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

Pre-Kindergarten	Kindergarten
(A) Know the six nutrient groups and their functions:	
Name or show foods that are favorites to eat. Name a variety of foods and, with assistance, describe them using senses (taste, touch, sight, smell and sound). Differentiate or sort between common edible and non-edible items (e.g., butter and soap).	★Name a variety of foods. ★Describe foods with using senses (taste, touch, sight, smell, sound). Identify foods as being of plant or animal origin. Describe how eating healthy foods makes the body feel good and gives it energy.
(B) Describe how nutritional needs vary throughout the life cycle:	
Say or explain that people eat different foods at different ages (e.g., babies, preschoolers or adults) or point or show which foods babies might eat compared to foods preschooler or adults might eat.	Identify one reason people of different ages need different foods (e.g., baby vs. adult).
(C) Know the physiology of the human body as it relates to nutrition and physical activity:	
Explain that we need food to maintain healthy bodies (in response to being asked). Show two ways to move your body (e.g., skipping, running, stretching, jumping). Show or describe that it feels good to move your body everyday.	Identify one reason why we need food. ★Identify time spent in active play and other physical activity. Identify why we need active play and other physical activity.

★ = Nutrition Competency related to *Health Framework* emphasis found in Appendix A

Nutrition Competency II:
Students will know current nutrition and physical activity recommendations and how to apply them.

Pre-Kindergarten	Kindergarten
(A) Know nutrition guidelines:	
Say or agree, in response to being asked, that there are rules or guidelines for healthy eating, based on the idea that people should eat a variety of foods every day. (e.g., My Pyramid, Dietary Guidelines for Americans). Say or show that there are wide variety of foods that can be divided into food groups. Name or show the foods in a simple recipe or food item (e.g., peanut butter and jelly sandwich). Identify, show, point to or sequence foods or food pictures into smallest, bigger, and biggest size.	Identify the current USDA guidance for daily food choices and the food groups that correspond to each category. Identify the tools used to measure servings of food.
(B) Assess personal dietary needs:	
Communicate clearly when hungry or full. Remember and talk about or show the daily family or child care routine for eating. Name or point to typical foods eaten in the family at different mealtimes.	Identify internal cues to hunger and learn to recognize hunger and the feeling of fullness. Recall the foods eaten during the day at typical mealtimes for the family or child care program.
(C) Understand the influence of nutrition on health:	
Show or point to foods that are good to eat every day (anytime foods) and others that are best eaten occasionally (sometimes foods). Say that foods from each food group should be eaten to maintain health.	★Understand that eating healthy foods (such as fruits and vegetables) is beneficial for the body. Describe how the food choices we make can affect our health and physical fitness.

★ = Nutrition Competency related to *Health Framework* emphasis found in Appendix A

Nutrition Competency II: (continued)

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

Pre-Kindergarten	Kindergarten
(D) Assess the relationship of physical activity and nutrition to health:	
Describe or show some activities when you move your body a lot and some when you don't move your body much. Explain how when you move your body you need extra energy.	Describe activities that need a lot of energy and activities that don't use much energy.
(E) Establish personal goals and make healthy food and fitness choices:	
Say or point to a few items that might be found in a kitchen. Prepare a healthy snack with assistance. Name or show a favorite way of playing that involves moving your body.	Identify the different items that make up a kitchen. ★Know how to prepare a simple healthy snack. Identify a form of active play that children enjoy at school and at home.

★ = Nutrition Competency related to *Health Framework* emphasis found in Appendix A

Nutrition Competency III:
Students will identify and explore factors influencing food choices.

Pre-Kindergarten	Kindergarten
(A) Identify influences on food choices:	
Name or show a favorite food and say why. Recall and describe, or show through drawings or role play, a mealtime that was happy. Explain that special foods are served on a special holiday or as part of a favorite food custom or name some special foods served on special days.	Identify one influence on food choices. Identify one practice that makes mealtime enjoyable. Give one example of a favorite family food custom or food choice on a special holiday.
(B) Explore factors that contribute to achieving and maintaining a healthy body and positive body image:	
Recognize or show that people come in different sizes and body shapes. Recognize or show that physical activity is good for the body.	Explain that people come in different sizes and body shapes. Know one reason why physical activity is important and enjoyable.

★ = Nutrition Competency related to *Health Framework* emphasis found in Appendix A

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.

Pre-Kindergarten	Kindergarten
Describe or show a place where people prepare food. Say or agree when asked that children need to have adults with them for safety when they prepare food. Say or agree when asked that adults need to decide which tools are safe for children to use when preparing foods. Name one way to prepare food for eating. Demonstrate proper hand washing technique before food handling and eating. Name or point to places that foods are stored (e.g., refrigerator, cupboard, freezer, cans).	Know where kitchen workspace, tools and supplies are located. Name safe areas in the kitchen. Identify safe tools for preparing food. Identify one way of preparing foods for eating. Demonstrate proper hand washing technique before food handling and eating. Name one way to store food that helps to keep it clean and fresh.

★ = Nutrition Competency related to *Health Framework* emphasis found in Appendix A

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

Pre-Kindergarten	Kindergarten
(A) Access valid nutrition information and nutrition services:	
Discuss, with guidance, how not all information in the media is real and not all nutrition information is “true” or reliable, such as food advertisements.	Learn how to recognize credible nutrition information such as that coming from established nutrition organizations. State the purpose of food advertisements and commercials.
(B) Advocate for positive health policy and practices:	
Not at this grade level.	Not at this grade level.

★ = Nutrition Competency related to *Health Framework* emphasis found in Appendix A

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

Pre-Kindergarten	Kindergarten
(A) Identify foods that come from particular regions:	
Recognize or show that plants and animals need food, water, for energy and for growth. Recognize or show that plants and trees have different parts that are edible.	Identify what plants and animals need for growth. Identify edible parts of plants and trees.
(B) Understand the factors (local, regional, statewide, national, global) that influence food availability, production and consumption:	
Not at this grade level.	Not at this grade level.

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

Pre-Kindergarten	Kindergarten
Identify or show the roles of farmers, truck drivers who transport food, storekeepers, and family members in food availability.	Identify the roles of farmers, truck drivers who transport food, storekeepers, and family members in food availability.

★ = Nutrition Competency related to *Health Framework* emphasis found in Appendix A