

Grade 2 Show Me Nutrition The Food Group Express Correlation of Objectives, State and National Standards

Lesson 1: Get on Board the Food Group Express

Students will be able to understand that different foods belong to different food groups. They will recognize there are 5 food groups. Students will also recognize practicing personal hygiene and safe food handling.

- **National Health Education Standard 1 & 7-Performance indicators:** *1.2.1 Identify that healthy behaviors impact personal health. Performance indicator: 7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.*
- **State of Missouri Health/Physical Education Standards 2 & 4.** *Standard 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) Standard 4: principles of movement and physical fitness.*
- **Missouri Grade level Expectations: ME2A3, ME2D2, RA1A2b**
 - *(ME) Health Maintenance and Enhancement: (2) Nutrition; (A) Essential Nutrients and Food Groupings; (Grade 2) Identify healthy food choices (see USDA.gov) in each of the five food groups (sorting play food or pictures into food groups).*
 - *(ME) Healthy Maintenance and Enhancement; (2) Nutrition; (D) Food Handling and Safety; (Grade 2) Recognize the four basic rules of food handling (i.e., clean, cook, chill, separate).*
 - *(RA) Risk Assessment and Reduction; (1) Disease Prevention and Control; (A) Communicable vs. Non-Communicable Disease; (Grade 2b) Identify how germs are spread and apply practices which help reduce germs in our community (e.g., cover mouth when sneezing, wash hands).*

Lesson 2: Oats, Wheat and Rice Ride the Rails

Students will recognize we need to eat a variety of grains, including whole grains, daily to grow and stay healthy. They will recognize that snacks that include grains are an important part of a healthy diet. Students will also recognize that stretching helps us stay flexible and identify how to avoid the spread of germs.

- **National Health Education Standard 1 & 7-Performance indicators:** *1.2.1 Identify that healthy behaviors impact personal health. Performance indicator: 7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.*
- **State of Missouri Health/Physical Education Standards 2 & 4.** *Standard 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) Standard 4: principles of movement and physical fitness.*
- **Missouri Grade level Expectations: ME1D2, ME2A2, ME2D2, RA1A2**
 - *(ME) Personal and Family Health; (1) Personal and Family Health; (D) Health and Skill Related Fitness; (Grade 2) Describe how physical activity makes a person's body stronger. (e.g., helps develop strength, endurance, flexibility, and body composition).*

- (ME) Health Maintenance and Enhancement; (2) Nutrition; (A) Essential Nutrients and Food Groupings; (Grade 2) Identify healthy food choices (see USDA.gov) in each of the five food groups (sorting play food or pictures into food groups).
- (ME) Healthy Maintenance and Enhancement; (2) Nutrition; (D) Food Handling and Safety; (Grade 2) Recognize the four basic rules of food handling (i.e., clean, cook, chill, separate).
- (RA) Risk Assessment and Reduction; (1) Disease Prevention and Control; (A) Communicable vs. Non-Communicable Disease; (Grade 2b) Identify how germs are spread and apply practices which help reduce germs in our community (e.g., cover mouth when sneezing, wash hands).

Lesson 3: Beets, Broccoli and Asparagus Coming Down the Tracks

Students will identify that eating a variety of vegetables daily will help them grow and stay healthy. Students will recognize that snacks that include vegetables are an important part of a healthy diet. They will recognize that physical activities make their heart beat faster. Students will infer that washing fresh vegetables before eating is a healthy choice.

- **National Health Education Standard 1 & 7-Preformance indicators:** *1.2.1 Identify that healthy behaviors impact personal health. Performance indicator: 7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.*
- **State of Missouri Health/Physical Education Standards 2 & 4.** *Standard 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) Standard 4: principles of movement and physical fitness.*
- **Missouri Grade level Expectations: ME1D2, ME2A2, ME2B2, ME2D2, RA1A2b**
 - (ME) Personal and Family Health; (1) Personal and Family Health; (D) Health and Skill Related Fitness; (Grade 2) Describe how physical activity makes a person's body stronger. (e.g., helps develop strength, endurance, flexibility, and body composition).
 - (ME) Health Maintenance and Enhancement; (2) Nutrition; (A) Essential Nutrients and Food Groupings; (Grade 2) Identify healthy food choices (see USDA.gov) in each of the five food groups (sorting play food or pictures into food groups).
 - (ME) Health Maintenance and Enhancement; (2) Nutrition; (B) Balance, Variety and Moderation; (Grade 2); Identify a healthy snack from each food group (see USDA.gov) & Recognize that eating healthy and being active will help maintain a healthy body composition.
 - (ME) Health Maintenance and Enhancement; (2) Nutrition; (D) Food Handling and Safety; (Grade 2) Recognize the four basic rules of food handling (i.e., clean, cook, chill, separate).
 - (RA) Risk Assessment and Reduction; (1) Disease Prevention and Control; (A) Communicable vs. Non-Communicable Disease; (Grade 2b) Identify how germs are spread and apply practices which help reduce germs in our community (e.g., cover mouth when sneezing, wash hands).

Lesson 4: Fruits Rumble Down the Tracks

Students will recognize we need to eat a variety of fruits daily to grow and stay healthy and relate that snacks that include fruit are part of a healthy diet. They will relate that we need to do different types of physical activity daily to stay healthy. They will recognize that not washing fresh fruits before eating could cause illness.

- **National Health Education Standard 1 & 7-Performance indicators:** *1.2.1 Identify that healthy behaviors impact personal health. Performance indicator: 7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.*
- **State of Missouri Health/Physical Education Standards 2 & 4.** *Standard 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) Standard 4: principles of movement and physical fitness.*
- **Missouri Grade level Expectations: ME1D2, ME2A2, ME2B2, ME2D2, RA1A2b**
 - *(ME) Personal and Family Health; (1) Personal and Family Health; (D) Health and Skill Related Fitness; (Grade 2) Describe how physical activity makes a person's body stronger. (e.g., helps develop strength, endurance, flexibility, and body composition).*
 - *(ME) Health Maintenance and Enhancement: (2) Nutrition; (A) Essential Nutrients and Food Groupings; (Grade 2) Identify healthy food choices (see USDA.gov) in each of the five food groups (sorting play food or pictures into food groups).*
 - *(ME) Health Maintenance and Enhancement: (2) Nutrition; (B) Balance, Variety and Moderation; (Grade 2); Identify a healthy snack from each food group (see USDA.gov) & Recognize that eating healthy and being active will help maintain a healthy body composition.*
 - *(ME) Health Maintenance and Enhancement; (2) Nutrition; (D) Food Handling and Safety; (Grade 2) Recognize the four basic rules of food handling (i.e., clean, cook, chill, separate).*
 - *(RA) Risk Assessment and Reduction; (1) Disease Prevention and Control; (A) Communicable vs. Non-Communicable Disease; (Grade 2b) Identify how germs are spread and apply practices which help reduce germs in our community (e.g., cover mouth when sneezing, wash hands).*

Lesson 5: Clickety, Clack Down the Track, Don't Spill the Milk

Students will recognize we need to eat and drink from the Dairy Group daily. They recognize the connection that snacks including milk or foods made from milk are an important part of a healthy diet. Students will recognize that germs can grow in food if it is not properly stored.

- **National Health Education Standard 1 & 7-Performance indicators:** *1.2.1 Identify that healthy behaviors impact personal health. Performance indicator: 7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.*
- **State of Missouri Health/Physical Education Standards 2 & 4.** *Standard 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) Standard 4: principles of movement and physical fitness.*

- **Missouri Grade level Expectations: ME1D2, ME2A2, ME2B2, ME2D2, RA1A2b**
 - (ME) Personal and Family Health; (1) Personal and Family Health; (D) Health and Skill Related Fitness; (Grade 2) Describe how physical activity makes a person's body stronger. (e.g., helps develop strength, endurance, flexibility, and body composition).
 - (ME) Health Maintenance and Enhancement: (2) Nutrition; (A) Essential Nutrients and Food Groupings; (Grade 2) Identify healthy food choices (see USDA.gov) in each of the five food groups (sorting play food or pictures into food groups).
 - (ME) Health Maintenance and Enhancement: (2) Nutrition; (B) Balance, Variety and Moderation; (Grade 2); Identify a healthy snack from each food group (see USDA.gov) & Recognize that eating healthy and being active will help maintain a healthy body composition.
 - (ME) Health Maintenance and Enhancement; (2) Nutrition; (D) Food Handling and Safety; (Grade 2) Recognize the four basic rules of food handling (i.e., clean, cook, chill, separate).
 - (RA) Risk Assessment and Reduction; (1) Disease Prevention and Control; (A) Communicable vs. Non-Communicable Disease; (Grade 2b) Identify how germs are spread and apply practices which help reduce germs in our community (e.g., cover mouth when sneezing, wash hands).

Lesson 6: Fish and Beans and Nuts – Go Protein!

Students will recognize that protein is in a variety of foods. Eating foods from the protein foods group helps us grow and stay healthy. Snacks that include foods from the Protein Foods Group are an important part of a healthy diet. They will relate that physical activity makes the heart beat faster. Also stretching our muscles can enhance our health. Students will recognize how germs are spread.

- **National Health Education Standard 1 & 7-Performance indicators:** 1.2.1 Identify that healthy behaviors impact personal health. Performance indicator: 7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.
- **State of Missouri Health/Physical Education Standards 2 & 4.** Standard 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) Standard 4: principles of movement and physical fitness.
- **Missouri Grade level Expectations: ME1D2, ME2A2, ME2B2, ME2D2, RA1A2b**
 - (ME) Personal and Family Health; (1) Personal and Family Health; (D) Health and Skill Related Fitness; (Grade 2) Describe how physical activity makes a person's body stronger. (e.g., helps develop strength, endurance, flexibility, and body composition).
 - (ME) Health Maintenance and Enhancement: (2) Nutrition; (A) Essential Nutrients and Food Groupings; (Grade 2) Identify healthy food choices (see USDA.gov) in each of the five food groups (sorting play food or pictures into food groups).

- (ME) Health Maintenance and Enhancement; (2) Nutrition; (B) Balance, Variety and Moderation; (Grade 2); Identify a healthy snack from each food group (see USDA.gov) & Recognize that eating healthy and being active will help maintain a healthy body composition.
- (ME) Health Maintenance and Enhancement; (2) Nutrition; (D) Food Handling and Safety; (Grade 2) Recognize the four basic rules of food handling (i.e., clean, cook, chill, separate).
- (RA) Risk Assessment and Reduction; (1) Disease Prevention and Control; (A) Communicable vs. Non-Communicable Disease; (Grade 2b) Identify how germs are spread and apply practices which help reduce germs in our community (e.g., cover mouth when sneezing, wash hands).

Lesson 7: Groovin' and Movin' Down the Tracks

Students will know that we need to eat a variety of foods from the Food groups daily to grow and stay healthy and that we need to do different types of physical activity daily to stay healthy. They will recognize that food advertising and marketing techniques are used to sell products.

- **National Health Education Standard 1 & 7-Performance indicators:** 1.2.1 Identify that healthy behaviors impact personal health. Performance indicator: 7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.
- **State of Missouri Health/Physical Education Standards 2 & 4.** Standard 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) Standard 4: principles of movement and physical fitness.
- **Missouri Grade level Expectations: ME1D2, ME2A2, ME2B2, ME2C2,ME2D2, ME3A2, RA1A2b**
 - (ME) Personal and Family Health; (1) Personal and Family Health; (D) Health and Skill Related Fitness; (Grade 2) Describe how physical activity makes a person's body stronger. (e.g., helps develop strength, endurance, flexibility, and body composition)
 - (ME) Health Maintenance and Enhancement; (2) Nutrition; (A) Essential Nutrients and Food Groupings; (Grade 2) Identify healthy food choices (see USDA.gov) in each of the five food groups (sorting play food or pictures into food groups).
 - (ME) Health Maintenance and Enhancement; (2) Nutrition; (B) Balance, Variety and Moderation; (Grade 2); Identify a healthy snack from each food group (see USDA.gov) & Recognize that eating healthy and being active will help maintain a healthy body composition.
 - (ME)Health Maintenance and Enhancement; (2) Nutrition; I Food Labels; (Grade 2) Identify the basic parts of the Nutrition Facts label (e.g., serving size, fat, sugar, ingredients).
 - (ME) Health Maintenance and Enhancement; (2) Nutrition; (D) Food Handling and Safety; (Grade 2) Recognize the four basic rules of food handling (i.e., clean, cook, chill, separate).

- *(ME) Healthy Maintenance and Enhancement; (3) Consumer Health and Safety; (A) Media Influence on Health Habits and Decisions; (Grade 2) Identify advertising techniques that target children (e.g., toys in cereal, fast food meals, cartoon characters).*
- *(RA) Risk Assessment and Reduction; (1) Disease Prevention and Control; (A) Communicable vs. Non-Communicable Disease; (Grade 2b) Identify how germs are spread and apply practices which help reduce germs in our community (e.g., cover mouth when sneezing, wash hands).*

5/2012

