

**Michigan Department of Education
PHYSICAL EDUCATION ALIGNMENT RECORD**

Second Grade			
Expectations	District Curriculum	Time Spent	Notes/Comments
Motor Skills and Movement Patterns: Movement Concepts			
<i>Space Awareness</i>			
M.MC.02.01 demonstrate selected space awareness movement concepts for location (e.g., self-space and general space) in isolated settings.			
M.MC.02.02 demonstrate selected space awareness movement concepts for directions (i.e., up/down, forward/backward, right/left, and clockwise/counterclockwise) in isolated settings.			
M.MC.02.03 demonstrate selected space awareness movement concepts for levels (i.e., low, medium, and high) in isolated settings.			
M.MC.02.04 demonstrate selected space awareness movement concepts for pathways (i.e., straight, curved, and zigzag) in isolated settings.			
M.MC.02.05 demonstrate selected space awareness movement concepts for extensions (i.e., large/small and far/near) in isolated settings.			
<i>Effort</i>			
M.MC.02.06 demonstrate selected effort movement concepts for time (i.e., fast/slow and sudden/sustained) in isolated settings.			
M.MC.02.07 demonstrate selected effort movement concepts for force (i.e., strong and light) in isolated settings.			
M.MC.02.08 demonstrate selected effort movement concepts for flow (i.e., bound and free) in isolated settings.			
Motor Skills and Movement Patterns: Movement Concepts			
<i>Relationships</i>			
M.MC.02.09 demonstrate selected relationship movement concepts of body parts (i.e., round, narrow, wide, twisted, symmetrical, and nonsymmetrical) in isolated settings.			

**Michigan Department of Education
PHYSICAL EDUCATION ALIGNMENT RECORD**

Second Grade

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Motor Skills and Movement Patterns: Movement Concepts			
<i>Relationships, Continued</i>			
M.MC.02.10 demonstrate selected relationship movement concepts of objects and/or people (i.e., over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, and alongside) in isolated settings.			
M.MC.02.11 demonstrate selected relationship movement concepts with people (i.e., leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups) in isolated settings.			
Motor Skills and Movement Patterns: Motor Skills			
<i>Non-Locomotor</i>			
M.MS.02.01 demonstrate selected elements of non-locomotor skills of balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, transferring weight, jumping, and landing in isolated settings.			
<i>Locomotor</i>			
M.MS.02.02 demonstrate mature form of locomotor skills of walk, run, leap, slide, gallop, hop, skip, and flee in isolated settings.			
<i>Manipulative</i>			
M.MS.02.03 demonstrate selected elements of the mature form of manipulative skills of roll, underhand throw, and overhand throw in isolated settings.			
M.MS.02.04 demonstrate selected elements of the mature form of the manipulative skills of catch, kick, and hand dribble in isolated settings.			

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PHYSICAL EDUCATION ALIGNMENT RECORD**

Second Grade

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Motor Skills and Movement Patterns: Motor Skills			
<i>Manipulative, Continued</i>			
M.MS.02.05 demonstrate selected elements of the mature form of the manipulative skills of hand dribble and volley.			
Motor Skills and Movement Patterns: Aquatics			
M.AQ.02.01 demonstrate selected elements of the basic aquatic skills of front float, back float, and recovery with support in isolated settings.			
M.AQ.02.02 demonstrate selected elements of safe water entry and exit with support in isolated settings.			
M.AQ.02.03 demonstrate a combination of arms and legs to locomote in the water with support in isolated settings.			
M.AQ.02.05 demonstrate putting on a life jacket with peer assistance in isolated settings.			
M.AQ.02.06 demonstrate moving in the water while wearing a life jacket with assistance.			
Motor Skills and Movement Patterns: Outdoor Pursuits			
M.OP.02.01 demonstrate use of selected movement concepts in outdoor pursuits in isolated settings.			
M.OP.02.02 demonstrate use of selected locomotor skills in outdoor pursuits in isolated settings.			
M.OP.02.03 demonstrate use of selected non-locomotor skills in outdoor pursuits in isolated settings.			
Motor Skills and Movement Patterns: Rhythmic Activities			
M.RA.02.01 demonstrate self-selected locomotor and axial movement patterns to even and uneven rhythms.			

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PHYSICAL EDUCATION ALIGNMENT RECORD**

Second Grade			
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Content Knowledge: Feedback			
K.FB.02.01 use cues from teachers to improve motor skills and movement patterns, fitness, and physical activity in isolated settings.			
Content Knowledge: Movement Concepts			
<i>Space Awareness</i>			
K.MC.02.01 describe space awareness movement concepts for location (e.g., self-space and general space).			
K.MC.02.02 describe space awareness movement concepts for directions (i.e., up/down, forward/backward, right/left, and clockwise/counterclockwise).			
K.MC.02.03 describe space awareness movement concepts for levels (i.e., low, medium, and high).			
K.MC.02.04 describe space awareness movement concepts for pathways (i.e., straight, curved, and zigzag).			
K.MC.02.05 describe space awareness movement concepts for extensions (i.e., large/small and far/near).			
<i>Effort</i>			
K.MC.02.06 describe effort movement concepts for time (i.e., fast/slow and sudden/sustained).			
K.MC.02.07 describe effort movement concepts for force (i.e., strong and light).			
K.MC.02.08 describe effort movement concepts for flow (i.e., bound and free).			

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PHYSICAL EDUCATION ALIGNMENT RECORD**

Second Grade			
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Content Knowledge: Movement Concepts			
<i>Relationship</i>			
K.MC.02.09 describe relationship movement concepts of body parts (i.e., round, narrow, wide, twisted, symmetrical, and nonsymmetrical).			
K.MC.02.10 describe all relationship movement concepts of objects and/or people (i.e., over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, and alongside).			
K.MC.02.11 describe relationship movement concepts with people (i.e., leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups).			
Content Knowledge: Motor Skills			
<i>Non-Locomotor</i>			
K.MS.02.01 describe the critical elements of the following non-locomotor skills: balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing.			
<i>Locomotor</i>			
K.MS.02.02 describe the critical elements of the following locomotor skills: walk, run, leap, jump, skip, hop, gallop, slide, chase, and flee.			
<i>Manipulative</i>			
K.MS.02.03 describe selected critical elements of the following manipulative skills: roll and underhand throw.			
K.MS.02.04 identify selected critical elements of the manipulative skills of catch and kick.			

**Michigan Department of Education
PHYSICAL EDUCATION ALIGNMENT RECORD**

Second Grade			
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Content Knowledge: Aquatics			
K.AQ.02.01 identify limited critical elements of the basic aquatic skills of front float, back float, and recovery.			
K.AQ.02.02 identify limited elements of safe water entry and exit (e.g., ladder, jump, ramp, climbing).			
K.AQ.02.04 identify limited elements of the water safety rules (e.g., swim with a buddy, wear a life jacket, <i>Reach or Throw, Don't Go</i> , follow the rules, swim with supervision).			
K.AQ.02.05 identify limited elements of how to use a life jacket (e.g., proper fit, take on and off, secure clasps, when to use, how to put on when a boat is sinking).			
K.AQ.02.06 identify limited elements of how to get help (e.g., steps to calling 911, when to leave or help a victim).			
Content Knowledge: Outdoor Pursuits			
K.OP.02.01 identify elements of the seven principles of Leave No Trace (PEAK version) in isolated settings.			
K.OP.02.03 identify selected elements of types of equipment with outdoor pursuits.			
Content Knowledge: Rhythmic Activities			
K.RA.02.01 compare basic rhythmic patterns.			
Content Knowledge: Participation Inside/Outside of Physical Education			
K.PA.02.01 understand safety rules and procedures for selected physical activities.			
Content Knowledge: Health-Related Fitness			
K.HR.02.01 identify the five components of health-related fitness.			

**Michigan Department of Education
PHYSICAL EDUCATION ALIGNMENT RECORD**

Second Grade			
Expectations	District Curriculum	Time Spent	Notes/Comments
Content Knowledge: Health-Related Fitness, Continued			
K.HR.02.02 identify the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).			
K.HR.02.03 identify the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).			
K.HR.02.04 identify the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).			
K.HR.02.05 identify the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).			
Content Knowledge: Physical Activity and Nutrition			
K.AN.02.01 differentiate between moderate to vigorous levels of physical activity.			
K.AN.02.02 explain that supporting body weight in selected activities develops muscular strength and endurance (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts).			
K.AN.02.03 recognize flexibility through a full range of motion of the major joints.			
K.AN.02.04 identify that the body is made up of lean body mass and body fat.			
Content Knowledge: Personal/Social Behaviors			
K.PS.02.01 identify key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in isolated settings.			

**Michigan Department of Education
PHYSICAL EDUCATION ALIGNMENT RECORD**

Second Grade			
Expectations	District Curriculum	Time Spent	Notes/Comments
Content Knowledge: Personal/Social Behaviors, Continued			
K.PS.02.02 identify key behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in isolated settings.			
Content Knowledge: Regular Participation			
K.RP.02.01 identify verbal and nonverbal indicators of enjoyment while participating in physical activities in isolated settings.			
K.RP.02.02 describe participation in a physical activity for novelty and challenge in isolated settings.			
Content Knowledge: Individual Differences			
K.ID.02.01 choose to participate in physical activities alone and with others in isolated settings.			
K.ID.02.02 identify a limited number of differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.			
Content Knowledge: Feelings			
K.FE.02.01 identify a limited number of emotions related to how they feel while participating in physical activity.			
Fitness and Physical Activity: Participation During Physical Education			
A.PE.02.01 participate, at a moderate to vigorous intensity level, in physical activities that focus on skill building rather than on formal game structure, a variety of locomotor activities, a variety of developmentally appropriate physical activities that incorporate manipulative skills, dodging, and chasing and fleeing activities.			
Fitness and Physical Activity: Participation Outside of Physical Education			
A.PA.02.01 participate, at a moderate to vigorous intensity level, in physical activities that focus on skill building rather than on formal game structure, a variety of locomotor activities, a variety of developmentally appropriate physical activities that incorporate manipulative skills, dodging, and chasing and fleeing activities on a daily basis.			

**Michigan Department of Education
PHYSICAL EDUCATION ALIGNMENT RECORD**

Second Grade			
Expectations	District Curriculum	Time Spent	Notes/Comments
Fitness and Physical Activity: Health-Related Fitness			
A.HR.02.01 recognize that there are five components of health-related fitness.			
A.HR.02.02 meet the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).			
A.HR.02.03 meet the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).			
A.HR.02.04 meet the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).			
A.HR.02.05 meet the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).			
Fitness and Physical Activity: Physical Activity and Nutrition			
A.AN.02.01 sustain moderate to vigorous levels of physical activity that cause increased heart rate, breathing rate, perspiration, etc. (e.g., running, galloping, skipping, and hopping).			
A.AN.02.02 support body weight while participating in activities that improve physical fitness.			
A.AN.02.03 demonstrate flexibility through a full range of motion of the major joints.			
Personal/Social Behaviors and Values: Feedback			
B.FB.02.01 use limited cues from teachers to improve motor skills and movement patterns, fitness, and physical activity in isolated settings.			
Personal/Social Behaviors and Values: Personal/Social Behaviors			
B.PS.02.01 exhibit selected behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in limited isolated settings.			

**Michigan Department of Education
PHYSICAL EDUCATION ALIGNMENT RECORD**

B.PS.02.02 exhibit selected behaviors which exemplify each of the personal/social character traits of initiative and leadership in isolated settings.			
Personal/Social Behaviors and Values: Regular Participation			
B.RP.02.01 express verbal and nonverbal indicators of enjoyment while participating in physical activities in isolated settings.			
B.RP.02.02 choose to participate in a physical activity for novelty and challenge in isolated settings.			
Personal/Social Behaviors and Values: Individual Differences			
B.ID.02.01 choose to participate in physical activities alone and with others in isolated settings.			
B.ID.02.02 identify a limited number of differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills in isolated settings.			
Personal/Social Behaviors and Values: Feelings			
B.FE.02.01 identify a limited number of emotions related to how they feel while participating in physical activity in isolated settings.			