

St. Lucie County Scope & Sequence

Physical Education: Dance
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.

Dance Physical Education

Grade 6th, 7th, 8th

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			
Dance					
What safety rules that should be followed while participating in the dance unit?	The student demonstrates responsible personal and social behaviors in physical activity.	The student demonstrates responsible personal and social behaviors in physical activity.	Identify the safety equipment needed to participate in the dance unit List rules for safe participation in the dance unit. The student will demonstrate their ability to follow the safety rules during the dance unit	PE.B.2.3.3. Appropriate conduct	Oral Review Written Test Teacher observation
What is the history of dance?	The student demonstrates responsible personal and social behaviors in physical activity. The history and origin dance.	The student understands the difference between compliance and non-compliance with rules and knows the meaning of fair participation. The student will learn the history and origin of dance?	Dance was first observed in cave painting found in Spain and France dating from 30,000 to 10,000 B.C. Ballet began in 1581. In the 1920's and 30's, the rumba, the tango, the chat-cha, and the jitterbug began to mainstream. The 1940's popularized swing dance and big band music. The 70's consisted of disco dancing, while the 80's, embraced break dancing. Finally the 90's popularized the hip-hop and line dancing.	Physical Education Literacy PE.A.1.3.1 PE.B.2.3.3. PE.B.2.3.3.c	Written Test Teacher Observation Oral Review
What are the benefits of dancing?	The student knows the potential benefits of various activities.	The student will understand: Dancing is energizing Dancing can provide you with an excellent cardiovascular workout	Web Site Address: www.dancespirit.com www.dance-teacher.com	PE.B.2.4.5.	Written Test Teacher Observation

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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	
Dance					
		Dancing can improve flexibility.			Oral Review
What role do skills play in dance activities?	The students will learn the dance skills needed for the type of dance activity they are learning.	The student will learn to: move to the beat and identify right from left; move in a circle-clockwise and counter-clockwise; improve on working with a partner	During the dance unit students will work on the skill needed to complete the dance activity they are learning.	Physical Education Literacy PE.A.1.3.1 PE.B.2.3.3. PE.B.2.3.3.c	Teacher observation
What have you learned while participating in the folk dance, ball room dancing and/or popular dance unit?	The student will practice the skills needed for the dance they are learning.	Folk Dance-learn the polka step, hat dance, limbo and square dance. Ball Room Dancing - learn the waltz, and two step. Popular Dance-Electric slide	Achievement of the benchmarks may be demonstrated when the students can successful demonstrate the dance they are learning.	PE.A.1.2.1 PE.A2.2.3	Teacher observation
What can you learn about other cultural by learning a dance?	The student demonstrates responsible personal and social behaviors in physical activity	The student will become aware of cultural differences and the history of dance.	The student will review and repeat the dances they learned during the dance unit.	PE.A.1.3.1 PE.A.2.3.3.	Teacher observation