

# Baseball/Wiffleball III (8)

Content Area: **Physical Education**  
Course(s): **Physical Education**  
Time Period: **1st Marking Period**  
Length: **3 Weeks**  
Status: **Published**

## Unit Overview

---

Students in 8th Grade will have the opportunity to compete and participate in High School Baseball or Softball. Baseball and Softball are also great ways to remain physically active and improve their social health as they get older in life. The focus of this unit is to give students offensive and defensive strategies to help them succeed in a game setting and also remain injury free. Students will learn offensive strategies like base running and situational hitting and defensive strategies like relay throws, outfield communication and turning a double play. Students will also identify common injuries that occur during a baseball/softball game and ways to reduce the risk of getting injured.

## Transfer

---

Students will be able to independently use their learning to...

- participate successfully in a game of Baseball and enjoy the physical, social and mental benefits of the game to improve their overall health.

## Meaning

---

## Understandings

---

Students will understand...

- Different safety issues associated with the activity.

- The concept of comparing and contrasting offensive and defensive strategies with teammates during a game.
- How to demonstrate proper sportsmanship and cooperation during games.

## **Essential Questions**

---

Students will keep considering...

- self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.
- why identifying safety issues is an important component of physical activity.
- how analyzing personal and team strategies has an impact on achieving your goal.

## **Application of Knowledge and Skill**

---

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

---

Students will know...

- Safety issues associated with Baseball.
- Offensive and Defensive strategies in the game of Baseball.
- What sportsmanship and cooperation looks like on the baseball field.

### **Students will be skilled at...**

---

Students will be skilled at...

- identifying safety issues associated with Baseball and eliminating the risk of injury during games.
- evaluating the effectiveness of offensive and defensive strategies during a game of Baseball.
- conducting themselves in a responsible manner and cooperating with teammates during a game.

## **Academic Vocabulary**

---

### **Learning Goal 1**

---

Students will identify safety issues associated with Baseball/Wiffleball.

HPE.2.1.8.D.1

Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.

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.

### **Target 1**

---

Students will identify common injuries that occur during a game of Baseball.

### **Target 2**

---

Students will explain safety procedures that help to eliminate the risk of injury during a game of Baseball

### **Learning Goal 2**

---

Students will compare and contrast offensive and defensive strategies with teammates during a game.

HPE.2.5.6.B.3

Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.

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.4

Detect, analyze, and correct errors and apply to refine movement skills.

HPE.2.5.8.B.1	Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
HPE.2.5.8.B.2	Assess the effectiveness of specific mental strategies applied to improve performance.

### **Target 1**

---

Students will practice base running strategies to help their team score runs during a game.

### **Target 3**

---

Students will practice relay throws from the outfield to stop runners from advancing and evaluate their effectiveness as a team.

### **Target 4**

---

Students will practice turning double plays during a game and evaluate their skill performance as a team.

### **Learning Goal 3**

---

Students will demonstrate proper sportsmanship and cooperation during games.

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.

### **Target 1**

---

Students will explain what good sportsmanship looks like on the athletic field.

### **Target 2**

---

Students will create a team lineup and rotation of positions for team members during a game.

## **Summative Assessment**

---

Students will self-reflect and evaluate their team's ability to employ defensive and offensive strategies on a rating scale.

## **21st Century Life and Careers**

---

WORK.5-8.9.1.8.1	The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
WORK.5-8.9.1.8.1	Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
WORK.5-8.9.1.8.2	Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.
WORK.5-8.9.1.8.A.1	Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
WORK.5-8.9.1.8.C.1	Determine an individual's responsibility for personal actions and contributions to group activities.
WORK.5-8.9.1.8.C.2	Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
WORK.5-8.9.1.8.C.3	Model leadership skills during classroom and extra-curricular activities.

## **Formative Assessment and Performance Opportunities**

---

Relay Throw Race

Turning a Double-Play

Situational Hitting Practice

Secondary leads for base running

## **Differentiation/Enrichment**

---

Each student is provided an opportunity to be successful through the use of monitoring, equipment and repetition.

## **Unit Resources**

---

Balls

Bats

Gloves

Bases

Cones

Stopwatch