p>
(E) Establish personal goals and make healthy food and fitness choices:		
<p>★ Practice and explain how to prepare a simple healthy meal or snacks.</p> <p>Identify one healthy example of a food item associated with a certain country or ethnic group.</p> <p>Describe a variety of physical activities that will help keep children physically fit.</p>	<p>★ Practice and explain how to prepare a simple healthy meal or snacks.</p> <p>Identify one healthy example of a food item associated with a certain country or ethnic group.</p> <p>Describe a variety of physical activities that will help keep children physically fit.</p>	<p>★ Practice and explain how to prepare a simple healthy meal or snacks.</p> <p>Identify one healthy example of a food item associated with a certain country or ethnic group.</p> <p>Describe a variety of physical activities that will help keep children physically fit.</p>

Nutrition Competency III: Students will identify and explore factors influencing food choices.		
Grade One	Grade Two	Grade Three
(A) Identify influences on food choices:		
<p>Describe three factors that influence personal food choices, including seeing, smelling, and texture.</p> <p>Describe how taste affects personal food choices (e.g., what fruits and vegetables are chosen).</p> <p>Identify three factors that affect the availability of food (e.g., economics, location and culture).</p> <p>Illustrate one historical reason from U.S. or a foreign culture for making certain food choices.</p>	<p>Describe three factors that influence personal food choices, including seeing, smelling, and texture.</p> <p>Describe how taste affects personal food choices (e.g., what fruits and vegetables are chosen).</p> <p>Identify three factors that affect the availability of food (e.g., economics, location and culture).</p> <p>Illustrate one historical reason from U.S. or a foreign culture for making certain food choices.</p>	<p>★ Describe three factors that influence personal food choices, including seeing, smelling, and texture.</p> <p>★ Describe how taste affects personal food choices (e.g., what fruits and vegetables are chosen).</p> <p>Identify three factors that affect the availability of food (e.g., economics, location and culture).</p> <p>Illustrate one historical reason from U.S. or a foreign culture for making certain food choices.</p>
(B) Explore factors that contribute to achieving and maintaining a healthy body and positive body image:		
<p>Identify key factors that affect self-esteem and health.</p> <p>Explain how people can have a variety of body types and can still be healthy.</p> <p>★ Identify amount of time spent watching TV, playing video games and using the computer.</p> <p>★ Engage in active play and other physical activities that students can enjoy and sustain for 60 minutes every day.</p>	<p>Identify key factors that affect self-esteem and health.</p> <p>Explain how people can have a variety of body types and can still be healthy.</p> <p>★ Identify amount of time spent watching TV, playing video games and using the computer.</p> <p>★ Engage in active play and other physical activities that students can enjoy and sustain for 60 minutes every day.</p>	<p>Identify key factors that affect self-esteem and health.</p> <p>Explain how people can have a variety of body types and can still be healthy.</p> <p>★ Identify amount of time spent watching TV, playing video games and using the computer.</p> <p>Understand the function of the Fitnessgram, how it measures individual health related fitness and that it is administered in 5th, 7th and 9th grades.</p> <p>★ Engage in active play and other physical activities that students can enjoy and sustain for 60 minutes every day.</p>

Nutrition Competency IV:
Students will demonstrate proper food handling and storage to maximize the nutritional quality of food and personal hygiene to prevent food borne illness.

Grade One	Grade Two	Grade Three
<p>Know how to safely use kitchen tools to prepare food.</p> <p>Practice appropriate personal hygiene, including hand washing, when preparing and eating food and explain why this is important.</p> <p>Know what food borne illnesses are and how these illnesses are contracted.</p> <p>Identify sanitation procedures that should be practiced when food is prepared to prevent food borne illnesses.</p> <p>Identify two foods that must be stored at cool temperatures, e.g., refrigerator, freezer.</p> <p>Describe how food is handled on its way from farm to table so it stays fresh.</p>	<p>Know how to safely use kitchen tools to prepare food.</p> <p>Practice appropriate personal hygiene, including hand washing, when preparing and eating food and explain why this is important.</p> <p>Know what food borne illnesses are and how these illnesses are contracted.</p> <p>Identify sanitation procedures that should be practiced when food is prepared to prevent food borne illnesses.</p> <p>Identify two foods that must be stored at cool temperatures, e.g., refrigerator, freezer.</p> <p>Describe how food is handled on its way from farm to table so it stays fresh.</p>	<p>★ Know how to safely use kitchen tools to prepare food.</p> <p>★ Practice appropriate personal hygiene, including hand washing, when preparing and eating food and explain why this is important.</p> <p>★ Know what food borne illnesses are and how these illnesses are contracted.</p> <p>★ Identify sanitation procedures that should be practiced when food is prepared to prevent food borne illnesses.</p> <p>★ Identify two foods that must be stored at cool temperatures, e.g., refrigerator, freezer.</p> <p>★ Describe how food is handled on its way from farm to table so it stays fresh.</p>

Nutrition Competency V:
Students will identify valid nutrition information and advocate for positive health policies and practices.

Grade One	Grade Two	Grade Three
(A) Access valid nutrition information and nutrition services:		
<p>Learn how to recognize credible nutrition information such as that coming from established nutrition organizations.</p> <p>State the purpose of food advertisements and commercials.</p>	<p>Learn how to recognize credible nutrition information such as that coming from established nutrition organizations.</p> <p>★ State the purpose of food advertisements and commercials.</p>	<p>Learn how to recognize credible nutrition information such as that coming from established nutrition organizations.</p> <p>★ State the purpose of food advertisements and commercials.</p>
(B) Advocate for positive health policy and practices:		
Not at this grade level.	Not at this grade level.	Not at this grade level.

**Nutrition Competency VI:
Students will identify and explore influences of local, national and global factors on the quantity and quality of food.**

Grade One	Grade Two	Grade Three
(A) Identify foods that come from particular regions:		
Describe what plants and animals need for growth.	Describe what plants and animals need for growth.	Describe what plants and animals need for growth.
(B) Understand the factors (local, regional, statewide, national, global) that influence food availability, production and consumption:		
<p>Identify two ways that geographical factors influence food availability and quality.</p> <p>Identify foods grown in different regions of the state, the country and the world and identify how some of those foods are produced.</p>	<p>Identify two ways that geographical factors influence food availability and quality.</p> <p>Identify foods grown in different regions of the state, the country and the world and identify how some of those foods are produced.</p>	<p>Identify two ways that geographical factors influence food availability and quality.</p> <p>Identify foods grown in different regions of the state, the country and the world and identify how some of those foods are produced.</p>

**Nutrition Competency VII:
Students will identify and explore the variety of food-related careers.**

Grade One	Grade Two	Grade Three
<p>Identify titles of people who process, prepare, or serve food.</p> <p>Identify titles of health professionals who provide advice of food selection in relationship to dental and general health.</p>	<p>Identify titles of people who process, prepare, or serve food.</p> <p>Identify titles of health professionals who provide advice of food selection in relationship to dental and general health.</p>	<p>Identify titles of people who process, prepare, or serve food.</p> <p>Identify titles of health professionals who provide advice of food selection in relationship to dental and general health.</p>

Note: The Grade Level Expectations for NC VII in this grade cluster were taken from *Choose Well, Be Well* (California Department of Education, 1982)