# 11 Softball

Content Area: **Health and Physical Education**
Course(s):
Time Period: **Marking Period 4**
Length: **3 Weeks**
Status: **Published**

## Brief Summary of Unit

This unit will aid in the development of team play principles, sportsmanship, and cooperative learning for all students. This unit will also provide students with the rules and regulations of Softball, as well as ways to modify the sport for play outside of class. Emphasis will be played on both the individual skills of the game, as well as combining those skills with other teammates for team play.

Revised June 2022

## Standards

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| 2.2.12.MSC.1 | Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball). |
| 2.2.12.MSC.2 | Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. |
| 2.2.12.MSC.4 | Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. |
| 2.2.12.PF.1 | Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime. |
| 2.2.12.PF.2 | Respect and appreciate all levels of ability and encourage with care during all physical activities. |
| 2.2.12.LF.2 | Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. |
| 2.2.12.LF.4 | Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity. |
| 2.2.12.LF.5 | Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new). |

## Essential Questions

• How can official Softball rules be adapted to a Physical Education or recreation environment?

• How can softball be utilized throughout your lifetime to maintain health and physical fitness?

## Students Will Know/ Students Will Be Skilled At

•Students will know the rules and regulations of Softball

• Students will know ways to modify the rules of softball for non- competitive play

• Students will know the individual skills required for softball

• Students will know team skills utilized in the sport of softball

• Students will know that three strikes equal an out, and a team must get three outs before switching with their opponent and taking the field

•Students will know four balls is an automatic walk to first base

• Students will know that there are a variety of ways that outs can be made, including fly outs, strike outs, tagged outs, and force outs

## Learning Plan

• Preview the essential questions and connect to learning throughout the unit.

•Identify the concepts of Softball (history, origins, difference from Baseball).

• Participate in individual skill work as well as game play

• record their results and scores for all games played

•Demonstrate an appropriate level of skill for high school play

• Demonstrate the ability to follow safety precautions at all times

•Ensure that students dress appropriately for every class.

•Reinforce that students must act respectfully and follow rules

•Complete competitive tournament play

•Complete unit written quiz

## Evidence/ Performance Tasks

-Question and answer

-Observation of student play and individual skill work

-Unit written quiz

## Materials

- Softballs
- Softball bats
- Gloves
- Bases
- Catchers mask
- Pitchers mound

## Suggested Strategies for Modifications

•one-to-one instruction and assistance
•cooperative learning groups
•additional time on task
•assessment based on individual development in the area of study
•demonstration and visual aids
•study guides made available
•preferential seating
•testing materials appropriate to student level
•Lectures
•Group work
•Class Discussions
•Extended time on quizzes

•Explanation and demonstration through kinesthetic, visual, and auditory manners.