

LINCOLN PUBLIC SCHOOLS
Wellness Learning Expectations: Grades 3-5

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. 5: Students will demonstrate an understanding of **the function of nerves** by explaining what the nerves do in the body and where they are.

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Big Ideas:

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

- Gr. 3: Students will demonstrate an understanding of the **dangers of smoking** by explaining what tobacco and nicotine does to the lungs.
- Gr. 4: Students will demonstrate why the **lungs are important** by listing the parts of the lungs and what they do.

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Big Ideas:

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

- Gr. 3: Students will demonstrate an understanding of the **importance of the long bones in the body** by listing the job of the femur, tibia, fibula, radius, ulna and humerus.
- Gr. 4-5: Students will demonstrate an understanding of **how to take care of your bones** by listing exercises that strengthen bones and foods that are good for bones.

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Big Ideas:

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

- ❑ Gr. 3: Students will demonstrate an understanding of **what quadriceps, biceps and triceps do** by performing exercise to strengthen and stretch these muscles and describing each muscle's function.
- ❑ Gr. 4: Students will demonstrate an understanding of the **location and function of the gastronomies and pectoral muscles** by performing exercises to strengthen and stretch these muscles and describing each muscle's function.

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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. 3: Students will demonstrate an understanding of **circulatory system** by identifying the parts of the heart, right and left ventricle, right and left atrium and the aorta and explaining what happens to their pulse with exercise.
- ❑ Gr.4: Students will demonstrate an understanding of the **circulatory system** by explaining how the heart works and why they need to exercise their heart.

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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 **empathy and sportsmanship** by accepting differences and helping others while working in a group and/or with partners.

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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:

- ❑ The combination of locomotor and manipulative skills can result in high performance in a variety of physical activities.
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Key Outcomes:

- ❑ Gr. 3: Students will demonstrate an understanding of **combining locomotor and manipulative skills** by skillful performance in a variety of structured physical activities.
- ❑ Gr. 4: Students will demonstrate an understanding of **combining locomotor and manipulative skills** by a skillful performance in a modified sport setting.
- ❑ Gr. 5: Students will demonstrate an understanding of **combining locomotor and manipulative skills** by skillful performance in several team sports.

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Big Ideas:

- Physical changes and health benefits result from physical activity.
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Key Outcomes:

- Gr. 3: Students will demonstrate an understanding of **how physical activity changes their heart rate** by comparing their pulse at rest and after physical activity.
- Gr. 4: Students will be able to understand that **through consistent daily exercise, cardiac and physical endurance will improve** by tracking daily exercise over a period of time.
- Gr. 5: Students will demonstrate an understanding **that participation in daily exercise enhances their well being** by comparing fitness scores from year to year.

LINCOLN PUBLIC SCHOOLS
Wellness Learning Expectations: Grade 3

**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:

- ❑ Nutrients are the useful parts of different foods.
 - ❑ Eating a variety of foods from “My Pyramid” enables the body to get all the nutrients it needs.
 - ❑ The digestive system enables the body to use the nutrients in food.
 - ❑ Good nutrition supports an active daily life.
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Key Outcomes:

- ❑ Students will demonstrate an understanding of **which nutrients are essential for a healthy body** by identifying five nutrients and their purpose.
- ❑ Students will demonstrate an understanding of the **food groups** by completing a My Pyramid block with appropriate food groups.
- ❑ Students will demonstrate an understanding of **nutrition labels on food packages** by reading food labels to determine serving size and connecting the information to the amount they consume.
- ❑ Students will demonstrate an understanding of the **digestive system** by tracing food through the digestive system and describing what happens in each part.

LINCOLN PUBLIC SCHOOLS
Wellness Learning Expectations: Grade 4

**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:

- ❑ Daily exercise is important for a healthy life.
 - ❑ Caloric content and nutrients influence the energy we get from our food intake.
 - ❑ Calories “in” equals calories “out.”
 - ❑ The body uses nutrients from the foods we eat.
 - ❑ Culture, family, and social situations influence our eating patterns.
 - ❑ A daily diet is the food we consume everyday.
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Key Outcomes:

- ❑ Students will demonstrate an understanding of **how nutrients enter the body** by describing the digestive system.
- ❑ Students will demonstrate an understanding of **macronutrients and calories in different foods** by reading food labels and determining which are the most nutritious.
- ❑ Students will demonstrate an understanding of **the importance of a family eating plan** by planning a diet that balances nutrients and activity.

LINCOLN PUBLIC SCHOOLS
Wellness Learning Expectations: Grade 5

**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:

- ❑ Nutritional guidelines are important for a healthy life.
 - ❑ It takes planning to have a healthy, balanced diet.
 - ❑ Food needs to be handled safely.
 - ❑ Illnesses can be associated with poor food handling.
 - ❑ Foods contain micronutrients that are essential to good health.
 - ❑ Media influences our food choices and body image.
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Key Outcomes:

- ❑ Students will demonstrate an understanding of the **nutritional guidelines** by keeping track of food choices for two days, checking for micro and macro nutrients and calories, and determining whether their food choices were nutritious.
- ❑ Students will demonstrate an understanding of **handling food safely** by listing the steps for proper food handling and discussing why these steps are important.
- ❑ Students will demonstrate an understanding of **illnesses associated with poor food handling and storage** by describing two illnesses caused by improperly handled food.
- ❑ Students will demonstrate an understanding of the **factors that influence what we buy and eat** by listing family choices for food and explaining why advertising tries to influence what we eat.

LINCOLN PUBLIC SCHOOLS
Wellness Learning Expectations: Grade 5

Strand:
**Physical
Health**

Mass Standard 4:
**Reproduction/
Sexuality**

Students will acquire the knowledge and skills necessary to make effective personal decisions that promote their emotional, sexual, and reproductive health.

Big Ideas:

- ❑ Puberty is a phase of change in the body intended to bring about reproductive maturity.
 - ❑ Both male and female reproductive systems are required to create a new human being.
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Key Outcomes:

- ❑ Students will demonstrate a basic understanding of the **functions of the reproductive system** by identifying male and female parts.
- ❑ Students will demonstrate a basic understanding of **puberty** by describing changes in the male and female body that signal the start of puberty.