# Unit 10: World Series of Tee Ball

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **Week 37**
Length: **2 Weeks**
Status: **Published**

## Unit Overview

The students will represent the teams in the World Series in a game of whiffle ball. Students will use techniques and skills learned during the Diamond Games unit and apply them to this unit.

## Standards

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| HPE.2.5.6.A.1 | Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). |
| HPE.2.5.6.A.2 | Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. |
| HPE.2.5.6.A.CS1 | Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. |
| HPE.2.5.6.B.1 | Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities. |
| HPE.2.5.6.B.2 | Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement. |
| HPE.2.5.6.B.CS1 | There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations. |
| HPE.2.5.6.C.1 | Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. |
| HPE.2.5.6.C.2 | Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. |
| HPE.2.5.6.C.CS1 | Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. |

## Essential Questions

1. Why are skills and drills important for participation in baseball?

2. Why is it important to use team work in games?

3. How can the characteristics of good sportsmanship be displayed off the filed?

## Application of Knowledge and Skills...

## Students will know that...

- 1. the compilation of all physical education skills and strategies can be applied to a variety of game situations.
- 2. teamwork and collaboration can be more effective than the display of individual skill levels in a game.

## Students will be able to...

- A. Describe the rules of baseball.
- B. Demonstrate ball control when fielding on the ground and/or in the air.
- C. Understand teamwork in game play.
- D. Apply skills in game play.

## Assessments

World Series Tee Ball Game
Summative: Exhibition
A performance rubric will be utilized to score students' abilities, understanding of the rules, and display of safety regulations in diamond games.
2.5.4.A.1, 2.5.4.A.2, 2.5.4.B.1, 2.5.4.C.1, 2.5.4.C.2

## Activities

- World Series Tournament: A tournament in which teams of students will be seeded and will play tee-ball games according to their rankings.

Tee Ball LP

## 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:

    - Verbal and non-verbal cueing
    - Teacher-feedback/individual coaching
    - Adjustment of tee, ball and bat size, and distance

**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: pitch, hit, bat, ball, bases, diamond, outfield, infield, mound, catcher, pitcher, short stop, homerun

**Differentiation to extend learning for gifted students may include:**

- Teacher-feedback/individual coaching

- Adjustment of tee, ball and bat size, and distance

## Integrated/Cross-Disciplinary Instruction

- Computer Literacy connection:  Students will create posters advertising their Tee-Ball Team.

## Resources

- Ready to use, P.E. Activities. Joanne M. Landy and Maxwell J. Landy, Parker Publishing Company, 1992
- www.pecentral.com
- www.teachphysed.com

- Awesome Elementary School Physical Education Activities, Cliff Carnes, 1983
- Elementary P.E. Teacher's Survival Guide, Jeff Carpenter & Diane Tunnell, Parker Publishing Company, 1994

## 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. |