Vision Statement of Volusia County Schools
Through the individual commitment of all, our students will graduate with the
knowledge, skills, and values necessary to be successful contributors to our
democratic society.
Students will continue to develop an individual optimal level of health related fitness, and acquire additional knowledge of fitness concepts. They will understand the use of safety practices, knowledge of terminology, consumer issues, and the effect of aerobic activity on health related fitness. They will understand and apply correct biomechanical and physiological principles related to weight training. They will design, implement, and evaluate a physical fitness program that addresses health-related needs. They will understand the potential benefits derived from participation in weight training, and exhibit a knowledge of fitness-related career opportunities.

**FOR THE TEACHER:** The guide provides direction and assistance in the planning and delivery of instruction for INTERMEDIATE WEIGHT TRAINING.

**FOR THE STUDENT:** The guide helps to ensure that students completing intermediate weight training will have met all appropriate district and state standards established for Physical Education.

**FOR OUR INVOLVED COMMUNITY:** The guide demonstrates the district’s commitment to implement and maintain high educational standards in all subject areas at every grade level.
THE SCHOOL DISTRICT OF VOLUSIA COUNTY

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April 2004
# SUNSHINE STATE STANDARDS ALIGNMENT

## Intermediate Weight Training

<table>
<thead>
<tr>
<th>Sunshine Standard (Benchmark)</th>
<th>Content Statement</th>
<th>Sample Performance Descriptions</th>
<th>Assessment</th>
<th>Goal 3 Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE.A.1.4.1</td>
<td>KPBX001X: identifies and demonstrates safety practices specific to weight training.</td>
<td>The student creates a poster identifying proper safety do's and don'ts.</td>
<td>FCAT-W</td>
<td>1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>PE.A.1.4.1</td>
<td>KPBX002X: demonstrates competency or proficiency in self-selected activities.</td>
<td>The student develops a work-out routine, performs it for four weeks, recording daily work-outs in a journal.</td>
<td>FCAT-E</td>
<td>1, 2, 3, 4, 5, 7</td>
</tr>
<tr>
<td>PE.A.2.4.1</td>
<td>KPBX003X: understands how the laws of motion apply to the acquisition and improvement of skills.</td>
<td>The student defines the laws of motion and then applies them to the improvement of skills.</td>
<td>FW-N, FCAT-R</td>
<td>1, 2</td>
</tr>
<tr>
<td>PE.A.2.4.2</td>
<td>KPBX004X: identifies and describes various weight training theories.</td>
<td>The student uses the internet to research, identify, and describe different weight training programs; writes a description of the different programs.</td>
<td>FW-E, FCAT-R</td>
<td>1, 2, 7</td>
</tr>
<tr>
<td>PE.A.2.4.2</td>
<td>KPBX005X: knows how to analyze, evaluate, and implement the mechanical principles of balance, force, and leverage that apply directly to self-selected activities.</td>
<td>The student as part of a group, creates a video of a self-selected activity demonstrating the following principles: balance, force, and leverage.</td>
<td>FCAT-W</td>
<td>1, 2, 4, 5</td>
</tr>
<tr>
<td>PE.A.2.4.3</td>
<td>KPBX006X: knows how to evaluate one’s own skilled performances.</td>
<td>The student videos his/her work-out and then critiques it, in writing.</td>
<td>FW-E</td>
<td>1, 2, 3, 4, 5, 7</td>
</tr>
<tr>
<td>PE.A.3.4.1</td>
<td>KPBX007X: knows that physical activity reduces certain health risk factors.</td>
<td>The student uses the internet to research how physical activity reduces the risk of heart disease.</td>
<td>FW-E, FCAT-R</td>
<td>1, 2, 7</td>
</tr>
<tr>
<td>PE.A.3.4.1</td>
<td>KPBX007X: knows that physical activity reduces certain health risk factors.</td>
<td>The student creates a list of activities to do when feeling stressed or overwhelmed.</td>
<td>FCAT-W</td>
<td>1, 2</td>
</tr>
<tr>
<td>PE.A.3.4.2</td>
<td>KPBX008X: knows how regular physical activity can relieve the stress of everyday life.</td>
<td>The student uses the internet for research; chooses one topic, such as age or culture; compares and contrasts it to a chosen exercise program.</td>
<td>FCAT-R, FW-E</td>
<td>1, 2, 4, 5, 7, 10</td>
</tr>
<tr>
<td>PE.A.3.4.3</td>
<td>KPBX009X: identifies the effects of age, gender, race, ethnicity, socioeconomic status, and culture on physical activity preferences and exercise habits.</td>
<td>The student contacts family doctor; interviews him/her about how disease prevention affects health care costs.</td>
<td>FW-E</td>
<td>1, 2, 4, 5, 7, 10</td>
</tr>
<tr>
<td>PE.A.3.4.4</td>
<td>KPBX010X: knows the role of physical activity in the prevention of disease and the reduction of health-care costs.</td>
<td>The student uses the phone book to create a list of places in the community that offer weight lifting.</td>
<td>FCAT-R, FW-E</td>
<td>1, 2</td>
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<tr>
<td>PE.A.3.4.5</td>
<td>KPBX011X: identifies community resources providing opportunities for participation in weight training.</td>
<td>The student reads three current articles on fitness and lifestyle; prepares a written summary on the main points of each article (may be a narrative written in paragraph form, a series of isolated sentences or outline form).</td>
<td>FCAT-R, FW-E</td>
<td>1, 2, 4, 5, 7</td>
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<tr>
<td>PE.A.3.4.6</td>
<td>KPBX012X: understands the importance of making a commitment to physical activity as an important part of one's lifestyle.</td>
<td>The student picks a sport and plans a pre-game meal.</td>
<td>FCAT-R, FW-E, FCAT-M</td>
<td>1, 2, 3, 4, 5</td>
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<td>Sunshine Standard (Benchmark)</td>
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<tr>
<td>PE.B.1.4.1</td>
<td>KPBX014X: describes the different elements of weight training, including: intensity, duration, and frequency.</td>
<td>The student writes and shows, using graphs and charts, these training principles during weight lifting.</td>
<td>FW-N, FCAT-R</td>
<td>1, 2</td>
</tr>
<tr>
<td>PE.B.1.4.2</td>
<td>KPBX015X: reviews periodically his/her muscular strength and endurance level to determine progress.</td>
<td>The student keeps a journal of work-outs; reviews it every three weeks to determine progress.</td>
<td>FW-E</td>
<td>1, 2, 5, 7</td>
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<tr>
<td>PE.B.1.4.3</td>
<td>KPBX016X: identifies consumer issues related to weight training, including: selection/purchase of equipment, care/maintenance of equipment, fads/quackery, and selection of additional instruction.</td>
<td>The student is part of a group research, develops and presents, in video-tape format, these consumer issues related to fitness programs.</td>
<td>FW-N, FW-E</td>
<td>1, 2, 4, 6</td>
</tr>
<tr>
<td>PE.B.1.4.4</td>
<td>KPBX017X: participates in his/her designed weight training program for self-improvement in muscular strength and endurance.</td>
<td>The student creates a graph to chart the improvement in strength and endurance for participation in weight program.</td>
<td>FCAT-M</td>
<td>1, 2, 5, 6</td>
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<tr>
<td>PE.B.1.4.5</td>
<td>KPBX018X: incorporates appropriate changes in his/her weight training program.</td>
<td>The student weekly, evaluates and modifies work-outs for the following week.</td>
<td>FCAT-W</td>
<td>1, 2</td>
</tr>
<tr>
<td>PE.B.1.4.6</td>
<td>KPBX019X: knows the correlation between obesity, high blood pressure, and increased physical activity.</td>
<td>The student uses the internet, researches how exercise affects obesity and high blood pressure; lists the correlations.</td>
<td>FCAT-W</td>
<td>1, 2, 3, 4, 7</td>
</tr>
<tr>
<td>PE.B.2.4.1</td>
<td>KPBX020X: identifies possible injuries that might result from not following appropriate safety practices.</td>
<td>The student as part of a group, identifies and lists possible injuries from unsafe practices.</td>
<td>FCAT-W</td>
<td>1, 2, 4, 5, 7, 8</td>
</tr>
<tr>
<td>PE.B.2.4.3</td>
<td>KPBX021X: demonstrates a positive attitude toward his/her physical self.</td>
<td>The student develops and puts in writing, a plan demonstrating how he/she will stay fit over an extended period of time.</td>
<td>FW-E</td>
<td>1, 2, 4, 5, 7</td>
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<tr>
<td>PE.B.2.4.5</td>
<td>KPBX022X: understands the role of physical activity as a potential vehicle for social interaction and cooperative relations within the family and workplace.</td>
<td>The student investigates how many local businesses have a gym or work-out program and how many employees use them during their lunch breaks.</td>
<td>FCAT-R</td>
<td>1, 2, 4, 5, 6, 7, 10</td>
</tr>
</tbody>
</table>
APPENDIX

- User’s Guide
- Goal 3 Standards
- Assessment Alignment Key
USERS’ GUIDE

FOR ALL USERS:

A coding system is used in all curriculum guides to identify Sunshine State Standard Benchmarks and course Content Statements.

**Benchmarks:**
For easy reference, each strand, standard, and benchmark has been assigned a unique identification code. For example:

```
LA.A.1.1.1
```

- **Subject Area**
- **Strand**
- **Standard**
- **Level**
- **Benchmark**

The first two letters of the code identify the subject area (e.g., LA for language arts). The third letter identifies the strand. The number in the fourth position identifies the general standard under the strand. The number in the fifth position identifies the developmental level (1=PreK-2, 2=grades 3-5, 3=grades 6-8, 4=grades 9-12). The last number identifies the benchmark under the grade cluster within the standard.

**Content Statements:**

A. The first three letters from left to right will be the course’s Volusia County three-letter code group. The fourth letter will be an “X” as a default.

B. The first three numbers from left to right will uniquely identify the content statement within the course. The last place will be an “X” as a default.

Example for Eastern and Western Heritage -- NNF

```
NNFX005X
```

Note that the **fourth place** is used for district default purposes. Original curriculum guides will end with “X,” which will be replaced by “A,” “B,” etc., as we add revisions. Only district-assigned letters may be used in the default locations.
**GOAL 3 STANDARDS**

| Standard 1 | Florida students locate, comprehend, interpret, evaluate, maintain, and apply information, concepts, and ideas found in literature, the arts, symbols, recordings, video and other graphic displays, and computer files in order to perform tasks and/or for enjoyment. |
| Standard 2 | Florida students communicate in English and other languages using information, concepts, prose, symbols, reports, audio and video recordings, speeches, graphic displays, and computer-based programs. |
| Standard 3 | Florida students use numeric operations and concepts to describe, analyze, desegregate, communicate, and synthesize numeric data, and to identify and solve problems. |
| Standard 4 | Florida students use creative thinking skills to generate new ideas, make the best decision, recognize and solve problems through reasoning, interpret symbolic data, and develop efficient techniques for lifelong learning. |
| Standard 5 | Florida students display responsibility, self-esteem, sociability, self-management, integrity, and honesty. |
| Standard 6 | Florida students will appropriately allocate time, money, materials, and other resources. |
| Standard 7 | Florida students integrate their knowledge and understanding of how social, organizational, informational, and technological systems work with their abilities to analyze trends, design and improve systems, and use and maintain appropriate technology. |
| Standard 8 | Florida students work cooperatively to successfully complete a project or activity. |
| Standard 9 | Florida students establish credibility with their colleagues through competence and integrity, and help their peers achieve their goals by communicating their feelings and ideas to justify or successfully negotiate a position that advances goal attainment. |
| Standard 10 | Florida students appreciate their own culture and the cultures of others, understand the concerns and perspectives of members of other ethnic and gender groups, reject the stereotyping of themselves and others, and seek out and utilize the views of persons from diverse ethnic, social, and educational backgrounds, while completing individual and group projects. |
| Standard 11 | Families will share the responsibility for accomplishing the standards set in Goal 3 throughout a student’s education from preschool through 12th grade. |
# FLORIDA COMPREHENSIVE ASSESSMENT TEST ALIGNMENT

## Reading Content Tested / Grade 10

FCAT Reading is an assessment of the Sunshine State Standards in reading. The Literature content area contains passages such as fictional stories, poems and folk tales. The information content area contains passages such as magazine and newspaper articles about science, history or other topics. FCAT Reading assesses the following areas:

- **R1** interpreting the meaning of text based on context clues
- **R2** determining stated or implied main idea and identifying relevant details
- **R3** determining author’s purpose and point of view and their effects on text
- **R4** making and confirming inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.
- **R5** identifying devices of persuasion and methods of appeal and their effectiveness
- **R6** recognizing cause and effect
- **R7** recognizing the use of comparison and contrast in a text
- **R8** analyzing the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions
- **R9** locating, gathering, analyzing, and evaluating written information for a variety of purposes
- **R10** selecting and using appropriate study and research skills and tools according to the type of information being gathered or organized
- **R11** analyzing the validity and reliability of primary source information and using the information appropriately
- **R12** synthesizing information from multiple sources to draw conclusions

## Mathematics Content Tested

FCAT Mathematics is an assessment of the Sunshine State Standards in mathematics. FCAT mathematics assesses content from the following areas:

- **M1** identifying operations (+, -, x, ÷) and effects of operations
- **M2** determining estimates
- **M3** knowing how numbers are represented and used
- **M4** recognizing measurements and units of measurement
- **M5** comparing, contrasting, and converting measurements
- **M6** describing, drawing, identifying, and analyzing two- and three-dimensional shapes
- **M7** visualizing and illustrating changes in shapes
- **M8** using coordinate geometry
- **M9** describing, analyzing, and generalizing patterns, relations, and functions
- **M10** writing and using expressions, equations, inequalities, graphs, and formulas
- **M11** analyzing, organizing, and interpreting data
- **M12** identifying patterns and making predictions, inferences, and valid conclusions
- **M13** using probability and statistics

## Writing Content Tested

FCAT Writing is an assessment of the Sunshine State Standards in writing. For this assessment, the student produces, in a 45-minute time period, a focused, organized, supported draft in response to a given prompt. FCAT writing assesses content from the following areas:

- **W1** maintains clear focus of main ideas, theme, or unifies point in one or more paragraphs
- **W2** demonstrates organization and development of topic (beginning, middle, end) in one or more paragraphs
- **W3** uses quality details (examples, illustrations) to support appropriate depth and thoroughness of topic
- **W4** utilizes correct writing conventions (punctuation, capitalization, spelling) and sentence structure
- **W5** reflects a variety of question response methods/types: Persuasive – the purpose of this type of writing is to convince the reader to accept a particular point of view or to take a specific action
  
  Expository – the purpose of this type of writing is to inform, clarify, explain, define, or instruct by giving information, explaining why or how, clarifying a process, or defining a concept