

St. Lucie County Scope & Sequence

Physical Education; Softball
Grades 6th, 7th, 8th



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 - Softball					
Grade 6 th , 7 th , 8 th					
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			
Yearly Focus					
What safety rules that should be followed when playing softball?	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 play softball safely. List safety rules for safe softball activities. The student will demonstrate their ability to follow the soccer safety rules during game play.	PE.B.2.3.3. Weather concerns Appropriate conduct	Oral Review Teacher observation
What are the rules required to play softball? What is the history of softball?	The student demonstrates responsible personal and social behaviors in physical activity. The history and origin of softball.	The student understands the difference between compliance and non-compliance with game rules and knows the meaning of fair play. The student will learn the history and origin of softball.	Reporter George Hancock invented an indoor game of baseball in 1887. The game was taken outdoors in 1926 by Walter Hakanson and the name was changed from kitten ball to softball	Physical Education Literacy PE.A.1.3.1 PE.B.2.3.3. PE.B.2.3.3.c Softball Rules by National Federation of State High School Association	Written Test Teacher Observation Oral Review
Why is it important to practice the softball skills of pitching, catching, running and fielding?	The students will learn and practice the basic skills necessary to play the sport of softball.	Students will develop the basic skills of throwing, catching, hitting or striking, fielding, and base running. Students will demonstrate safety on the playing field and proper use of equipment.	Throwing for distance Catching pop-ups Throwing and catching Batting Pitching to a wall target Fielding Positions Base running	Physical Education Literacy PE.A.1.3.1 PE.B.2.3.3. PE.B.2.3.3.c	Observation during game play and situations.

Physical Education - Softball					
Grade 6 th , 7 th , 8 th					
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			
Yearly Focus					
What are the benefits of playing softball?	The student will participate in modified softball activities with other students.	The student will combine skills competently to participate in the sport of softball, demonstrating mature patterns of manipulative skills.	Softball is great for hand-eye coordination Softball helps you develop teamwork skills There are many recreational softball leagues that people can participate in. You can play softball at almost any age	PE.A.1.3.1	Teacher observation
What role do skills play on lead-up softball activities?	The student combines skills competently to participate in a modified version of softball.	Achievement of the benchmark may be demonstrated when the student participates in a modified softball activity	Back Away Task Card Modified Softball Game Softball Drills	PE.A.2.1.1	Task Card Class Presentation Teacher Observation