

LINCOLN PUBLIC SCHOOLS  
Wellness Learning Expectations: Grades 6-8

**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 human body is made up of many different systems that work together.
- ❑ The human body changes from the prenatal stage through adulthood.
- ❑ Our behaviors, the environment we live in, and our genetic makeup all influence our growth and development.

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**Key Outcomes:**

- ❑ Gr. 6: Students will demonstrate a basic understanding of the **main body systems: skeletal and muscular, cardiovascular, respiratory, nervous, endocrine** by describing the function of each system and explaining how they work together.
- ❑ Gr. 7: Students will demonstrate a basic understanding of **the changes that occur in the human** body by describing the different stages of life and the importance of proper hygiene.
- ❑ Gr. 8 Students will demonstrate the understanding of **the support necessary for peak functioning of body systems** by describing the influence of vigorous exercise, nutritious foods and adequate rest.

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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:**

- ❑ Understanding the connection between sequential movement concepts and locomotor skills can result in optimum performance.
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**Key Outcomes:**

- ❑ Gr. 6: Students will demonstrate an understanding of **when to apply manipulative and locomotor skills in physical activities, games, and sports** by choosing an appropriate skill to use in a specific setting.
- ❑ Gr. 7: Students will demonstrate an understanding of **developmentally appropriate strategies and movement concepts** by participating successfully in team sports, cooperative games and activities.
- ❑ Gr. 8: Students will demonstrate an understanding of **strategies and movement concepts necessary to participate successfully in team, cooperative games and activities** by setting and reaching both personal and team goals.

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**Big Ideas:**

- Applying basic principles of exercise will result in positive choices regarding personal wellness.
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**Key Outcomes:**

- Gr. 6: Students will demonstrate an understanding of **the importance of daily activity to improve their fitness level** by explaining how they have improved their personal fitness through physical activity.
- Gr. 7: Students will demonstrate an understanding of **the importance of improving each of the physical fitness components** by comparing their pre and post scores in each component: endurance, agility, flexibility and strength.
- Gr. 8: Students will demonstrate an understanding of **how goal setting and effort will impact their physical fitness** by explaining in writing how their effort impacted their scores and what they need to do to improve.

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**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 diet has a direct impact on physical appearance and well-being.
- ❑ Choosing healthy foods in correct portion size will help prevent obesity and enhance health and vigor.
- ❑ Improper food storage and handling can result in food borne illnesses.

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**Key Outcomes:**

- ❑ Gr. 6: Students will demonstrate an understanding of **the importance of choosing healthy foods** by comparing the nutritional value of a week of school lunches and explaining the positive and/or negative impact of each lunch.
- ❑ Gr. 6: Students will demonstrate an understanding of **portion control and nutrition** by reading food labels and explaining nutritional elements and portion size for a variety of foods.
- ❑ Gr. 6: Students will demonstrate an understanding of **the importance of proper food storage and handling** by explaining the steps to proper storage and what happens when food is not stored or handled properly.
  
- ❑ Gr. 7: Students will demonstrate an understanding of **the development of body image** by examining the influence of media and peer pressure.
- ❑ Gr. 7: Students will demonstrate an understanding of **eating disorders** by describing the characteristics of some disorders and possible causes.
- ❑ Gr. 7: Students will demonstrate an understanding of **the additional nutritional requirements athletes need** by keeping track of their physical activity and planning for additional hydration and food intake
  
- ❑ Gr. 8: Students will demonstrate an understanding of **planning for healthy eating** by explaining the importance of planning for healthy meals.
- ❑ Gr. 8: Students will demonstrate an understanding of **making informed choices about the nutritional value of food** by describing the components of a nutrition label and how to use the information.

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**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:**

- ❑ Both male and female reproductive systems are required to create a new human being.
- ❑ Puberty is a phase when the body changes in order to bring about reproductive maturity.
- ❑ Accurate, factual information can help people make healthy decisions regarding their sexuality.

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**Key Outcomes:**

- ❑ Gr. 6: Students will demonstrate an understanding of the **function of the reproductive system** by identifying male and female anatomical parts.
- ❑ Gr. 6: Students will demonstrate an understanding of **the changes that occur during puberty** by describing the emotional and physical changes that occur in both male and female bodies.
- ❑ Gr. 6: Students will demonstrate an understanding of **reproduction** by describing how reproduction occurs.
- ❑ Gr. 7: Students will demonstrate an understanding of **abstinence** by explaining what it means and why it is a healthy choice for their age group.
- ❑ Gr. 7: Students will demonstrate an understanding of **decision-making steps and refusal skills** by describing steps and explaining skills.
- ❑ Gr. 7: Students will demonstrate an understanding of **pregnancy and STI prevention** by identifying methods for protection.
- ❑ Gr. 7: Students will demonstrate an understanding of **the benefits of postponing sexual behaviors** by describing the short and long-term effects of taking part in risky behaviors.
- ❑ Gr. 8: Students will demonstrate an understanding of **sexually transmitted infections** by listing and describing symptoms of a variety of STIs including HIV/AIDS, describing how STIs are transmitted, and how they are prevented.
- ❑ Gr. 8: Students will demonstrate an understanding of **sexual discrimination and harassment** by discussing the many forms this takes and describing ways to both describe and report discrimination.

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**Strand:**  
**Social and  
Emotional  
Health**

**Mass Standard 7:  
Interpersonal  
Relationships**

Students will learn that relationships with others are an integral part of the human life experience and the factors that contribute to healthy interpersonal relationships, and will acquire skills to enhance and make many of these relationships more fulfilling through commitment and communication.

**Big Ideas:**

- ❑ Good sportsmanship is a demonstration of empathy, cooperation and respect.
  - ❑ Decision-making skills can lead to healthy decisions.
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**Key Outcomes:**

- ❑ Gr. 6-8: Students will demonstrate an understanding of **sportsmanship** by describing examples of both positive and negative examples of sportsmanship.
- ❑ Gr. 6-8: Students will demonstrate an understanding of **good decision-making skills** by describing the steps involved in decision-making and using those steps to practice making healthy decisions.