IDOE Nutrition Standards

- Physical Education
- CTE Courses

***Note: I**talicized statements are overarching or core standards. Typically, the indicators follow the overarching or core standards.*

Indiana Academic Standards for Physical Education	
Standards / Indicators	**Descriptions**
K-5 Standard 3	***The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.***
K.3.6.A K.3.6.B	Recognizes that food provides energy for physical activity. Identifies healthy and unhealthy foods.
1.3.6.A 1.3.6.B	Differentiates between healthy and unhealthy foods. Explains “My Plate” (such as matching foods to groups).
2.3.6.A	Recognizes the “good health balance” of nutrition and physical activity.
3.3.6.A	Identifies foods that are beneficial for before and after physical activity.
4.3.6.A	Discusses the importance of hydration and hydration choices relative to physical activities.
5.3.6.A	Analyzes the impact of food choices relative to physical activity, youth sports, and personal health.
6-8 Standard 3	***The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.***
6.3.9.A	Compares and contrasts caloric expenditure for a variety of physical activities
7.3.9.A	Explains the relationship of caloric intake and expenditure of weight management and investigates strategies for balancing calories.
8.3.9	Develops strategies for balancing healthy food, snacks, and water intake specific to daily physical activity.

8.3.11	Maintains and reflects on a personal physical activity and nutrition log to document learning, and set goals for improvement.
High School Standard 3 (PE I, PE II, and Elective PE)	***The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.***
HSL 1.3.2.B	Investigates the relationships between physical activity, nutrition, and body composition.
HSL 2.3.4.A	Adjusts daily nutritional intake to meet physical activity levels that work toward their own body composition goal.
HSL 1.3.5.A	Designs and implements a personal fitness and nutrition plan (assessment scores, goals for improvement, plan of activities for improvement, log of activities to reach goals, timeline for improvement).
Indiana CTE Standards	
Family Consumer Science-Middle School 3 (FCS-MS 3)	***Students will demonstrate nutrition, wellness, and food preparation practices that enhance individual and family well-being.***
FCS-MS 3.1	Evaluate nutrition choices and practices in a variety of settings, using reliable guidelines and sources of information, including *(See next five rows.)*
FCS-MS 3.1.1	• Dietary guidelines
FCS-MS 3.1.2	• Comparing food intake to recommendations / serving size / portions
FCS-MS 3.1.3	• Nutrients, nutritional label analysis
FCS-MS 3.1.4	• Selecting foods at home and away
Advanced Life Sciences Foods (High School) (ALSF): Chemistry of Foods Standard 1	***Students apply and adapt chemical background information that relates directly to various foods and their preparation to understand chemical structure, composition, and reactions in the chemistry of food.***
ALSF 1.4	Explain how the chemical physical properties of foods influence nutritional value and eating quality.
ASLF Chemistry of Foods Standard 3	***Students analyze processing additives used on and in foods to determine overall effects on the additives on the final food product for human consumption.***
ASLF 3.1	Discuss the processing additives and final product additives including their chemical, physical, microbial effects on food components.

ASLF 3.2	Describe the chemical similarities and differences between sugars and artificial sweeteners in foods and food processing.
ASLF 3.3	Demonstrate knowledge of how food additives are regulated compared to dietary supplements.
Advanced Nutrition and Wellness (ANW) - Personal, Academic, and Career Success Standard 1	***Integrate processes of thinking, communication, leadership, and management in order to apply knowledge and skills for nutrition, food, and wellness.***
Advanced Nutrition and Wellness - Nutrition Principles Standard 2	***Synthesize physiological functions, requirements, and food sources for each of the major nutrients (protein, carbohydrates, fats, vitamins, minerals, and water).***
ANW 2.1	Research the physiological functions of the major nutrients for the body (protein, carbohydrates, fates, vitamins, minerals, and water.)
ANW 2.2	Recommend food sources following dietary guidelines for each of the major nutrients.
ANW 2.3	Analyze variations in daily dietary requirements of each nutrient in order to meet nutrition needs across the lifespan and for special dietary needs.
ANW 2.4	Predict the physiological consequences of an excessive or an insufficient amount of each nutrient in the diet.
ANW 2.5	Develop and create meals and snacks offering a variety of foods which supply each major nutrient
Advance Nutrition and Wellness - Nutrition Applications Across the Lifespan Standard 3	***Analyze the different ways that nutrition affects the body across the lifespan.***
ANS 3.1	Evaluate standards for maintaining healthy nutrition across the life span (e.g., Choose Your Plate.gov, dietary guidelines, portion/serving sizes, nutrition labels).
ANS 3.2	Differentiate among various nutrition guidelines for different age groups and dietary needs (e.g., children, elderly, pregnant women, athletes, diabetics; individuals who are lactose-intolerant, require a gluten free diet, and/or have food allergies).
ANS 3.3	Develop and create healthy meals and snacks address individual and family resources, activities, and preferences (e.g., time constraints, financial and equipment limitations, extent of physical activity, dietary preferences such as vegetarian.
ANS 3.4	Analyze beverage choices for calorie count, nutritive value, and

	adequacy of hydration.
ANS 3.5	Develop individual nutrition and physical activity goals, reevaluating those goals and modifying them across the lifespan as needed.
ANS 3.6	Predict outcomes to nutrition challenges related to eating disorders, fad diets, and other factors relating to nutrition.
Advance Nutrition and Wellness - Influences on Nutrition and Wellness Standard 4	***Explore ways that families, culture, communities, and governments influence nutrition and health of individuals.***
ANW 4.1	Examine cultural and ethnic influences on individual food choices, dietary patterns, and practices.
ANW 4.2	Determine economic and governmental influences on food choices/availability and nutritional practices through legislation and regulations.
ANW 4.3	Discover various international cuisines and their influence on eating patterns.
ANW 4.5	Research government and community programs that support nutritional needs of individuals and families (e.g., Family Nutrition Program [FNP]; food co-ops; food pantries; Supplemental Nutrition and Purchasing [SNAP]; Women, Infants, and Children Programs [WIC]).
Advance Nutrition and Wellness - Science and Technology in Foods and Nutrition Standard 6	***Explore impacts of science and technology on nutrition and foods.***
ANS 6.1	Determine the impacts of technology, Internet, and social media as related to food choices, nutrient content, availability, and safety of food supply.
ANS 6.2	Apply information about current nutrition and food trends and issues such as “farm to table,” food availability, organic food, and holistic eating practices.
ANS 6.3	Utilize available technological tools that support healthy nutrition practices (e.g., online programs and applications to calculate calories, dietary exchanges, and physical activity.).
Advanced Nutrition and Wellness - Career Exploration in Nutrition, Food, and Wellness Standard 7	***Investigate career pathways, education, and training in areas related to nutrition, food, and wellness.***
ANS 7.1	Examine potential career paths, trends, and job market opportunities

	related to nutrition, food, and wellness.
ANS 7.2	Determine roles and functions; knowledge, skills, and attitudes; and rewards and demands associated with various careers and levels of employment related to nutrition,food, and wellness.
ANS 7.3	Analyze personal qualifications, interests, values, and educational preparation required for careers and employment in nutrition, food, and wellness-related industries.
ANS 7.4	Identify volunteer roles, part-time jobs, and entry - level positions that offer opportunities to explore careers related to nutrition, food, and wellness.
Biochemistry of Foods - Science (FS) of Food Standard 1	***Application of science information***
FS 1.1.7	Discuss common food constituents (?) (e.g., proteinds, carbohydrates, fats, vitamins, minerals) and their nutritional values. *(Note: This should probably read "components."*
FS 1.1.6	Explain how the chemical and physical properties of foods influence nutritional value and eating quality.
Biochemistry of Foods - Organic Chemistry (FS) Standard 3	***Enzymes: The protein catalyst***
FS 3.4.1	Analyze the amino acid system based on nutritional use and relationship of chemical properties of elements and side chains.
Biochemistry of Foods - 5.4	***Students determine the effects of current governmental regulations on the food, ingredients, and additives that can be used within food preparations and ultimately for human nutrition.***
Biochemistry of Foods - Scientific and Sensory Evaluation Standard 6	***Effect of sensory evaluation.***
FS 6.1.1	Illustrate physical, psychological, cultural, and environmental influences on food preferences and their impact on nutritional wellness.
Nutrition Science Careers 1	***https://www.doe.in.gov/sites/default/files/standards/nutrition-science-careers-i-updated-06-12-2015.pdf*** ***Standards for this CTE course.***
Nutrition Science Careers 2	***https://www.doe.in.gov/sites/default/files/standards/nutrition-science-careers-ii-updated-06-15-2015.pdf***

	Standards for this CTE course.
Food Science - The Science and Nutrition of Food Products and the Processing Industry (FS) Standard 5	***Students apply principles of nutrition, biology, microbiology, chemistry, and human behavior to make healthy food selections.***
FS 5.1	Discuss essential nutrients.
FS 5.3	Explain MyPlate recommendations in relation to essential nutrients for the human diet.
FS 5.4	Identify common food additives.
FS 5.5	Identify the key components of a food label and their significance to create an informed consumer.