

# St. Lucie County Scope & Sequence

Physical Education: Basketball  
Grades 6, 7, 8



Version 1

June 2007

The Sunshine State Standards (SSS), approved in 1996, provide expectations for student achievement in Florida. The SSS are written in subject areas and divided into four separate grade clusters. Benchmarks are written for each grade cluster to define the specific content for each standard. As Florida has moved toward greater accountability for student learning and achievement, these benchmarks are the basis for state assessments: Florida Comprehensive Assessment Test (FCAT) and Norm Reference Test (NRT).

St. Lucie County (SLC) has developed a tool that links the SSS to our local curriculum. This tool is the SLC Scope and Sequence, the content and substance of the district curriculum. It supports students' efforts to master the Benchmarks tested on the FCAT and NRT.

The SLC Scope & Sequence is divided into elementary, middle, and high school levels. Within each level, it is subdivided into subject areas: Math, Reading/Language Arts, Science, and Social Studies according to grade levels and nine week periods. The document contains Essential Questions that organize the content and skills for student learning. The Scope and Sequence supports the District's belief that

**“Every child can learn and each child can learn more than he or she is now learning.”**

The implementation of the Scope & Sequence provides equity of access to quality curriculum content for all students and is intended to prevent gaps in students' learning due to student mobility. The SLC Scope & Sequence can be found at <http://www.stlucie.k12.fl.us/slcsbnet/index.aspx>

The SLC Scope & Sequence is the basis for the St. Lucie Standardized Benchmark Assessment System and determines what benchmarks should be learned and will be tested each nine weeks.

### **St. Lucie Standardized Benchmark Assessment System**

These tests are designed to monitor the progress of students' mastery of the tested Benchmarks on the FCAT in reading, math, and science as aligned to the SLC Scope & Sequence in these subject areas. The Benchmark tests are given throughout the year to students in grades 3-10 in reading and math and grades 3-11 in science. The data from the performance of students on these tests will be used by teachers to guide instruction and assist administrators in monitoring the growth in student learning within classrooms, grade levels, and school sites.

### **Content of the SLC Scope & Sequence Document**

#### **Format:**

- divided into each nine week period;
- lists the content and skills for the subject area and grade level, along with suggested resource materials;
- lists the coordinating SSS Benchmark
- indicates Introduce (I), Reinforce (R), Master (M) levels

#### **Essential Questions:**

- aligned to the SSS benchmarks;
- organize the content & skills for each nine week period;
- determine what is critical to learn

## **Working on the Work (WOW) Connections**

A St. Lucie County district initiative, WOW is a framework for designing lessons to engage more of the students more of the time. WOW lessons are built on 10 design qualities. One of these design qualities, Content and Substance, identifies the essential knowledge and skills that students must master. The St. Lucie County Scope and Sequence is the content and substance of the district's curriculum.



*The CORE business of St.  
Lucie County Schools is to  
create challenging, engaging  
and satisfying work for every  
student, every day.*

The SLC Scope & Sequence was developed by the Curriculum Specialists, Teaching and Learning & Title I Department, with teams of St. Lucie County teachers.

Physical Education - Basketball					
Grade 6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>					
Content & Substance			Organization of Knowledge Recommended Lessons with Supporting Resources	Sunshine State Standards Addressed & Mastery Level Indicator	Clear & Compelling Standards  Assessment
What students will know and be able to do					
Essential Questions	Content	Skills		Introduce - I Reinforce - R Master - M	
Yearly					
Who invented the game of basketball and rules?	The student will learn the history and origin of the sport of basketball. The student will be introduced to the strategies of basketball.	Basketball was invented by Dr. James A. Naismith in 1891. It was introduced in Y.M.C.A. Springfield, Mass.	The teacher will teach a basketball rules lesson and include the basketball historical facts.	Physical Education Literacy PE.A.1.3.1  <i>Master</i>	Written Test Oral Evaluation
What are the strategies for offensive and defensive play?	Use the basic offensive and defensive positioning while playing a modified version of basketball.	Participate in modified basketball activities while demonstrating transition from offensive to defensive position.	Appropriate Practices for Middle School Physical Education	Physical Education Literacy PE.A.1.3.2. PE.A.2.3.5	Teacher observation of the students playing a modified basketball game.
Why is it important to develop your dribbling, passing, and shooting skills when learning to play basketball?	The student will learn the basketball skills - dribbling, passing, and shooting.	The student will practice the basketball skills - dribbling, passing, and shooting.	Dribbling - standing and moving Passing - chest pass, bounce pass, overhead, underhand Shooting - Lay-up, two hand, free throws.	PE.A.2.3.2	Teacher observation looking for the proper skills using a skills rubric for each skill.
What role do skills play in basketball lead up activities?	The student will practice their basketball skills while participating in basketball lead-up activities.	During lead-up games the student will practice their - dribbling, passing and shooting skills.	Lead-up Basketball Activities Line Basketball Around the World Three Deep	PE.A.1.3.2	Teacher observation of the students playing a lead

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What students will know and be able to do					
Essential Questions	Content	Skills		Introduce - I Reinforce – R Master - M	
Yearly					
					up basketball activities.
Why is it important to comply with the rules of basketball?	The student understands the differences between compliance and noncompliance with game rules and knows the meaning of fair play in age-appropriate activities.	Achievement of the benchmark may be demonstrated when the student follows the rules specific to the basketball.	National Federation of State High School Association Rules Book available on line	PE.B.2.3.3. PE.B.2.3.4.	<u>Written Test</u> <u>Teacher</u> <u>Observation</u>