

# Unit 06: Whiffle Ball

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

## Unit Overview

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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

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| 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

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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...**

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### **Students will know that...**

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- 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...**

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- 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**

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- 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**

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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**

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### **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.

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**Integrated/Cross-Disciplinary Instruction**

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

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**Resources**

[pecentral.com](http://pecentral.com)

[about.com](http://about.com)

[teachphysed.com](http://teachphysed.com)

[hometeamsonline.com](http://hometeamsonline.com)

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**21st Century Skills**

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| 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.