Unit 06: Whiffle Ball

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **Week 9**
Length: **1 Week**
Status: **Published**

Unit Overview

During this unit, the students will learn the rules, positions, boundaries of the field, and how to play the game of whiffle ball. Teamwork and sportsmanship will be emphasized.

Standards

HPE.2.5.8.A.1	Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.8.A.2	Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
HPE.2.5.8.A.4	Detect, analyze, and correct errors and apply to refine movement skills.
HPE.2.5.8.A.CS1	Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
HPE.2.5.8.C.1	Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
HPE.2.5.8.C.2	Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.
HPE.2.5.8.C.3	Analyze the impact of different world cultures on present-day games, sports, and dance.
HPE.2.5.8.C.CS1	Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.
HPE.2.6.8.A.1	Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
HPE.2.6.8.A.2	Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.
HPE.2.6.8.A.3	Analyze how medical and technological advances impact personal fitness.
HPE.2.6.8.A.4	Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.
HPE.2.6.8.A.5	Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.
HPE.2.6.8.A.6	Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.
HPE.2.6.8.A.CS1	Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.

Essential Questions

1. How can teamwork propel a group to a win over a more skilled opponent?

2. What would happen if a whiffle ball team did not communicate and work together?

3. What are the essential components of putting together a successful sports event?

Application of Knowledge and Skills...

Students will know that...

- 1. Key Vocabulary terms- strike, leading, force play, tagging up, double play, pitcher, catcher, infielder, and outfielder
- 2. Rules of whiffle ball
- 3. Equipment needed for whiffle ball
- 4. How to run the bases

Students will be able to...

- A. Demonstrate the correct form for hitting by hitting off a tee
- B. Describe the correct way to hold the ball while throwing the ball
- C. Play lead-up game, “Pepper”
- D. Control game among themselves following the rules
- E. Participate in "World Series Week" following the rules of whiffle ball

Assessments

- Unit Test Summative: Written Test A written test on the game of whiffle ball. 2.5.6.A.1,2,4, 2.5.6.B.1-2, 2.5.6.C.1-3, 2.6.6.A.1,2,3,4
- Participation & Effort Formative: Other visual assessments 2.5.6.A.1,2,4, 2.5.6.B.1, 2.5.6.C.1-3

Activities

Review how to hold the bat.

Play catch each day as a warm-up, increasing speed and distance as skills improve.

Review the mechanics for hitting by hitting off a tee into the curtain.

Demonstrate and play "Pepper."

Review and have students practice running the bases.

Run a single, a double, a triple and a home-run.

Play games on two fields. Students will play different positions each inning, including pitcher.

Ticket to Leave- daily

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
  - Modifications & accommodations as listed in the student's IEP
  - Assign a peer to help keep student on task
  - Modified or reduced assignments
  - Reduce length of assignment for different mode of delivery
  - Increase one-to-one time
  - Working contract between you and student at risk
  - Prioritize tasks
  - Think in concrete terms and provide hands-on-tasks
  - Position student near helping peer or have quick access to teacher
  - Anticipate where needs will be
  - Break tests down in smaller increments
- Content specific modifications may include:
  - Allow students to throw and catch the ball from different distances depending on their ability level.
  - Mini-lessons based on skill level.
  - Specialized Equipment- feet poly spots demonstrating how to stand while hitting.
  - Hit the ball from the right and the left sides.
  - Use different size bats (length and weight).

Differentiation for ELL's:

- General modifications may include:
  - Integrate activities into thematic units
  - tap the student's prior knowledge and experience, which may be different from other students in the class
  - teach learning strategies and scaffold complex texts
  - organize students into a variety of learning groups
  - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: strike, leading, force

play, tagging up, double play, pitcher, catcher, infielder, and outfielder

Differentiation to extend learning for gifted students may include:

- Allow students to throw and catch the ball from different distances depending on their ability level.
- Mini-lessons based on skill level.
- Hit the ball from the right and the left sides.

Integrated/Cross-Disciplinary Instruction

Health- safety and warm-up/cool down exercises to help prevent injuries

Resources

pecentral.com

about.com

teachphysed.com

hometeamsonline.com

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace

with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.