

LINCOLN PUBLIC SCHOOLS
Wellness Learning Expectations: Grades K-2

Strand:
Physical Health

Mass Standard 1:
**Growth and
Development**

Students will learn the basic characteristics of physical growth and development, including body functions and systems throughout the life cycle, and will acquire skills to promote and maintain positive growth and development.

Big Ideas:

- The Brain is the control center of the body.
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Key Outcomes:

- Gr. 1: Students will demonstrate an understanding of **where the brain is in the body and describe activities** that require helmets to keep their brain safe.
- Gr. 2: Students will demonstrate an understanding of the **main parts of the brain** by explaining what the brain stem, cerebellum and cerebrum control.

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Big Ideas:

- Respiratory system supplies oxygen to the blood.
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Key Outcomes:

- Gr. 1: Students will demonstrate an understanding of **where their lungs are** by taking deep breaths and describing what happens to the rib cage.
- Gr. 2: Students will demonstrate an understanding of **how the lungs work** by explaining how the body gets oxygen from the lungs.

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Big Ideas:

- The skeletal system is the framework of the body.
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Key Outcomes:

- Gr. 2: Students will demonstrate an understanding of **why the bones are important** by explaining what their bones enable them to do.

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Big Ideas:

- ❑ The muscular system enables the body to move and function.
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Key Outcomes:

- ❑ Gr. K-1: Students will demonstrate an understanding of **what muscles do** by explaining where the abdominals, hamstrings and gluteus maximus are located and describing their function.
- ❑ Gr. 2: Students will demonstrate an understanding of **what the abdominals and hamstrings do** by performing exercises that strengthen and stretch these two muscles. They will be able to show where the quadriceps and biceps are located.

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Big Ideas:

- The circulatory system provides oxygen and nutrients to all parts of the body through the blood.
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Key Outcomes:

- Gr. K-1: Students will demonstrate an understanding of **where the heart is in the body** by placing their hand over it.
- Gr. 1: Students will demonstrate an understanding of **pulse** and be able to find their own pulse after exercise.
- Gr. 2: Students will demonstrate an understanding of **why the heart is called the hardest working muscle** by explaining what the heart does.

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Big Ideas:

- ❑ Students demonstrate empathy, cooperation, respect, and sportsmanship through physical activity. As students mature, they realize the importance of these concepts in everyday life.
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Key Outcomes:

- ❑ Students will demonstrate an understanding of **how to cooperate with and act respectfully towards others** by sharing ideas while working with partners and/or in group settings.

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Strand:
Physical Health

Mass Standard 2:
Physical Activity and Fitness

Students will, by repeated practice, acquire and refine a variety of manipulative, locomotor, and non-locomotor movement skills, and will utilize principles of training and conditioning, will learn biomechanics and exercise physiology, and will apply the concept of wellness to their lives.

Big Ideas:

- Multiple locomotor skills allow people to move safely and flexibly in a variety of pathways.
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Key Outcomes:

- Gr. K: Students will demonstrate an understanding of **moving safely around the gymnasium** by using locomotor skills in their own personal space. These skills include: walking, running, skipping, hopping, galloping, leaping, and jumping.
- Gr. 1: Students will demonstrate an understanding of **these 7 locomotor skills** by using them in a variety of pathways and levels. These pathways and levels include: straight, zigzag, and curved lines (high, medium and low levels).
- Gr. 2: Students will demonstrate an understanding of **pathways and locomotor skills** by applying them in cooperative games and sports.

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Big Ideas:

- Physical activity makes you feel good, is fun, and helps your body stay healthy.
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Key Outcomes:

- Gr. K: Students will demonstrate an understanding of **moving makes you feel good**’ by describing how they feel after participating in a physical activity.
- Gr. 1: Students will demonstrate an understanding that **moving makes your body stronger** by explaining how their performance has improved over a trimester.
- Gr. 2: Students will demonstrate an understanding that **moving makes your heart stronger** by taking and analyzing pulse rate.

LINCOLN PUBLIC SCHOOLS
Wellness Learning Expectations: Grade 1

**Strand:
Physical Health**

**Mass Standard 3:
Nutrition**

Students will gain the knowledge and skills to select a diet that supports health and reduces the risk of illness and future chronic diseases.

Big Ideas:

- ❑ Food is grouped into different categories: some are healthy and some are not as healthy.
 - ❑ The body uses food for energy.
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Key Outcomes:

- ❑ Students will demonstrate an understanding of **the five food groups on My Pyramid** by identifying each group on their own pyramid.
- ❑ Students will demonstrate an understanding of **different ways to exercise** by performing a variety of skills and activities in Physical Education class.
- ❑ Students will demonstrate an understanding of **what happens to the food they eat** by identifying the first three body parts of the digestive system (mouth, esophagus, stomach) on a model of the body and explaining the basic digestive process.

LINCOLN PUBLIC SCHOOLS
Wellness Learning Expectations: Grade 2

Strand:
Physical Health

Mass Standard 3:
Nutrition

Students will gain the knowledge and skills to select a diet that supports health and reduces the risk of illness and future chronic diseases.

Big Ideas:

- ❑ Healthy food and keeping active make for a healthy body.
 - ❑ My Pyramid is the government standard for various food groups.
 - ❑ The digestive system delivers the nutrients in different foods to the body.
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Key Outcomes:

- ❑ Students will demonstrate an understanding that **physical activity requires energy, energy requires fuel and fuel is supplied** by food eaten by describing what happens to their body when they are hungry.
- ❑ Students will demonstrate an understanding of the **connection between exercise, breathing and getting sufficient nutrients to power the body** by describing how they feel after exercising.
- ❑ Students will demonstrate an understanding of **nutrients** by explaining what a nutrient is.
- ❑ Students will demonstrate an understanding of the **5 main food groups** by correctly placing food into each of the food groups.
- ❑ Students will demonstrate an understanding of the **parts of the digestive system** by using a word bank to label the main parts of the digestive system (teeth, saliva, esophagus, stomach, small intestine, large intestine, rectum) and describing their functions.