

- **CF.PE.K-2.1** - A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities
 - **CF.PE.K-2.1.A** - Selected movement concepts in the following: spatial awareness, effort, and relationships.
 - **CF.PE.K-2.1.B** - Using selected movement concepts with non-manipulative skills including the following: balance, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing.
 - **CF.PE.K-2.1.C** - Movement concepts including the following locomotor skills: walk, run, leap, jump, skip, hop, gallop, slide, chase, flee, and dodge.
 - **CF.PE.K-2.1.D** - Movement concepts in the following manipulative skills: overhand throw, underhand throw, and roll.
 - **CF.PE.K-2.1.E** - Movement concepts in the following manipulative skills: catch, kick, hand and foot dribble, and strike.
 - **CF.PE.K-2.1.F** - Basic front float, back float, and recovery. Uses a combination of arms and legs to swim. Demonstrates ability to enter and exit pool safely and use a life jacket (American Red Cross/Whales Tales).
- **CF.PE.K-2.2** - A physically educated person demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities
 - **CF.PE.K-2.2.A** - Limited identification of the critical elements of manipulative skills: catch, kick, hand and foot dribble, and strike.
 - **CF.PE.K-2.2.B** - Limited identification of front float, back float, and recovery. Identifies how to enter and exit the pool safely, water safety rules, use of a life jacket, and how to get help (American Red Cross/Whales Tales).
 - **CF.PE.K-2.2.C** - Distinguishes among selected movement concepts.
 - **CF.PE.K-2.2.D** - Distinguishes among the critical elements of the following manipulative skills: roll, under hand throw, and overhand throw.
 - **CF.PE.K-2.2.E** - Distinguishes among the critical elements of the following locomotor skills: walk, run, leap, jump, skip, hop, gallop, slide, chase, flee, and dodge.
 - **CF.PE.K-2.2.F** - Distinguishes among the critical elements of the following non-manipulative skills: balance, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing.
- **CF.PE.K-2.3** - A physically educated person participates regularly in lifelong physical activity
 - **CF.PE.K-2.3.A** - Participating primarily in physical activities that focus on skill building rather than on formal game structure.
 - **CF.PE.K-2.3.B** - Participating in a variety of locomotor activities in and outside of physical education.
 - **CF.PE.K-2.3.C** - Participating in a variety of developmentally-appropriate physical activities that incorporate manipulative skills in and outside of physical education.
 - **CF.PE.K-2.3.D** - Participating in chasing and fleeing activities in and outside of physical education.
 - **CF.PE.K-2.3.E** - Participating daily in a variety of non-structured and minimally-organized physical activities outside of physical education.
- **CF.PE.K-2.4** - A physically educated person achieves and maintains a health-enhancing level of physical fitness
 - **CF.PE.K-2.4.A** - Recognizes that there are five components of health-related fitness.
 - **CF.PE.K-2.4.B** - Sustains moderate to vigorous levels of physical activity that cause increased heart rate, breathing rate, perspiration, etc., (e.g., running, galloping, skipping, and hopping).
 - **CF.PE.K-2.4.C** - Supports own body weight in selected activities to develop muscular strength and endurance (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts).
 - **CF.PE.K-2.4.D** - Demonstrates flexibility through a full range of motion of the major joints.
 - **CF.PE.K-2.4.E** - Identifies that the body is made up of lean body mass and body fat.
 - **CF.PE.K-2.4.F** - Meets criterion-referenced age- and gender-specific, health-related fitness standards (e.g., Fitnessgram, President's Challenge, and Brockport Physical Fitness Test).
- **CF.PE.K-2.5** - A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity settings
 - **CF.PE.K-2.5.A** - Identifies key behaviors which exemplify each of the following personal/social character traits: responsibility, best effort, cooperation, and compassion.
 - **CF.PE.K-2.5.B** - Exhibits behaviors which exemplify each of the following personal/social character traits: responsibility, best effort, cooperation, and compassion.
 - **CF.PE.K-2.5.C** - Recognizes the benefits of possessing each of the following personal/social character traits: responsibility, best effort, cooperation, and compassion.
 - **CF.PE.K-2.5.D** - Exhibits behaviors which exemplify each of the following personal/social character traits: constructive competition and initiative.
- **CF.PE.K-2.6** - A physically educated person values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction
 - **CF.PE.K-2.6.A** - Expresses verbal and nonverbal indicators of enjoyment while participating in physical activities.
 - **CF.PE.K-2.6.B** - Chooses to participate in physical activities alone and with others.
 - **CF.PE.K-2.6.C** - Chooses to participate in a physical activity for enjoyment.

- **CF.PE.K-2.6.D** - Chooses to participate in a physical activity for novelty and challenge.
- **CF.PE.K-2.6.E** - Identifies the emotions they are feeling while participating in a variety of physical activities.
- **CF.PE.K-2.6.F** - Identifies the differences between idealized body images and elite performance levels portrayed by the media and their own personal characteristics and skills.

- **CF.PE.3-5.1** - A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities
- **CF.PE.3-5.1.A** - Selected movement concepts with non-manipulative skills in at least the following: balance, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing.
- **CF.PE.3-5.1.B** - Selected movement concepts of walking, running, leaping, jumping, skipping, hopping, galloping, sliding, chasing, fleeing, and dodging.
- **CF.PE.3-5.1.C** - Selected movement concepts of the following manipulative skills: roll, underhand throw, and overhand throw.
- **CF.PE.3-5.1.D** - Three element movement sequence (e.g., simple rhythmic, aerobic, or tumbling activities) with flow.
- **CF.PE.3-5.1.E** - Movement concepts in the following manipulative skills: catch, kick, foot dribble, and strike with an implement and with the hand.
- **CF.PE.3-5.1.F** - Basic front float, back float, and recovery. Uses a combination of arms and legs to swim. Demonstrates ability to enter and exit pool independently by jumping or stepping from the side safely and uses a life jacket. Demonstrates how to get help (American Red Cross).
- **CF.PE.3-5.1.G** - Movement concepts in the following manipulative skills: chest pass, bounce pass, hand dribble, volley, overhead pass, and punt.
- **CF.PE.3-5.1.H** - Using tactics during modified game play.
- **CF.PE.3-5.2** - A physically educated person demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities
- **CF.PE.3-5.2.A** - Applies knowledge of critical elements of movement concepts while performing non-manipulative, locomotor, and selected manipulative skills (roll, underhand throw, and overhand throw).
- **CF.PE.3-5.2.B** - Applies knowledge of movement concepts and skills to design a three element movement sequence (e.g., simple rhythmic, aerobic, or tumbling activities) with flow.
- **CF.PE.3-5.2.C** - Uses knowledge of critical elements of movement concepts while performing the following manipulative skills: catch, kick, foot dribble, strike with an implement and with the hand, chest pass, bounce pass, hand dribble, volley, overhead pass and punt.
- **CF.PE.3-5.2.D** - Uses knowledge of front float, back float, and recovery. Knows how to enter and exit the pool safely, basic water safety rules, use of a life jacket, and how to get help (American Red Cross/Whales Tales).
- **CF.PE.3-5.2.E** - Uses internal (prior knowledge) and external feedback to improve performance.
- **CF.PE.3-5.2.F** - Identifies basic game strategies used during modified game play.
- **CF.PE.3-5.3** - A physically educated person participates regularly in lifelong physical activity
- **CF.PE.3-5.3.A** - Participating in a variety of locomotor activities in and outside of physical education.
- **CF.PE.3-5.3.B** - Participating in a variety of developmentally-appropriate physical activities that incorporate manipulative skills in and outside of physical education.
- **CF.PE.3-5.3.C** - Participating in chasing, dodging, and fleeing activities in and outside of physical education.
- **CF.PE.3-5.3.D** - Participating primarily in physical activities that focus on combining locomotor and manipulative skills into modified games.
- **CF.PE.3-5.3.E** - Participating daily in a variety of non-structured and minimally-organized physical activities outside of physical education.
- **CF.PE.3-5.4** - A physically educated person achieves and maintains a health-enhancing level of physical fitness
- **CF.PE.3-5.4.A** - Meets criterion-referenced age- and gender-specific, health-related fitness standards for cardiorespiratory, muscular strength and endurance, flexibility, and body composition (e.g., Fitnessgram, President's Challenge, and Brockport Physical Fitness Test).
- **CF.PE.3-5.4.B** - Describe the effects of physical activity and nutrition on the body.
- **CF.PE.3-5.4.C** - Measure the physiological indicators associated with moderate to vigorous physical activity to monitor and/or adjust participation/effort (e.g., palpating pulse, using pedometers and/or heart rate monitors).
- **CF.PE.3-5.4.D** - Support one's own body weight while participating in activities that improve physical fitness.
- **CF.PE.3-5.4.E** - Participates in activities that promote healthy joint flexibility.
- **CF.PE.3-5.5** - A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity settings
- **CF.PE.3-5.5.A** - Identifies key behaviors which exemplify each of the following personal/social character traits: responsibility, best effort, cooperation, and compassion.
- **CF.PE.3-5.5.B** - Exhibits behaviors which exemplify each of the following personal/social character traits: responsibility, best effort, cooperation, and compassion.
- **CF.PE.3-5.5.C** - Recognizes the benefits of possessing each of the following personal/social character traits: responsibility, best effort, cooperation, compassion, and leadership.
- **CF.PE.3-5.5.D** - Exhibits behaviors which exemplify each of the following personal/social character traits: constructive competition, initiative, and leadership.
- **CF.PE.3-5.5.E** - Identifies key behaviors which exemplify the personal/social character traits of leadership.

- **CF.PE.3-5.6** - A physically educated person values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction
 - **CF.PE.3-5.6.A** - Identifies positive feelings associated with regular participation in physical activities.
 - **CF.PE.3-5.6.B** - Chooses to practice skills for which improvement is needed.
 - **CF.PE.3-5.6.C** - Identifies benefits of social interaction as part of participation in physical activities.
 - **CF.PE.3-5.6.D** - Participates willingly with students of varied skill and fitness levels.
 - **CF.PE.3-5.6.E** - Identifies the emotions they are feeling while participating in a variety of physical activities.
 - **CF.PE.3-5.6.F** - Identifies the differences between idealized body images and elite performance levels portrayed by the media and their own personal characteristics and skills.

- **CF.PE.6-8.1** - A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities
 - **CF.PE.6-8.1.A** - Locomotor, selected manipulative and non-manipulative skills during participation in each of the following categories: target, net/wall, invasion, and field/run modified games, and outdoor activities.
 - **CF.PE.6-8.1.B** - Basic front crawl, back stroke, and breast stroke. Maintains basic treading or floating. Demonstrates ability to enter and exit pool independently by jumping into deep water. Demonstrates how to get help and how to assist a distressed swimmer and a choking victim (American Red Cross).
 - **CF.PE.6-8.1.C** - Five element movement sequence (e.g., rhythmic, aerobic, or gymnastics activities) with flow.
 - **CF.PE.6-8.1.D** - Using tactics during modified game play.
- **CF.PE.6-8.2** - A physically educated person demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities
 - **CF.PE.6-8.2.A** - Applies knowledge of critical elements of movement concepts while performing non-manipulative, locomotor, and manipulative skills during participation in target, net/wall, invasion and field/run modified games, and outdoor activities.
 - **CF.PE.6-8.2.B** - Applies knowledge of selected aquatic skills (American Red Cross).
 - **CF.PE.6-8.2.B.1** - Front crawl, back stroke, breast stroke, and treading.
 - **CF.PE.6-8.2.B.2** - Entering and exiting the pool safely, water safety rules, assisting a distressed swimmer and a choking victim.
 - **CF.PE.6-8.2.C** - Uses internal (prior knowledge) and external feedback to improve performance.
 - **CF.PE.6-8.2.D** - Applies knowledge of movement concepts and skills to design a five element movement sequence (e.g., simple rhythmic or aerobic activities) with flow.
 - **CF.PE.6-8.2.E** - Applies knowledge of selected skills to design games.
 - **CF.PE.6-8.2.F** - Applies knowledge of tactics during modified game play.
- **CF.PE.6-8.3** - A physically educated person participates regularly in lifelong physical activity
 - **CF.PE.6-8.3.A** - Exploring a wide variety of target, net/wall, invasion, striking/fielding/running games; rhythmic activities; outdoor pursuits; and fitness-related activities in and outside of physical education.
 - **CF.PE.6-8.3.B** - Participating primarily in physical activities that focus on combining locomotor and manipulative skills and applying strategies in modified game play.
 - **CF.PE.6-8.3.C** - Participating most days of the week in a variety of health-enhancing physical activities outside of physical education.
- **CF.PE.6-8.4** - A physically educated person achieves and maintains a health-enhancing level of physical fitness
 - **CF.PE.6-8.4.A** - Meets criterion-referenced age- and gender-specific, health-related fitness standards for cardiorespiratory, muscular strength and endurance, flexibility, and body composition (e.g., Fitnessgram, President's Challenge, and Brockport Physical Fitness Test).
 - **CF.PE.6-8.4.B** - Self-assesses health-related fitness status.
 - **CF.PE.6-8.4.C** - Recognizes the principles of training (e.g., Frequency, Intensity, Type, Time (F.I.T.T.), overload, specificity).
 - **CF.PE.6-8.4.D** - Applies the physiological indicators associated with moderate to vigorous physical activity to monitor and/or adjust participation/effort (e.g., palpating pulse, using pedometers and/or heart rate monitors to train in target heart rate zones).
 - **CF.PE.6-8.4.E** - Develops and implements a plan for improving or maintaining their health-related fitness status, with assistance from the teacher.
 - **CF.PE.6-8.4.F** - Monitors the effects of physical activity and nutrition on the body.
- **CF.PE.6-8.5** - A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity settings
 - **CF.PE.6-8.5.A** - Identifies key behaviors which exemplify each of the following personal/social character traits: responsibility, best effort, cooperation, and compassion.
 - **CF.PE.6-8.5.B** - Exhibits behaviors which exemplify each of the following personal/social character traits: responsibility, best effort, cooperation, and compassion.
 - **CF.PE.6-8.5.C** - Analyzes the benefits of possessing each of the following personal/social character traits: responsibility, best effort, cooperation, compassion, and leadership.
 - **CF.PE.6-8.5.D** - Exhibits behaviors which exemplify each of the following personal/social character traits: constructive competition, initiative, and leadership.
 - **CF.PE.6-8.5.E** - Identifies key behaviors which exemplify the personal/social character traits of leadership.
- **CF.PE.6-8.6** - A physically educated person values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction
 - **CF.PE.6-8.6.A** - Chooses to exercise regularly outside of physical education for personal enjoyment and benefit.
 - **CF.PE.6-8.6.B** - Chooses to participate in activities that are personally challenging.
 - **CF.PE.6-8.6.C** - Chooses to participate in activities that allow for self-expression.

- **CF.PE.6-8.6.D** - Recognizes physical activity as a positive opportunity for social interaction.
- **CF.PE.6-8.6.E** - Exhibits indicators of enjoyment for the aesthetic and creative aspects of skilled performance.
- **CF.PE.6-8.6.F** - Accepts differences between idealized body images and elite performance levels portrayed by the media and their own personal characteristics and skills.

- **CF.PE.9-12.1** - A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities
- **CF.PE.9-12.1.A** - Use of skills and tactics while participating in three activities. (Activities must be selected from 3 distinct categories: target, net/wall, invasion and field/run modified games, outdoor activities, and martial arts).
- **CF.PE.9-12.1.B** - Front crawl, back stroke, and breast stroke. Maintains basic treading or floating. Demonstrates ability to enter and exit pool independently by diving into deep water. Demonstrates how to get help and how to assist a distressed swimmer and a choking victim (American Red Cross).
- **CF.PE.9-12.1.C** - Use of skills and tactics while participating in three activities. (Activities must be selected from 3 distinct categories: target, net/wall, invasion and field/run modified games, outdoor activities, and martial arts).
- **CF.PE.9-12.2** - A physically educated person demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities
- **CF.PE.9-12.2.A** - Applies knowledge of critical elements of movement concepts, motor skills and tactics while participating in three activities. (Activities must be selected from three distinct categories: target, net/wall, invasion and field/run modified games, outdoor activities, and martial arts).
- **CF.PE.9-12.2.B** - Analyzes and evaluates performance of skills and tactics drawn separately from three distinct categories: net/wall, field/run, invasion, target, rhythmic, strength and conditioning, aquatics, outdoor pursuits, and self defense.
- **CF.PE.9-12.2.C** - Applies knowledge of selected aquatic skills (American Red Cross).
 - **CF.PE.9-12.2.C.1** - Front crawl, back stroke, breast stroke, and treading.
 - **CF.PE.9-12.2.C.2** - Entering and exiting the pool safely, water safety rules, assisting a distressed swimmer and a choking victim.
- **CF.PE.9-12.2.D** - Uses internal (prior knowledge) and external feedback to improve performance.
- **CF.PE.9-12.2.E** - Applies knowledge of movement concepts and skills to design a five element movement sequence (e.g., simple rhythmic or aerobic activities) with flow.
- **CF.PE.9-12.2.F** - Applies knowledge of selected skills to design games.
- **CF.PE.9-12.2.G** - Applies knowledge of fitness to develop a personal fitness program.
- **CF.PE.9-12.2.H** - Applies knowledge of tactics during game play.
- **CF.PE.9-12.2.I** - Applies knowledge of critical elements of movement concepts, motor skills, and tactics while participating in five activities. (Activities must be selected from three distinct categories: target, net/wall, invasion and field/run modified games, outdoor activities, or martial arts).
- **CF.PE.9-12.3** - A physically educated person participates regularly in lifelong physical activity
- **CF.PE.9-12.3.A** - Participating in self-selected lifespan activities that may include target, net/wall, invasion, striking/fielding/running games; rhythmic activities; outdoor pursuits; and fitness-related activities in and outside of physical education.
- **CF.PE.9-12.3.B** - Participating in physical activities that focus on applying skills and strategies in mature game play.
- **CF.PE.9-12.3.C** - Participating most days of the week in a variety of health-enhancing physical activities outside of physical education.
- **CF.PE.9-12.3.D** - Choosing physical activities to meet lifestyle needs.
- **CF.PE.9-12.4** - A physically educated person achieves and maintains a health-enhancing level of physical fitness
- **CF.PE.9-12.4.A** - Meets criterion-referenced age- and gender-specific, health-related fitness standards for cardiorespiratory, muscular strength and endurance, flexibility, and body composition (e.g., Fitnessgram, President's Challenge, and Brockport Physical Fitness Test).
- **CF.PE.9-12.4.B** - Self-assesses health-related fitness status for the purpose of developing individual goals.
- **CF.PE.9-12.4.C** - Uses training principles when participating in physical activities (e.g., Frequency, Intensity, Type, Time (F.I.T.T.)), overload, specificity).
- **CF.PE.9-12.4.D** - Analyzes the physiological indicators associated with moderate to vigorous physical activity to monitor and/or adjust participation/effort (e.g., palpating pulse, using pedometers and/or heart rate monitors to train in target heart rate zones).
- **CF.PE.9-12.4.E** - Independently develops and implements a plan for improving or maintaining their health-related fitness status.
- **CF.PE.9-12.4.F** - Demonstrates responsibility for achieving personal fitness goals.
- **CF.PE.9-12.4.G** - Participates in activities in a variety of settings (e.g., school, home, workplace, and community) in order to meet fitness needs.
- **CF.PE.9-12.5** - A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity settings
- **CF.PE.9-12.5.A** - Identifies key behaviors which exemplify each of the following personal/social character traits: responsibility, best effort, cooperation, and compassion.
- **CF.PE.9-12.5.B** - Exhibits behaviors which exemplify each of the following personal/social character traits: responsibility, best effort, cooperation and compassion.

- **CF.PE.9-12.5.C** - Evaluates the benefits of possessing each of the following personal/social character traits: responsibility, best effort, cooperation, compassion, and leadership.
- **CF.PE.9-12.5.D** - Exhibits behaviors which exemplify each of the following personal/social character traits: constructive competition, initiative, and leadership.
- **CF.PE.9-12.5.E** - Identifies key behaviors which exemplify the personal/social character traits of leadership.
- **CF.PE.9-12.6** - A physically educated person values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction
- **CF.PE.9-12.6.A** - Makes a commitment to include physical activity as an important part of a healthy lifestyle.
- **CF.PE.9-12.6.B** - Accepts the differences between the idealized body images and elite performance levels portrayed by the media and their own personal characteristics and skills.
- **CF.PE.9-12.6.C** - Exhibits and indicates enjoyment for aesthetic and creative aspects of skilled performance.