



## **Grades 1-2 Fitness Curriculum**

*Last Updated March 2021 by Kevin A. Fretz*

**Course Description:** The first and second grade fitness curriculum is based upon the Pennsylvania Department of Education Academic Standards for Health, Safety, and Physical Education. The topics of Safety, Physical Activity, and Concepts of Movement are further developed through a variety of activities and modules. Physical literacy, cooperation and teamwork, individual lifetime fitness, and sportsmanship is demonstrated and encouraged throughout the course.

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<b>Unit #/Title</b>	1/Parachute	<b>Time Frame</b>	3 classes
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## Stage 1 - Identify Desired Results

### Standards

- 10.3.2.A1** Recognize safe and unsafe practices.
- 10.4.2.A1** Demonstrate coordination of purposeful body movements.
- 10.4.2.B1** Exhibit balance, strength, stamina, and agility.
- 10.5.2.A1** Use dexterity and strength to manipulate objects.
- 10.5.2.B1** Coordinate eye and hand movements to perform an advanced task.
- 10.5.1.C1** Use tools with control and skill to perform tasks.

<b>Big Ideas</b>	<b>Essential Questions</b>
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- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Participation in physical activity impacts wellness throughout a lifetime.</li> </ul> | <ul style="list-style-type: none"> <li>• How can movement skills and concepts help me become a better mover?</li> <li>• Why should I be physically active?</li> </ul> |
|--|---|

<b>Content</b>	<b>Skills</b>
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- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Hand Grip</li> <li>• Arm movements</li> <li>• Locomotor movements:             <ul style="list-style-type: none"> <li>o Movements which promote rhythm in a stationary position with others in a group setting</li> <li>o Movements which promote rhythm in a travelling position with others in a group setting</li> <li>o Movements which promote different speed in both stationary and travelling positions with others in a group setting</li> <li>o Movements at various levels of height in both stationary and travelling positions with others in a group setting</li> </ul> </li> <li>• Listening</li> </ul> | <ul style="list-style-type: none"> <li>• Use an overhand/underhand/alternate hand grip with others in a group setting</li> <li>• Move the upper body/torso in a stationary position with others in a group setting</li> <li>• Move the upper body/torso in a travelling position with others in a group setting</li> <li>• Cooperate with others in a group setting</li> <li>• Demonstrate sportsmanship with others in a group setting</li> </ul> |
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<b>Unit #/Title</b>	2/Frisbee	<b>Time Frame</b>	On-going
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## Stage 1 - Identify Desired Results

### Standards

- 10.3.2.A1** Recognize safe and unsafe practices.
- 10.4.2.A1** Demonstrate coordination of purposeful body movements.
- 10.4.2.B1** Exhibit balance, strength, stamina, and agility.
- 10.5.2.A1** Use dexterity and strength to manipulate objects.
- 10.5.2.B1** Coordinate eye and hand movements to perform an advanced task.
- 10.5.1.C1** Use tools with control and skill to perform tasks.

<b>Big Ideas</b>	<b>Essential Questions</b>
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- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Participation in physical activity impacts wellness throughout a lifetime.</li> </ul> | <ul style="list-style-type: none"> <li>• How can movement skills and concepts help me become a better mover?</li> <li>• Why should I be physically active?</li> </ul> |
|--|---|

<b>Content</b>	<b>Skills</b>
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|--|--|
| <ul style="list-style-type: none"> <li>• Frisbee grip</li> <li>• Frisbee throw</li> <li>• Frisbee catch</li> </ul> | <ul style="list-style-type: none"> <li>• Throw a frisbee using a backhand to a stationary and moving target</li> <li>• Catch a frisbee using two hands</li> <li>• Movements which encourage cooperation, teamwork, and coordination in a team setting</li> <li>• Movements which promote social interaction among classmates in both small group and large settings</li> <li>• Demonstrate sportsmanship with others in a small and large group setting</li> </ul> |
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<b>Unit #/Title</b>	3/Scooter Activity	<b>Time Frame</b>	2 classes
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## Stage 1 - Identify Desired Results

### Standards

- 10.3.2.A1** Recognize safe and unsafe practices.
- 10.4.2.A1** Demonstrate coordination of purposeful body movements.
- 10.4.2.B1** Exhibit balance, strength, stamina, and agility.
- 10.5.2.A1** Use dexterity and strength to manipulate objects.
- 10.5.2.B1** Coordinate eye and hand movements to perform an advanced task.
- 10.5.1.C1** Use tools with control and skill to perform tasks.

<b>Big Ideas</b>	<b>Essential Questions</b>
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- Participation in physical activity impacts wellness throughout a lifetime.

- How can movement skills and concepts help me become a better mover?
- Why should I be physically active?

<b>Content</b>	<b>Skills</b>
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- Scooter balance
- Scooter body position
- Scooter movement
- Scooter game strategy

- Develop gross and fine motor skill
- Develop upper extremity strength
- Develop core strength
- Develop motor planning
- Balance body in a stationary and moving position
- Demonstrate cooperation and social interaction among classmates in a team setting
- Demonstrate teamwork among classmates in a large group setting

<b>Unit #/Title</b>	4/Low Organizational Games	<b>Time Frame</b>	On-going
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<b>Stage 1 - Identify Desired Results</b>	
<b>Standards</b>	
<p><b>10.3.2.A1</b> Recognize safe and unsafe practices.  <b>10.4.2.A1</b> Demonstrate coordination of purposeful body movements.  <b>10.4.2.B1</b> Exhibit balance, strength, stamina, and agility.  <b>10.5.2.A1</b> Use dexterity and strength to manipulate objects.  <b>10.5.2.B1</b> Coordinate eye and hand movements to perform an advanced task.  <b>10.5.1.C1</b> Use tools with control and skill to perform tasks.</p>	
<b>Big Ideas</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>Participation in physical activity impacts wellness throughout a lifetime.</li> </ul>	<ul style="list-style-type: none"> <li>How can movement skills and concepts help me become a better mover?</li> <li>Why should I be physically active?</li> </ul>
<b>Content</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>Low organized activities that promote physical fitness, cardiovascular development, and strategy</li> </ul>	<ul style="list-style-type: none"> <li>Chase/evade/tag in a group setting</li> <li>Dodge in a group setting</li> <li>Throw/catch/kick/roll with others in a group setting</li> <li>Aim in a small and large group setting</li> <li>Defend in a large group setting</li> <li>Problem solve in a small and large group setting</li> <li>Cooperate with others in a team setting</li> <li>Use strategy with others in a team setting</li> <li>Demonstrate sportsmanship with others in a team setting</li> </ul>

<b>Unit #/Title</b>	5/Locomotor Movements & Spatial Awareness	<b>Time Frame</b>	On-going
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## Stage 1 - Identify Desired Results

### Standards

- 10.3.2.A1** Recognize safe and unsafe practices.
- 10.4.2.A1** Demonstrate coordination of purposeful body movements.
- 10.4.2.B1** Exhibit balance, strength, stamina, and agility.
- 10.5.2.A1** Use dexterity and strength to manipulate objects.
- 10.5.2.B1** Coordinate eye and hand movements to perform an advanced task.
- 10.5.1.C1** Use tools with control and skill to perform tasks.

<b>Big Ideas</b>	<b>Essential Questions</b>
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- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Participation in physical activity impacts wellness throughout a lifetime.</li> </ul> | <ul style="list-style-type: none"> <li>• How can movement skills and concepts help me become a better mover?</li> <li>• Why should I be physically active?</li> </ul> |
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<b>Content</b>	<b>Skills</b>
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|---|--|
| <ul style="list-style-type: none"> <li>• Safe locomotor body movements</li> <li>• Spatial awareness of body</li> <li>• Balance of body while in motion</li> </ul> | <ul style="list-style-type: none"> <li>• Walk in a group setting</li> <li>• Walk backward in a group setting</li> <li>• Jog in a group setting</li> <li>• Run in a group setting</li> <li>• Skip in a group setting</li> <li>• Gallop in a group setting</li> <li>• Hop in a group setting</li> <li>• Jump and land safely in a small and large group setting</li> <li>• Leap in a group setting</li> <li>• Dodge in a group setting</li> <li>• Use personal space (holding hula hoop) in a large group setting</li> <li>• Cooperate with others in a large group setting</li> <li>• Demonstrate sportsmanship with others in a small and large group setting</li> </ul> |
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<b>Unit #/Title</b>	6/Hula-Hoops	<b>Time Frame</b>	On-going
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## Stage 1 - Identify Desired Results

### Standards

**10.3.2.A1** Recognize safe and unsafe practices.  
**10.4.2.A1** Demonstrate coordination of purposeful body movements.  
**10.4.2.B1** Exhibit balance, strength, stamina, and agility.  
**10.5.2.A1** Use dexterity and strength to manipulate objects.  
**10.5.2.B1** Coordinate eye and hand movements to perform an advanced task.  
**10.5.1.C1** Use tools with control and skill to perform tasks.

<b>Big Ideas</b>	<b>Essential Questions</b>
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- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Participation in physical activity impacts wellness throughout a lifetime.</li> </ul> | <ul style="list-style-type: none"> <li>• How can movement skills and concepts help me become a better mover?</li> <li>• Why should I be physically active?</li> </ul> |
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<b>Content</b>	<b>Skills</b>
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|--|---|
| <ul style="list-style-type: none"> <li>• Safe movement using an implement: hula hoop</li> <li>• Spatial awareness using an implement: hula hoop</li> </ul> | <ul style="list-style-type: none"> <li>• Perform opposite movements with a hula hoop: high/low, front/back, left/right, push/pull, In/out, soft landing/hard landing with others in a group setting</li> <li>• Perform movements with different levels with a hula hoop: high, medium, low with others in a group setting</li> <li>• Movement around body with a hula hoop: waist, arm, leg, neck with others in a group setting</li> <li>• Create/follow pathways with a hula hoop with others in a group setting</li> <li>• Cooperate with others in a large group setting</li> <li>• Demonstrate sportsmanship with others in a large group setting</li> </ul> |
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<b>Unit #/Title</b>	7/Gross Motor Skills	<b>Time Frame</b>	On-going
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## Stage 1 - Identify Desired Results

### Standards

- 10.3.2.A1** Recognize safe and unsafe practices.  
**10.4.2.A1** Demonstrate coordination of purposeful body movements.  
**10.4.2.B1** Exhibit balance, strength, stamina, and agility.  
**10.5.2.A1** Use dexterity and strength to manipulate objects.  
**10.5.2.B1** Coordinate eye and hand movements to perform an advanced task.  
**10.5.1.C1** Use tools with control and skill to perform tasks.

<b>Big Ideas</b>	<b>Essential Questions</b>
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- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Participation in physical activity impacts wellness throughout a lifetime.</li> </ul> | <ul style="list-style-type: none"> <li>• How can movement skills and concepts help me become a better mover?</li> <li>• Why should I be physically active?</li> </ul> |
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<b>Content</b>	<b>Skills</b>
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|---|---|
| <ul style="list-style-type: none"> <li>• Manipulation of arms</li> <li>• Manipulation of hands</li> <li>• Manipulation of legs/feet</li> <li>• Hand/eye coordination</li> <li>• Hand/feet coordination</li> <li>• Body spatial awareness</li> <li>• Safety in body spatial relations</li> </ul> | <ul style="list-style-type: none"> <li>• Throw (underhand/overhand) in a small and large group setting</li> <li>• Catch (one/two hands) in a small and large group setting</li> <li>• Roll (dominant/non-dominant hands) in a small and large group setting</li> <li>• Kick (dominant/non-dominant legs) in a small group setting</li> <li>• Strike with Hand/Paddle in a small group setting</li> <li>• Bounce (dominant/non-dominant hands) in a small and large group setting</li> <li>• Cooperate with others in a small and large group setting</li> <li>• Demonstrate sportsmanship with others in a small and large group setting</li> </ul> |
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<b>Unit #/Title</b>	8/Exercises and Stretches	<b>Time Frame</b>	On-going
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### Stage 1 - Identify Desired Results

#### Standards

- 10.3.2.A1** Recognize safe and unsafe practices.  
**10.4.2.A1** Demonstrate coordination of purposeful body movements.  
**10.4.2.B1** Exhibit balance, strength, stamina, and agility.  
**10.5.2.A1** Use dexterity and strength to manipulate objects.  
**10.5.2.B1** Coordinate eye and hand movements to perform an advanced task.  
**10.5.1.C1** Use tools with control and skill to perform tasks.

#### Big Ideas

- Participation in physical activity impacts wellness throughout a lifetime.

#### Essential Questions

- How can movement skills and concepts help me become a better mover?
- Why should I be physically active?

#### Content

- Specific exercises/stretchers used to warm up and cool down before and/after physical activity.

#### Skills

- Perform mountain climbers
- Perform jumping jacks
- Perform helicopters
- Perform arm circles
- Perform push up
- Perform sit up/ curl up
- Perform windmill
- Perform butterfly stretch
- Perform hurdler stretch
- Cooperate with others in a group setting
- Demonstrate sportsmanship with others in a group setting

<b>Unit #/Title</b>	9/Station Activity	<b>Time Frame</b>	On-going
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**Stage 1 - Identify Desired Results**

**Standards**

**10.3.2.A1** Recognize safe and unsafe practices.  
**10.4.2.A1** Demonstrate coordination of purposeful body movements.  
**10.4.2.B1** Exhibit balance, strength, stamina, and agility.  
**10.5.2.A1** Use dexterity and strength to manipulate objects.  
**10.5.2.B1** Coordinate eye and hand movements to perform an advanced task.  
**10.5.1.C1** Use tools with control and skill to perform tasks.

<b>Big Ideas</b>	<b>Essential Questions</b>
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- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>● Participation in physical activity impacts wellness throughout a lifetime.</li> </ul> | <ul style="list-style-type: none"> <li>● How can movement skills and concepts help me become a better mover?</li> <li>● Why should I be physically active?</li> </ul> |
|--|---|

<b>Content</b>	<b>Skills</b>
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- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>● Strength building activity</li> <li>● Stretching/ Exercise activity</li> <li>● Cardiovascular exercise activity</li> <li>● Hand-eye coordination activity</li> <li>● Specific sport related activity</li> <li>● Team building related activity</li> </ul> | <ul style="list-style-type: none"> <li>● Balance in a stationary and moving position with others in a group setting</li> <li>● Throw/catch various size/weight implements in a small group setting</li> <li>● Exercise and stretch in a small group setting</li> <li>● Exercise which promotes cardiovascular development in a small group setting</li> <li>● Participate in low organizational activity in a small group setting</li> <li>● Exercise which promotes hand-eye coordination in a small group setting</li> <li>● Demonstrate teamwork/sportsmanship with others in a small group setting</li> <li>● Demonstrate cooperation with others in a small group setting</li> </ul> |
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<b>Unit #/Title</b>	10/Square Dance/Movement	<b>Time Frame</b>	2 classes
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### Stage 1 - Identify Desired Results

#### Standards

- 10.3.2.A1** Recognize safe and unsafe practices.  
**10.4.2.A1** Demonstrate coordination of purposeful body movements.  
**10.4.2.B1** Exhibit balance, strength, stamina, and agility.  
**10.5.2.A1** Use dexterity and strength to manipulate objects.  
**10.5.2.B1** Coordinate eye and hand movements to perform an advanced task.  
**10.5.1.C1** Use tools with control and skill to perform tasks.

#### Big Ideas

- Participation in physical activity impacts wellness throughout a lifetime.

#### Essential Questions

- How can movement skills and concepts help me become a better mover?
- Why should I be physically active?

#### Content

- Dance/move with a partner
- Dance/move with a group
- Square dance vocabulary
- Appreciation of local culture/custom

#### Skills

- "Square set" in a group setting
- Honor partner/corner in a group setting
- "Circle" in a group setting
- "Middle" in a group setting
- "Star" in a group setting
- "Do-Si-Do" with partner/corner in a group setting
- "Swing" with partner/corner in a group setting
- "Promenade" with partner in a group setting (2nd)
- "Grand right/left" in a group setting (2nd)
- Demonstrate teamwork in a group setting
- Cooperate with others in a group setting
- Follow directions in a group setting
- Move with music and partners in a group setting
- Demonstrate balance in a group setting

<b>Unit #/Title</b>	11/Obstacle Course	<b>Time Frame</b>	2 classes
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### Stage 1 - Identify Desired Results

#### Standards

- 10.3.2.A1** Recognize safe and unsafe practices.  
**10.4.2.A1** Demonstrate coordination of purposeful body movements.  
**10.4.2.B1** Exhibit balance, strength, stamina, and agility.  
**10.5.2.A1** Use dexterity and strength to manipulate objects.  
**10.5.2.B1** Coordinate eye and hand movements to perform an advanced task.  
**10.5.1.C1** Use tools with control and skill to perform tasks.

#### Big Ideas

- Participation in physical activity impacts wellness throughout a lifetime.

#### Essential Questions

- How can movement skills and concepts help me become a better mover?
- Why should I be physically active?

#### Content

- Balance of body as moving through the course
- Body spatial awareness
- Body levels
- Agility awareness
- Cardiovascular exercise
- Agility with body as moving through the course

#### Skills

- Run/walk through various obstacles
- Run/jog as moving through the course
- Jump/land safely with body as moving through the course
- Crawl under low obstacles through the course
- Move safely using appropriate body spacing through the course
- Cooperate with others in a large group setting
- Demonstrate sportsmanship with others in a large group setting

<b>Unit #/Title</b>	12/Jump Rope	<b>Time Frame</b>	On-going
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## Stage 1 - Identify Desired Results

### Standards

- 10.3.2.A1** Recognize safe and unsafe practices.  
**10.4.2.A1** Demonstrate coordination of purposeful body movements.  
**10.4.2.B1** Exhibit balance, strength, stamina, and agility.  
**10.5.2.A1** Use dexterity and strength to manipulate objects.  
**10.5.2.B1** Coordinate eye and hand movements to perform an advanced task.  
**10.5.1.C1** Use tools with control and skill to perform tasks.

<b>Big Ideas</b>	<b>Essential Questions</b>
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- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>● Participation in physical activity impacts wellness throughout a lifetime.</li> </ul> | <ul style="list-style-type: none"> <li>● How can movement skills and concepts help me become a better mover?</li> <li>● Why should I be physically active?</li> </ul> |
|--|---|

<b>Content</b>	<b>Skills</b>
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|---|---|
| <ul style="list-style-type: none"> <li>● Specific techniques used in jump rope skills</li> <li>● Cardiovascular exercise</li> <li>● Rope positions</li> <li>● Hand grip</li> <li>● Arm, shoulder, wrist, fingers circular motion</li> <li>● Jump sequences from a stationary position</li> <li>● Jump sequences from a travelling position</li> </ul> | <ul style="list-style-type: none"> <li>● Jump and land (1 and 2 feet)</li> <li>● Balance</li> <li>● Measure appropriate length of rope</li> <li>● Cooperate with others in a group setting</li> <li>● Demonstrate sportsmanship with others in a small group and large group setting</li> </ul> |
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<b>Unit #/Title</b>	13/Field Day	<b>Time Frame</b>	5 Classes
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## Stage 1 - Identify Desired Results

### Standards

- 10.3.2.A1** Recognize safe and unsafe practices.
- 10.4.2.A1** Demonstrate coordination of purposeful body movements.
- 10.4.2.B1** Exhibit balance, strength, stamina, and agility.
- 10.5.2.A1** Use dexterity and strength to manipulate objects.
- 10.5.2.B1** Coordinate eye and hand movements to perform an advanced task.
- 10.5.1.C1** Use tools with control and skill to perform tasks.

<b>Big Ideas</b>	<b>Essential Questions</b>
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- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Participation in physical activity impacts wellness throughout a lifetime.</li> </ul> | <ul style="list-style-type: none"> <li>• How can movement skills and concepts help me become a better mover?</li> <li>• Why should I be physically active?</li> </ul> |
|--|---|

<b>Content</b>	<b>Skills</b>
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|---|--|
| <ul style="list-style-type: none"> <li>• Individual and team oriented activities</li> <li>• Competitive and non-competitive activities</li> <li>• Activities which promote physical fitness, cardiovascular development, agility, team building, and fun</li> </ul> | <ul style="list-style-type: none"> <li>• Run/walk with others in a team setting</li> <li>• Throw/catch various size/weight implements with others in a team setting</li> <li>• Jump from stationary and moving positions with others in a team setting</li> <li>• Jump rope in stationary and moving positions with others in a team setting</li> <li>• Participate in low organizational activities and games with others in a team setting</li> <li>• Participate in an obstacle course with others in a team setting</li> <li>• Demonstrate teamwork/sportsmanship with others in a small group and large group setting</li> <li>• Demonstrate cooperation with others in a team setting</li> </ul> |
|---|--|