K-12
Physical Education Curriculum

Adopted October, 2001
Implemented October, 2001

Muscatine Community School District
1403 Park Avenue
Muscatine, Iowa 52761
## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Page</th>
<th>Mission, Vision, Philosophy</th>
<th>i</th>
</tr>
</thead>
<tbody>
<tr>
<td>ii</td>
<td>Content Standards Overview</td>
<td></td>
</tr>
<tr>
<td>iii</td>
<td>Curriculum Committee</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Standard 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Level K-2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Level 3-5</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Level 6-8</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Level 9-12</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Standard 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Level K-2</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Level 3-5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Level 6-8</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Level 9-12</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>Standard 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Level K-2</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Level 3-5</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Level 6-8</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Level 9-12</td>
<td>8</td>
</tr>
<tr>
<td>8</td>
<td>Standard 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Level K-2</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Level 3-5</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Level 6-8</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Level 9-12</td>
<td>10</td>
</tr>
<tr>
<td>10</td>
<td>Standard 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Level K-2</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Level 3-5</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Level 6-8</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Level 9-12</td>
<td>11</td>
</tr>
<tr>
<td>12</td>
<td>Standard 7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Level K-2</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Level 3-5</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Level 6-8</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Level 9-12</td>
<td>13</td>
</tr>
</tbody>
</table>
MISSION

The mission of the Muscatine Community School District is to ensure excellence in education for every student.

VISION

The Muscatine Community School District will provide a safe, nurturing environment where academic excellence is expected and diversity is recognized as a strength. We will meet individual needs while developing independent learners who are also successful team players.

We will embrace innovative practices that are research-based and promote high levels of student learning. Technology-rich classrooms will enhance active learning and excitement. Interior and exterior walls will become seamless as learners and the community collaborate.

Our students will achieve positive social skills, which promote respect and responsibility to self, family and community, resulting in positive self-esteem.

School-community partnerships will prepare and challenge each individual to become a goal-oriented, lifelong learner in an ever-changing global society.

K-12 PHYSICAL EDUCATION PHILOSOPHY

The Muscatine School District believes that all students should participate in quality, daily physical education. This can best be accomplished through daily instruction by a physical education specialist. Physical education is an integral and essential component of the education of American youth. School age children should achieve personal fitness, develop motor skills, acquire safety skills, and understand human movement. They should gain knowledge and values through a sequential program of fitness including aquatics, dance, movement fundamentals, and sport skills. A quality physical education program will enable a child to attain the skills and attitudes necessary for wholesome recreation and lifelong personal fitness. Physical activity will also enhance a child’s self-concept, self-esteem and social competence. Physical education is for everyone regardless of age, gender, ethnicity, or ability.
CONTENT STANDARDS IN PHYSICAL EDUCATION

A physically educated person:

Standard

1 & 2. Demonstrates competency in many movement forms and applies movement concepts and principles to the learning and development of motor skills.

3. Exhibits a physically active lifestyle.

4. Achieves and maintains a health-enhancing level of physical fitness.

5. Demonstrates responsible personal and social behavior in physical activity settings.

6. Demonstrates understanding and respect for differences among people in physical activity settings.

7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.
K-12 PHYSICAL EDUCATION CURRICULUM COMMITTEE

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District
Jane Evans, Director of Educational Services
STANDARD 1 & 2
The student demonstrates competency in many movement forms and applies movement concepts and principles to the learning and development of motor skills.

Level K-2

**LOCOMOTOR SKILLS**

*Therefore, the student will:*

1. travel in a variety of locomotor ways: run, walk, jump, hop, march, skip, gallop, slide, and leap.
2. travel forward and sideways with these locomotor movements.
3. change directions and speeds of the locomotor movement in response to a signal.
4. travel using locomotor movement in relationship to other people and objects (i.e. over, under, though, beside, behind).
5. combine and use locomotor movement in time with music.

**Non-Locomotor Skills**

*Therefore, the student will:*

1. make shapes with body (small, large, flat, round, twisted).
2. balance and maintain momentary stillness on a variety of body parts.
3. be able to place body and body parts into different levels (high, medium levels)
4. develop flexibility movement through stretching, bending, and twisting.

**Manipulative Skills**

*Therefore, the student will:*

1. demonstrate proper technique for rolling a ball.
2. self toss and catch a variety of objects (fleece balls, bean bags, koosh ball, ball)
3. kick a stationary ball using a smooth motion.
4. strike an object with a variety of body parts (scarves, balloons, nerf ball)
5. bounce (dribble) a ball a given number of times.
6. use hands to volley a gently tossed balloon or ball
7. jump a swinging rope held by others

Level 3-5

**Locomotor Skills**

*Therefore, the student will:*

1. travel using all locomotor movements safely.
2. develop and refine take-offs and landings.
3. perform locomotor movements in patterns and repeatable sequences (gymnastic routines, dances).
4. travel in a variety of pathways, straight, curved, zig-zag in relationship to others and objects.

**Non-Locomotor Skills**

*Therefore, the student will:*

1. balance with control on a variety of objects (balance board).
2. demonstrate and identify non-locomotor movement such as push, pull, bridge, balance, lift, and rock.
3. demonstrate ability to support, lift, balance, and control body weight with other students.

**Manipulative Skills**

*Therefore, the student will:*

1. demonstrate over and under hand throws to people and towards objects (targets).
2. catch with mature pattern using hands and objects (Velcro paddles, nets, gloves, etc.)
3. use instep to kick a ball in a continuous dribble pattern.
4. strike a ball repeatedly with a paddle or short racket.
5. bounce and dribble a ball while moving and performing various stunts.
6. receive and send an object in continuous motion (a served volleyball).
7. travel into and out of a rope turned by others.
Level 6-8

**LOCOMOTOR SKILLS**

*Therefore, the student will:*

1. demonstrate appropriate take-offs and landings.
2. perform stunts and tumbling and dance sequences that combine traveling, rolling, balancing, and weight transfer into smooth flowing sequences with intentional changes in direction, speed and flow.
3. detect, analyze and correct errors in personal movement patterns.
4. demonstrate the ability to safely use locomotor movements while changing direction, speed, or level, in relationship to your environment.
5. discuss the importance of locomotor movements in sports, activities, dance, and recreational activities.
6. demonstrate the ability to travel in forward and sideways directions, and change direction quickly (AGILITY).
7. demonstrate pool safety.
8. demonstrate proper entries into the pool and exits out of the pool.
9. demonstrate proficiency in water acclimation skills.
10. demonstrate floating (front and back)
11. demonstrate competence in survival skills including treading water, survival float, and use of personal floatation devices.

**NON-LOCOMOTOR SKILLS**

*Therefore, the student will:*

1. identify and perform non-locomotor movements (push, pull, swing, bend, twist, reach, lift, raise, lower, turn, curl, stretch, bridge, rock, balance).
2. support, lift, and control body weight in a variety of activities.
3. maintain appropriate body alignment during daily activity (lift, carry, push, pull)
4. recognize the importance of non-locomotor movements in sports activities, dance, and recreational activities.
5. maintain proper alignment when performing non-locomotor skills: push up, pull up, crunch, etc.

**MANIPULATIVE SKILLS**

*Therefore, the student will:*

1. throw a variety of objects demonstrating both accuracy and force (basketball, footballs, Frisbees)
2. hand dribble and foot dribble while preventing an opponent from stealing the ball.
3. keep an object going continuously with a partner using a striking pattern.
4. throw using mature motor pattern (overhand, underhand, side orientation, and opposition).
5. catch a self-tossed object while moving.
6. catch a thrown object while moving.
7. use the instep or inside of foot, kick a stationary or moving ball into the air or along the ground.
8. kick a ball dropped from the hands before it hits the ground.
9. strike a softly thrown ball back to a partner using a variety/combination of body parts.
10. consistently strike a moving ball with a bat or paddle demonstrating proper grip, stance, and follow through.
11. consistently strike a ball using a hockey stick or other implement so that it travels in an intended direction and height.
12. use an extension, keep an object continuously in the air with a partner.
13. in a small group, keep an object continuously in the air without catching it.
14. repeatedly jump a self-turned rope.
15. travel into and out of a rope turned by others.

Level 9-12

**LOCOMOTOR SKILLS**

*Therefore, the student will:*

1. demonstrate the ability to travel in forward, backward, and sideways directions, as well as changing direction quickly using different forms of foot movements. (agility) (walk, run, skip, hop, jump, shuffle, carioca, roll, spin, cartwheel, climb)
2. demonstrate the ability to safely use locomotor movements while changing direction, speed, or level, in relationship to environment.
3. demonstrate competence in survival skills – which includes treading water, survival float, and the use of personal flotation devices.
4. demonstrate competence in basic swimming strokes: front crawl, back crawl, breast stroke, side stroke, and elementary back stroke.

**NON-LOCOMOTOR SKILLS**

*Therefore, the student will:*

1. support, lift, and control body weight in a variety of activities.
2. maintain appropriate body alignment during daily activity.
3. identify non-locomotor movements (push, pull, swing, bend, twist, reach, lift, raise, lower, turn curl, stretch, bridge, rock, balance).
4. recognize the importance of non-locomotor movements in sports, dance, and recreational activities.


**MANIPULATIVE SKILLS**

*Therefore, the student will:*

1. learn skills in a variety of physical activities (throw, catch, dribble, shoot, strike [hand, foot, racket, club, bat] jump rope)
2. demonstrate competency in many and shows proficiency in a few of the activities in their physical education classes.
3. demonstrate beginning competencies in rescue techniques (swim) and CPR.
4. demonstrate understanding of the rules and strategies of a sport or activity and can apply them appropriately.
5. demonstrate appropriate etiquette, safety, and care of equipment.
6. identify the principles of training for physical activity.

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**STANDARD 3**  
The student exhibits a physically active lifestyle.

**Level K-2**

*Therefore, the student will:*

1. participate daily in vigorous physical activity.
2. recognize that physical activity is good for personal well-being.
3. be encouraged to participate in a wide variety of activities that involve locomotor, non-locomotor, and manipulative activities outside of physical education class.
4. identify feelings that result from participation in physical activities.

**Level 3-5**

*Therefore, the student will:*

1. regularly participate in physical activity for the purpose of developing a healthy lifestyle.
2. describe healthy benefits that result from regular and appropriate participation in physical activity.
3. be aware of more formal participation in physical activity in the community.

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Level 6-8

Therefore, the student will:

1. choose to exercise at home for personal enjoyment and benefit.
2. participate in games, sports, dance and outdoor pursuits both in and out of school based on individual and capabilities.
3. identify opportunities close to home for participation in different kinds of activities.
4. participate in an individualized physical activity program designed with the help of the teacher.
5. list long-term physiological, psychological, and cultural benefits that may result from regular participation in physical activity.
6. recognize the effects of substance abuse on personal health and performance in physical activity.
7. explore introductory outdoor pursuit skills (e.g. backpacking, rock climbing, hiking, canoeing, cycling, rope courses, in-line skating).

Level 9-12

Therefore, the student will:

1. participate regularly in vigorous physical activity.
2. demonstrate minimum standards of health-related physical fitness. The five components are cardiovascular fitness, muscular strength, muscular endurance, flexibility, and body fat percentage.
3. participate in an individualized fitness program.
4. feel motivated to maintain and improve physical fitness, motor skills, and knowledge about physical activities.
5. identify health-enhancing activities available in our community.
6. identify personal behavior that supports and does not support a healthy lifestyle.
7. analyze and compare health and fitness benefits derived from various physical activities.
8. recognize that idealized images of the human body and performance as presented by the media may not be appropriate to imitate.
9. understand the ways in which personal characteristics, performance styles, and activity preferences will change over the life span.
10. know the benefits of being active and value a healthy lifestyle.
STANDARD 4 The student achieves and maintains a health-enhancing level of physical fitness.

Level K-2

Therefore, the student will:

1. sustain activity for longer periods of time while participating in chasing or fleeing traveling activities in physical education and/or on the playground.
2. move each joint through a full range of motion.
3. be aware that his/her heart is beating faster during physical activity.

Level 3-5

Therefore, the student will:

1. identify changes in the body during physical activity (i.e. heart rate, temperature).
2. maintain continuous aerobic activity for a specified time (15-20 minutes).
3. engage in appropriate activity that results in the development of muscular strength.
4. support, lift, and control body weight in a variety of activities.

Level 6-8

Therefore, the student will:

1. keep a record of heart rate before, during, and after vigorous physical activity.
2. participate regularly in fitness-enhancing organized physical activities in their phys ed classes and outside of school.
3. engage in physical activity at the target heart rate for a minimum of twenty minutes.
4. correctly demonstrate activities designed to improve and maintain muscular strength and endurance, flexibility, cardio-respiratory functioning and proper body composition.
5. maintain a record of moderate to vigorous physical activity.
6. correctly demonstrate various weight/strength training techniques designed to meet physical fitness goals.
7. identify proper warm-up, conditioning, and cool-down techniques and the reason for using them.
8. identify changes in the body during physical activity.
9. recognize that idealized images of the human body and performance as presented by the media may not be appropriate to imitate.
Level 9-12

*Therefore, the student will:*

1. assess personal health-related fitness status (including cardiovascular endurance, muscular strength and endurance, flexibility, and body composition.
2. recognize that time and effort are pre-requisites for skill improvement and fitness benefits.
3. correctly demonstrate various weight-training techniques.
4. use the principles of training for the purpose of modifying levels of fitness.
5. use the results of fitness assessments to make changes in his or her personal program of physical activity.
6. participate regularly in fitness-enhancing organized physical activities in their phys ed classes and outside of school.
7. engage in physical activity at the target heart rate for a minimum of twenty minutes.
8. correctly demonstrate activities designed to improve and maintain muscular strength and endurance, flexibility, cardio-respiratory functioning and proper body composition.
9. identify proper warm-up, conditioning, and cool-down techniques and the reasons for using them.

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**STANDARD 5**  
The student demonstrates responsible personal and social behavior in physical activity settings.

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Level K-2

*Therefore, the student will:*

1. respond to teacher’s signal for attention.
2. stop activity at the signal to close.
3. respond positively to an occasional reminder about rules infractions.
4. use equipment and space safely and properly.
5. follow directions given to the class for an all-call activity.
Level 3-5

*Therefore, the student will:*

1. respond to teacher’s signal for attention.
2. stop activity at the signal to close.
3. respond positively to an occasional reminder about rules infractions.
4. use equipment and space safely and properly.
5. follow directions given to the class for an all-call activity.
6. work productively with partners and small groups during physical activities, assignments, or sports.
7. identify and follow rules while playing modified sports and games.
8. accept the teacher’s decision regarding a personal rule infraction without displaying negative reactions toward others.
9. assess and accept their own performance problems and levels without blaming others.

Level 6-8

*Therefore, the student will:*

1. respond to teacher’s signal for attention.
2. stop activity at the signal to close.
3. respond positively to an occasional reminder about rules infractions.
4. use equipment and space safely and properly.
5. follow directions given to the class for an all-call activity.
6. identify positive and negative peer influence.
7. play within the rules of a game or activity.
8. consider the consequences when confronted with a behavior of choice.
9. resolve interpersonal conflicts with a sensitivity to rights and feelings of others.
10. handle conflicts that arise with others without confrontation.
11. find positive ways to exert independence.
12. temper the desire to “belong” to a peer group with a growing awareness of independent thought.
13. make choices based on the safety of self and others.
14. accept a controversial decision of an official.
15. make responsible decisions about using time, applying rules and following through with decisions made.
16. use time wisely when given the opportunity to practice and improve performance.
17. make suggestions for modifications in a game or activity that can improve the game.
18. remain on task in a group activity without close teacher monitoring.
19. choose a partner that he or she can work with productively.
20. distinguish between acts of “courage” and reckless acts.
21. includes concerns for safety in self-designed activities.

**Level 9-12**

*Therefore, the student will:*

1. set personal goals for activity and work toward their achievement.
2. choose an activity for personal enjoyment and possible lifelong participation.
3. walk away from a verbal confrontation.
4. acknowledge good play from an opponent during competition.
5. listen to all sides before taking action in conflict situations.
6. accept the responsibility for taking a leadership role or willing to follow in order to accomplish group goals.
7. anticipate potentially dangerous consequences and outcomes from inappropriate participation in physical activity.
8. respond to conflict with mature personal control.
9. diffuse potential conflicts by communicating with other participants.
10. create a safe environment for their own skill practice.
11. take a supportive role in an activity.

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**STANDARD 6**
The student demonstrates understanding and respect for differences among people in physical activity settings.

**Level K-2**

*Therefore, the student will:*

1. enjoy participation alone and with others in a class.
2. participate in a variety of activities representing different cultural backgrounds.
3. choose and accept playmates without regard to personal differences (i.e. race, gender, ability).
4. display consideration of others in physical activity settings.
Level 3-5

*Therefore, the student will:*

1. recognize and respect differences and similarities in other’s physical activity.
2. demonstrate the elements of socially acceptable conflict resolution.
3. indicate respect for persons from different backgrounds and the cultural significance they attribute to various games, dances, and physical activities.

Level 6-8

*Therefore, the student will:*

1. recognize the role of games, sports, and dance in getting to know and understand others of like and different backgrounds.
2. seek out, participate with, and show respect for persons of like and different skill levels.
3. display sensitivity to the feelings of others during interpersonal interactions.
4. respect the physical and performance limitations of self and others.
5. respect persons from different backgrounds and the cultural significance they attribute to various games and sports.
6. discuss the historical roles of games, sports, and dance in the cultural life of a population.

Level 9-12

*Therefore, the student will:*

1. recognize the role of games, sports, and dance in getting to know and understand others of like and different backgrounds.
2. seek out, participate with, and show respect for persons of like and different skill levels.
3. display sensitivity to the feelings of others during interpersonal interactions.
4. accept the physical and performance limitations of self and others.
5. enjoy the satisfaction of meeting and cooperating with others of diverse backgrounds during physical activity.
6. display a willingness to experiment with the sport and activity of other cultures.
7. respect persons from different backgrounds and the cultural significance they attribute to various games and sports.
STANDARD 7  The student understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

Level K-2

Therefore, the student will:

1. look forward to physical education class.
2. identify and accept feelings that result from participation in physical activities (challenges, successes and failures)
3. appreciate the benefits that accompany cooperation and sharing.

Level 3-5

Therefore, the student will:

1. experience positive feelings as a result of involvement in physical activity.
2. participate in games and sports both in and outside of school based on individual interests and capabilities.
3. have an awareness of personal successes and achievements as well as those of others.
4. design games, activities, and sequences that are personally interesting.

Level 6-8

Therefore, the student will:

1. recognize the role of games, sports, and dance in getting to know and understand self and others.
2. identify benefits resulting from participation in different forms of physical activities.
3. describe ways to use the body and movement activities to communicate ideas and feelings.
4. seek physical activity in informal settings that utilize skills and knowledge gained in physical education classes.
5. feel satisfaction when engaging in physical activity.
6. enjoy the aesthetic and creative aspects of performance.
7. enjoys learning new activities.
8. become more skilled.
9. participate in games and sports activities which contribute to the attainment of personal goals and the maintenance of wellness.
Level 9-12

Therefore, the student will:

1. experience positive feelings as a result of involvement in physical activity.
2. participate in games and sports both in and outside of school based on individual interests and capabilities.
3. recognize the role of games, sports, and dance in getting to know and understand oneself and others.
4. identify benefits resulting from participation in different forms of physical activities.
5. participate in outdoor physical activities indigenous to the geographic area.
6. explore introductory outdoor pursuit skills (i.e. hiking, cycling, canoeing, rope courses, in-line skating).
7. participate in outdoor pursuits and other physical activities which contribute to the attainment of personal goals and the maintenance of wellness.
8. appreciate and respect the natural environment while participating in physical activity.
9. identify factors that contribute to the enjoyment of physical activity.
10. contribute meaningfully to the achievement of a team.
11. enter competition or other physical activity voluntarily.