

# St. Lucie County Scope & Sequence

Physical Education: Soccer  
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 Soccer**

**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	
<b>Yearly</b>					
What safety rules that should be followed when playing soccer?	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 soccer safely. List rules for safe soccer activities. The student will demonstrate their ability to follow the soccer safety rules during game play.	<b>PE.B.2.3.3.</b> Weather concerns Shin Guards Appropriate conduct	Oral Review  Teacher observation
What are the rules required to play soccer?  What is the history of soccer?	The student demonstrates responsible personal and social behaviors in physical activity.  The history and origin soccer.	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 soccer.	The student will participate in a modified soccer game with other students and demonstrate their understanding of the soccer rules.  Soccer or football as it is known in most of the world is thought to have begun around 200 B.C. The Chinese played the game early on as a form of military training. During 1300's, soccer became the popular in England.	PE.B.2.3.3. PE.B.2.3.3.c Soccer Rules by National Federation of State High School Association	Written Test  Teacher Observation  Oral Review
Why is it important to practice the soccer skills of dribbling, passing, heading and shooting?	The students will practice the soccer skills of dribbling, passing, heading and shooting.	Dribbling Passing Heading Shooting	Line soccer Circle Soccer Mini Soccer Modified Soccer Games Soccer Drills	PE.A.1.3.1.	Skills Test
What are the strategies for offensive and defensive play?	The student will participate in modified soccer activities with other students while demonstrating transitions from offensive to defensive position.	Offensive Soccer  Defensive Soccer	The student will learn and practice the skills of offensive and defensive needed to play soccer.	PE.A.1.3.1	Teacher observation

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<b>Content &amp; Substance</b>			<b>Organization of Knowledge Recommended Lessons with Supporting Resources</b>	<b>Sunshine State Standards Addressed &amp; Mastery Level Indicator</b>	<b>Clear &amp; Compelling Standards</b>  Assessment
<b>What students will know and be able to do</b>					
<b>Essential Questions</b>	<b>Content</b>	<b>Skills</b>		<b>Introduce - I</b> <b>Reinforce - R</b> <b>Master - M</b>	
<b>Yearly</b>					
What role do skills play on lead-up soccer games?	The student combines skills competently to participate in a modified version of soccer.	Achievement of the benchmark may be demonstrated when the student participates in a modified soccer activity.	Line soccer Circle Soccer Mini Soccer Modified Soccer Games Soccer Drills Gator Ball	PE.A.1.3.1	Teacher Observation