

Montclair High School
Department of Physical Education and Health



Grade Level: 9th Grade

Unit of Instruction: Softball Unit Plan

Number of Students in the Class: 24 Students

Class Break Down: 12 Male:12 Female

Meetings Per Week: 2

Class length: 1 hour

Developmental Characteristics:

Physiological:

- High Energy and need for physical exercise.
- Feel Awkward about my body.
- Experiencing the beginning of puberty.
- Differ greatly in skill and coordination
- May appear awkward due to fast growth in height

Psychological/Behavioral:

- Feel more comfortable in smaller groups
- Sensitive about the appearance
- Mood can change rapidly due to hormonal changes in puberty
- Has a strong will to assert independence.

Cognitive:

- Capable of high level of abstract thought
- Beginning to develop opinions and views on social issues and current events
- Setting their own goals
- Making independent decisions
- Are becoming capable of self-reflection

Students with the disabilities:

Jake is a student with moderate functioning down syndrome. I will adapt the lesson to make sure the lesson includes Jake in a seamless way. In order to give Jake physical education experience, he deserves. Jake has smaller hands, and thus this needs to be taken into consideration Jake's walking and running gate is not as efficient which causes him to be flat footed, this will definitely be taken into consideration. Jake is a visual learner and does well from seeing graphs, diagrams, and instructions. Jake's balance is not great either which has to be considered when doing the activities. Jake may also struggle to have the endurance to run around the bases. Jake's cognitive abilities have to be considered, since he has a hard time focusing.

Accommodations:

Equipment:

- Smaller glove since Jake has smaller hands than his peers.
- A squishy softball to help Jake prevent injury when attempting to catch the ball.
- There will be tape on the bat indicating where the student should put his hands.

Physical:

- Students will be allowed to have breaks as needed and call for a pinch runner if needed as long as Jake attempts to run to first base. Due to Jake getting tired easily and running out of breath.
- Students will need a hat in case of strong UV rays.
- Certain skills will be modified to accommodate for Jake's balance.

Cognitive:

- Students will be supplied with a reference sheet at the beginning of every lesson with the rules of each learning activity and teaching cues of each skill. This will help Jake learn since he is a visual learner.
- When assessing the student Jake will have extra time to submit assignments and will have modified assessments.
- Para will repeat the cues to Jake as he performs the skill.

Affective:

- Jake can use verbal communication if he does not feel comfortable speaking.

Rationale:

This Unit is meant to help promote the future potential that a student may be able to use softball as a lifelong fitness activity. Softball is a sport that is played by various ages from adolescent up to senior leagues, and various skills levels. Softball is a sport that allows all students to participate. Softball is an important sport to learn as it also has many skills that transfer into other sports and help with refining motor skills. Some skills the student's will be acquiring during the Softball Unit are the ability to catch, throw, run, striking, and game strategy. The purpose of this softball Unit is to provide you with the opportunity to learn new softball skills that work out along a skill progression continuum. This Unit will focus on the learning of essential softball skills, developing knowledge of the rules and terminology, the proper techniques, and safety issues. Softball is a great sport to help students develop social skills and promote teamwork. In softball it calls for students to communicate verbally and visually using body and hand signals. The goal of this Unit is to learn new skills that students can use outside of this class to stay physically fit and to have fun!

Unit Objectives:

Psychomotor:

- SWBAT Catch and field a softball using safe and proper form (2.2.12.MSC.2)
- SWBAT Hit a softball using the proper form. (2.2.12.MSC.2)
- SWBAT Perform a sac bunt, hit and run, and squeeze successfully. (2.2.12.MSC.2)
- SWBAT Field a Pop fly, and ground ball. (2.2.12.MSC.2)
- SWBAT Run bases using the proper form and angle. (2.2.12.MSC.2)

- SWBAT Execute a double play.

Cognitive:

- SWBAT Understand situational Offensive and Defensive game strategy. (2.2.12.MSC.4)
- SWBAT Identify when each skill is used in a game. (2.2.12.MSC.4)
- SWBAT Identify and give feedback on the catch, throw, fielding and hitting. (2.2.12.MSC.4)
- SWBAT Recall the teaching cues of hitting, fielding, catching, and bunting. (2.2.12.MSC.4)
- SWBAT runs the bases using strategy. (2.2.12.MSC.4)

Affective:

- SWBAT By the end of this lesson the students will conduct a softball game with proper sportsmanship. (2.2.12.MSC.3)
- SWBAT demonstrates cooperation by working with other students, during the softball unit. (2.2.12.MSC.3)
- SWBAT offers feedback and suggestions to their partners. (2.2.12.MSC.3)
- SWBAT develop camaraderie with their classmates and show enthusiasm for physical activity in class. (2.2.12.MSC.3)

- SWBAT uses communication skills to communicate with classmates to discuss game strategy. (2.2.12.MSC.3)

Academic Language:

- **Ball-** a legally pitched ball that does not enter the strike zone (four balls equals a walk)
- **Ground Ball -** A ball that is hit on the ground
- **Force out-** when the runner has to advance to the next base to make room for the following base runner.
- **Fly ball-** ball hit up in the air to the infield
- **On deck-** the next batter
- **Strike-** term used when a ball is swung at and missed or is called when the ball enters the strike zone and is not swung at all.
- **Strike zone-** the ball passes the batter over the plate between their chest and knees
- **Bunt:** a ball not fully swung at but lightly tapped to the infield.
- **Home Run:** a hit that allows the batter to run around all the bases, cross home plate, and score.
- **Double Play:** two defensive players put out two base runners in the same action.
- **Fair Ball:** a batted ball that lands in or is touched by a player in fair territory.

- **Inning:** each team has a turn at bat and is allowed three outs before going outfield. A completed inning is when both teams have had their “ups.”
- **Tagging Up:** the act of a base runner returning to touch a base after a fly ball is caught. The runner may then attempt to advance to the next base.
the act of a base runner returning to touch a base after a fly ball is caught. The runner may then attempt to advance to the next base.
- **Walk/Base on Balls:** four balls allow the batter to go to first base
- **Foul Ball:** a batted ball that lands in an area outside the foul lines and stays there.
- **Foul lines:** extend from home plate past first and third base.
- **Foul Territory:** the area outside the foul lines. 20. Grand Slam: a home run hit with the bases loaded.
- **Run:** scored each time a base runner touches first, second, third base and home plate before the third out in an inning.
- **Out:** when a batter or base runner is prevented from safely reaching or advancing bases.
- **Infielders:** pitcher, catcher, first, second, and third baseman, and shortstop.
- **Error** – mistake committed by a defensive player while fielding or throwing the ball.
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Rules of Softball:

1. Batters must follow the same order throughout the whole game
2. A batter gets three strikes before being called out.
3. If a pitcher throws 4 balls to a batter the batter is awarded a free pass to first base called a walk.
4. The defense must get 3 outs in order to change the sides and get back up to bat.
5. A base runner must cross home plate to be awarded a run.

Critical Elements and Teaching Cues:

Overhand Softball Throw:

Critical elements:

1. Side to Target in preparation for throwing action
2. Lead with elbow

3. Step with opposite foot as throwing arm moves forward
4. Rotate your trunk
5. Release at eye level
6. Follow through across the body

Teaching Cues:

1. Side to Target
2. Elbow
3. Step
4. Rotate Trunk
5. Release
6. Follow through across the body

Catching in Softball:

Critical Elements:

1. Extend arm outward towards reach for ball.
2. Thumbs up if ball is above the waist, pinkies down if the ball is below your waist
3. Catch with hands only
4. Elbows bend to absorb the force
5. Squeeze the glove tight to secure the ball

Teaching Cues:

1. Extend arms
2. Thumbs, pinkies
3. Absorb Force
4. Catch with hand only
5. Close glove

Hitting in Softball:

Critical Elements:

1. Bat up, elbow up and Back in Preparation for the striking action
2. Non-dominant side face pitcher
3. Eyes on ball, Chin tucked away
4. Step with front foot to contact
5. Trunk rotation on swing
6. Lock wrists on contact
7. Follow-through for completion of the hit

Teaching Cues:

1. Bat elbow up
2. Side to pitcher
3. Step
4. Rotate
5. Lock wrists
6. Follow- through

Underhand throw in Softball:

Critical Elements:

1. Face target for throwing action
2. Step with opposite foot
3. Load throwing arm backward
4. Point to target on release
5. Release ball between knee and waist
6. Follow through to target

Teaching Cues:

1. Face target
2. Step
3. Arm Back
4. Point

5. Release
6. Follow through

Fielding a Ground Ball

Critical Elements:

1. Balls of your feet
2. Stay low and behind the ball
3. Put fingers of glove in dirt
4. Keep palms up and pinkies together
5. Bring glove and ball towards body

Teaching Cues:

1. Balls
2. Low and Behind
3. Glove in dirt
4. Palms, pinkies
5. Into Body

Fielding a Fly Ball:

Critical Elements:

1. Glove out in front toward ball
2. Stay behind the ball and fingers toward the sky with thumbs touching
3. Give with the catch and use both hands
4. See ball into glove

Teaching Cues:

1. Glove out

2. Thumbs in sky
3. Two hands
4. Give
5. See ball

Bunting:

Critical elements:

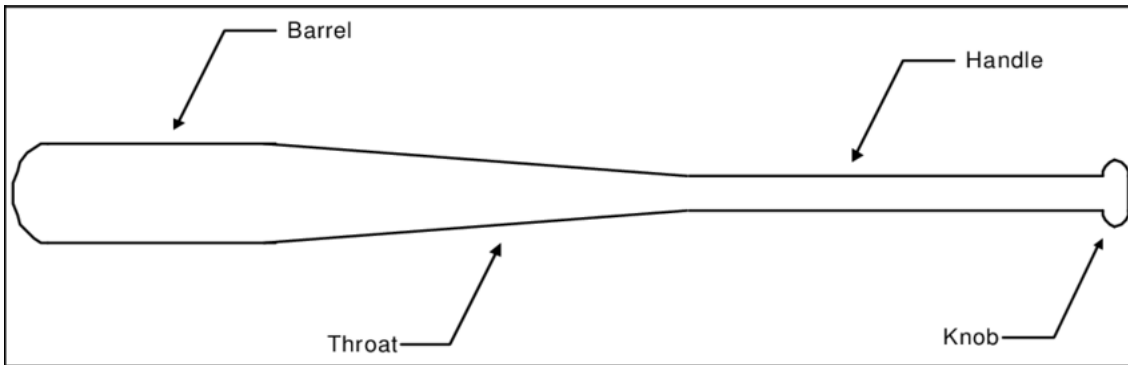
1. don't reach for ball
2. let ball come to you
3. square with the ball
4. keep eye on ball
5. knees bent
6. fingers away from front of bat

Teaching Cues:

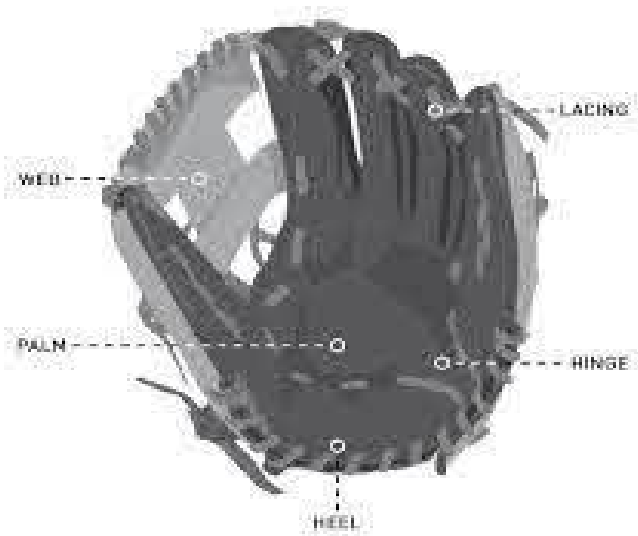
1. Don't reach
2. wait
3. square
4. eyes on ball
5. knees bent
6. fingers

Diagram of Equipment:

Bat:

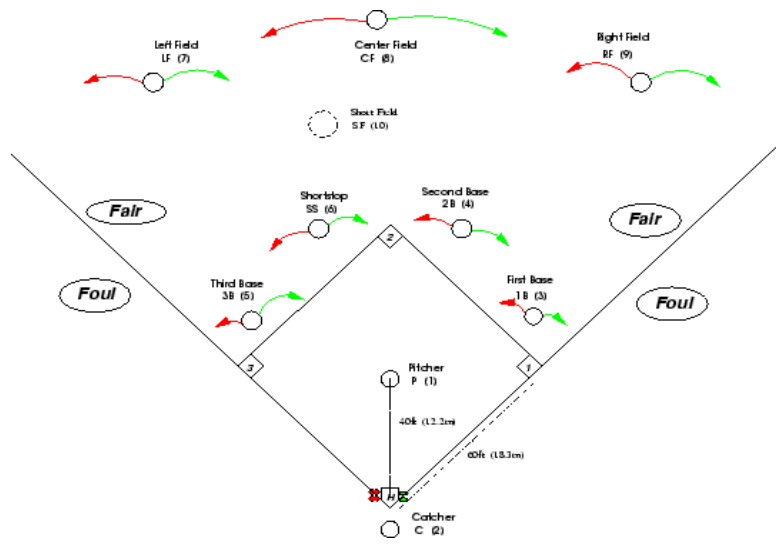


Glove:

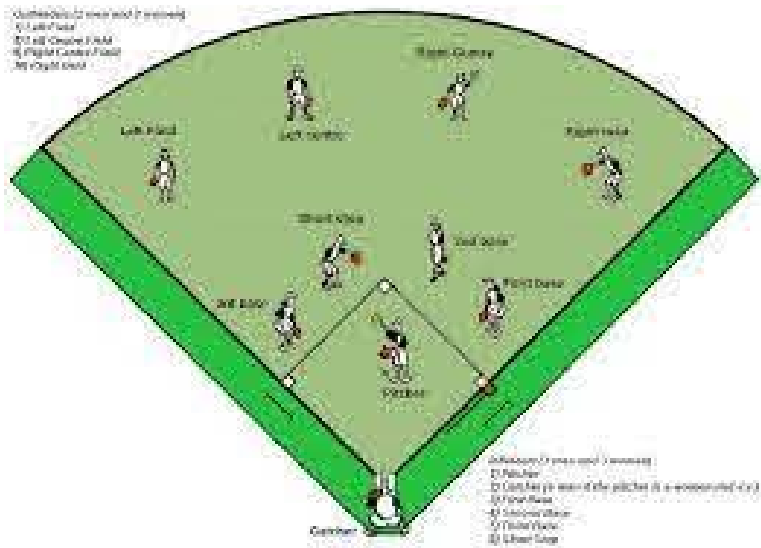


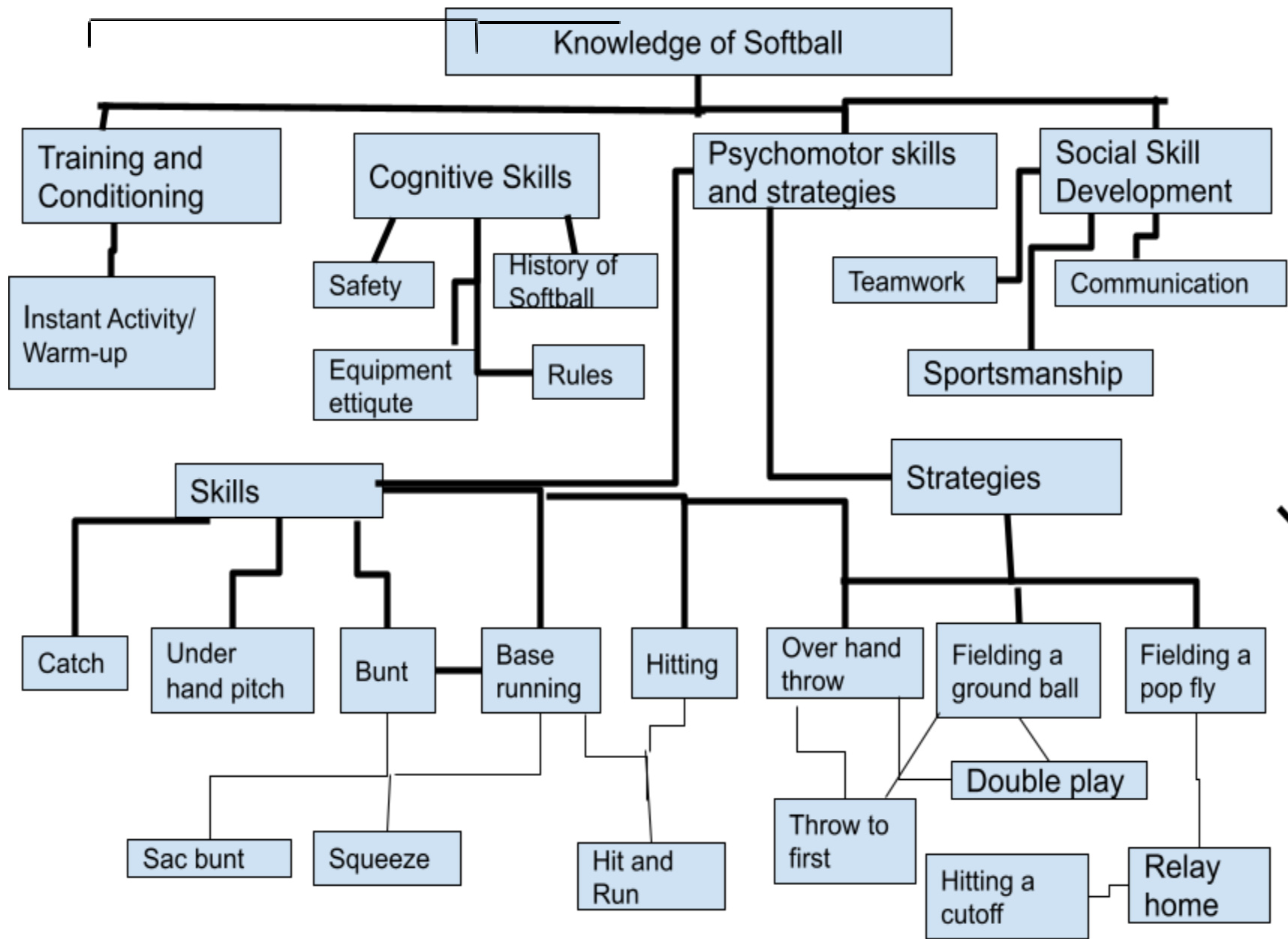
Field of play/Positions:

10-player Field with Shallow Defender:



10-player Field with 4 outfielders:





Block Plan:

Unit Content: Softball
Grade Level: 9th Grade

Lesson Focus:	Day 1: Overhand Throw and under hand throw and Catching in Softball	Day 2: Infield Fielding Skills in Softball	Day 3: Outfield Skills in Softball	Day 4: Defensive Game Strategy and fielding stations
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<p>Goal for the day:</p>	<p>For the students to develop enough confidence and skill to throw and catch in a game setting.</p> <p>Psychomotor -SWBAT demonstrates an overhand throw and catch using correct form.</p> <p>Cognitive – SWBAT Identify the proper use of softball equipment for safe and effective purposes.</p> <p>Affective- SWBAT be able give positive and constructive feedback on their partners’ throwing and catching techniques.</p>	<p>For the Student’s to develop enough confidence and skill to field a ground ball, infield fly, and throw any base in the infield from any of the positions.</p> <p>Psychomotor -SWBAT field different types of infield hits such as ground balls, line drives and pop ups.</p> <p>Cognitive- SWBAT understands the basic rules of Softball.</p> <p>Effective: SWBAT offers feedback and suggestions to their partners about ground ball fielding techniques.</p>	<p>For the Student’s to develop enough confidence and skill to play in the outfield in a game like-setting.</p> <p>Psychomotor -SWBAT successfully fielded a fly ball using the proper form.</p> <p>Cognitive- SWBAT understand how to move to field a ball not directly hit to them</p> <p>Affective: SWBAT assess their partners fielding a pop fly technique and provide positive feedback to help assess their effectiveness</p>	<p>For the Student’s to develop content knowledge and defensive game strategy enough to be able to use in a game-like setting.</p> <p>Psychomotor -SWBAT Successfully perform a relay to home plate, hit the cut-off and turn a double play.</p> <p>Cognitive- SWBAT apply their acquired softball knowledge on an exit slip about positions in softball, and defensive strategy in softball.</p> <p>Affective: SWBAT to communicate successfully to perform a relay to home plate, cover bases, and convert double plays.</p>
<p>NJ standards:</p>	<p>Psychomotor: (2.2.12.MSC.2): Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of</p>	<p>Psychomotor: (2.2.12.MSC.2): Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of</p>	<p>Psychomotor: (2.2.12.MSC.2): Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of</p>	<p>Psychomotor: (2.2.12.MSC.2): Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of</p>

	<p>motion) and modify movement to impact performance.</p> <p>Cognitive (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</p> <p>Affective: 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).</p>	<p>motion) and modify movement to impact performance.</p> <p>Cognitive (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</p> <p>Affective: 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).</p>	<p>motion) and modify movement to impact performance.</p> <p>Cognitive (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</p> <p>Affective: 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).</p>	<p>motion) and modify movement to impact performance.</p> <p>Cognitive (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</p> <p>Affective: 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).</p>
Ideas for daily assessments:	Psychomotor- Students will record to see how many balls they can throw back and	Affective: Students will submit a peer review sheet at the end of class. About their	Psychomotor- Student's will give feedback on their peers and the use of proper form by doing	Cognitive: Students will apply their acquired softball knowledge on an exit slip about

	forth successfully with their partner, without a drop.	partner's sportsmanship, collaboration and their feedback.	a critical elements peer review sheet.	positions in softball, game rules and defensive strategy in softball
Academic Language:	Overhand Throw Catch Ball Glove	Catch Throw Ground ball Line drive Pop up Infield Out Strike Ball Foul lines Home run Walk	Catch Throw Fly ball Line Drive Outfield Ground Ball	Catch Throw Force out Fly ball Ground ball Double play Force out Line drive

	Day 1	Day 2	Day 3	Day 4
Outline of task progression	<p>Instant activity: Know the Equipment Circuit (Knowledge of Equipment)</p> <p>Introduction: The benefits of Softball</p> <p>Learning Activity 1: Catching</p> <p>Learning Activity 2: Quick Feet and Hands Activity (Throw)</p> <p>Learning Activity 3: Self and teammate Toss (Throw and Catch)</p> <p>Culminating Activity: Catching and throwing Circuit</p>	<p>Instant Activity: Self and teammate Toss (Throw and Catch)</p> <p>Introduction: Basic Rules of Softball and infield positions</p> <p>Learning Activity 1: Fielding a Ground ball and infield fly with partner</p> <p>Learning Activity 2: Fielding a ground ball and throwing it to all four bases in the infield. (Use iPad to record for feedback)</p> <p>Learning activity 3: Charging a bunt</p> <p>Culminating Activity: Infield Fielding Circuit</p>	<p>Instant Activity: Baseball Tag (Infield fielding)</p> <p>Introduction: History of Baseball/Softball and positions in outfield.</p> <p>Learning Activity 1: Fielding a pop fly</p> <p>Learning Activity 2: Charging a pop fly and going back on a pop fly</p> <p>Learning activity 3: Fielding a pop fly and crow hopping and hitting cutoff</p> <p>Culminating Activity: Relay race home (Fielding and throwing)</p>	<p>Instant activity: Catch on the sandlot (Fielding pop flies and throwing)</p> <p>Introduction: Talk about videos asked to watch for HW. (Backing up bases, defensive game strategy, and run downs)</p> <p>Learning Activity 1: Double Play (Fielding and tossing)</p> <p>Learning Activity 2: Rundowns and backing up bases circuit</p> <p>Learning activity 3: Situational fielding</p> <p>Culminating Activity: Heave and go! (Throwing, Fielding, Catching, game strategy)</p>

	Day 5	Day 6	Day 7	Day 8
Lesson Focus:	Hitting and base running	Bunting, Offensive strategy, Under hand Pitch	Stations	Game play
Goal for the day:	<p>For the students to develop enough confidence and skill to hit and run the bases in a game-like setting.</p> <p>Psychomotor: SWBAT Perform the Hit in softball using the proper form.</p> <p>Cognitive: SWBAT identifies when to run through the bag and when to round first.</p> <p>Effective: SWBAT offers feedback and suggestions to their partners about hitting.</p>	<p>For the Student's to leave class and be able to understand offensive strategy in softball and how and when to utilize the bunt and to be able to pitch for accuracy using the correct form.</p> <p>Psychomotor: SWBAT performs the Under-Hand Pitch using the proper form</p> <p>Cognitive: SWBAT Recognize when to use the different form of a bunt on an Exit Slip.</p> <p>Affective: SWBAT communicate to perform</p>	<p>For the students to refine all skills and techniques they learned by doing stations to cover each skill and correlate to a game setting.</p> <p>Psychomotor: SWBAT- Perform all the necessary skills of softball using the proper form.</p> <p>Cognitive: SWBAT watch and understand the game of softball in depth.</p> <p>Affective: SWBAT shows sportsmanship towards</p>	<p>For the students to use their game strategy and work collaboratively to use different game tactics and to show sportsmanship.</p> <p>Psychomotor: SWBAT- Perform all the necessary skills of softball using the proper form.</p> <p>Cognitive: SWBAT watch and understand the game of softball in depth.</p> <p>Affective: SWBAT shows sportsmanship towards</p>

		the squeeze, and hit and run		their classmates during gameplay.
NJ standards:	<p>Psychomotor: (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.</p> <p>Cognitive (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</p> <p>Affective: 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g.,</p>	<p>Psychomotor: (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.</p> <p>Cognitive (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</p> <p>Affective: 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).</p>	<p>Psychomotor: (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.</p> <p>Cognitive (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</p> <p>Affective: 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g.,</p>	<p>Psychomotor: (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.</p> <p>Cognitive (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</p> <p>Affective: 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g.,</p>

	creative, cultural, social, aerobics dance, fitness).		creative, cultural, social, aerobics dance, fitness).	creative, cultural, social, aerobics dance, fitness).
Ideas for daily assessments:	Psychomotor- Students will have a peer record on a checklist of the teaching cues to give feedback on the student's form when hitting.	Cognitive: Students will complete an exit-slip about offensive strategy and teaching cues of a bunt.	Psychomotor- Students will have a peer record on a checklist of the teaching cues to give feedback on the student's form performing each skill at each station.	Affective: Students will fill out feedback slips about the unit.

<p>Academic language</p>	<p>Hit Bases Home run Strike Ball Walk 1st base 2nd base 3rd base Bat Softball Stance</p>	<p>Bunt Sac Bunt Bases Home run Strike Ball Walk 1st base 2nd base 3rd base Bat Softball Stance</p>	<p>Ball Ground Ball Force out Fly ball Strike Strike zone Bunt Home Run Double Play Accuracy Distance Velocity</p>	<p>Home run Strike Ball Walk 1st base 2nd base 3rd base Bat Softball Stance striking Force out Fly ball Strike Strike zone Bunt Home Run Double Play Accuracy Distance Velocity</p>
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	Day 5	Day 6	Day 7	Day 8
Outline of task progression	<p>Instant activity: Hitting a soccer ball off a tee</p> <p>Introduction: Have Student's with a partner watch a video on hitting</p> <p>Learning Activity 1: Hitting off a tee (striking)</p> <p>Learning Activity 2: Soft Toss (Striking) (psychomotor assessment)</p> <p>Learning Activity 3: Baserunning</p> <p>Culminating Activity:</p>	<p>Instant Activity: Fit deck, Home run trot (Baserunning, fitness)</p> <p>Introduction: Discuss videos about bunting the student's were supposed to watch for how to prepare for class.</p> <p>Learning Activity 1: Bunting soft toss with a partner</p> <p>Learning Activity 2: Directional bunting with a partner (bunting)</p> <p>Learning Activity 3: Hula Hoop pitching and Pitching to a target (under hand pitch)</p>	<p>Instant Activity: Home run Trot fitness (baserunning)</p> <p>Introduction: Get them quickly into stations. Explain stations.</p> <p>Station 1: Over Hand throw and catching (Psychomotor assessment)</p> <p>Station 2: Fielding a ground ball and throwing (Psychomotor assessment)</p> <p>Station 3: Under hand pitch (Psychomotor assessment)</p>	<p>Instant Activity: Long Toss and stretch</p> <p>Introduction: Get students up and ready for tournament play. Go over the rules.</p> <p>Activity- Students will have a softball tournament. The teams will be broken in two teams of 12.</p> <p>Lesson closure: Discuss how softball can be used as lifelong fitness activity and have students fill out feedback forms about of the softball Unit.</p>

	3 pitch softball and runner on second. (Fielding, throwing, catching baserunning, defensive game strategy)	Culminating activity: Offensive game strategy stations (bunting, baserunning, fielding, strategy)	Station 4: bunting (Psychomotor assessment) Station 5: fielding a pop fly (Psychomotor assessment) Station 6: Rules of game assessment (cognitive assessment) Lesson closure: peer review sheet (affective assessment)	
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Candidate Name: James Perez	Date: November 18, 2020
Title of Lesson: Hitting and baserunning in Softball	Class Time: 60 minutes
Target Audience/Grade Level:9th	
Numbers of students in class:24	Teaching Location: Woodman Field
Developmental characteristics of students: Physiological: <ul style="list-style-type: none"> - High Energy and need for physical exercise. - Feel Awkward about my body. - Experiencing the beginning of puberty. - Differ greatly in skill and coordination - May appear awkward due to fast growth in height Psychological/Behavioral: <ul style="list-style-type: none"> - Feel more comfortable in smaller groups 	

- Sensitive about the appearance
- Mood can change rapidly due to hormonal changes in puberty
- Has a strong will to assert independence.

Cognitive:

- Capable of high level of abstract thought
- Beginning to develop opinions and views on social issues and current events
- Setting their own goals
- Making independent decisions
- Are becoming capable of self-reflection

Description of student(s) who need accommodations:

Jake is a student with moderate functioning down syndrome. I will adapt the lesson to make sure the lesson includes Jake in a seamless way. In order to give Jake physical education experience, he deserves. Jake has smaller hands, and thus this needs to be taken into consideration Jake's walking and running gate is not as efficient which causes him to be flat footed, this will definitely be taken into consideration. Jake is a visual learner and does well from seeing graphs, diagrams, and instructions. Jake's balance is not great either which has to be considered when doing the activities. Jake may also struggle to have the endurance to run around the bases. Jake's cognitive abilities have to be considered, since he has a hard time focusing.

Goal of the lesson: For the students to develop enough confidence and skill to hit and run the bases in a game-like setting.

Instructional Objectives:

Psychomotor

- SWBAT- hit a softball using the correct form 5 out of 10 times.(2.2.12.MSC.4, 2.2.12.MSC.2)
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- SWBAT- run the bases with proper form 2 out of 3 times.(2.2.12.MSC.4, 2.2.12.MSC.2)
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- SWBAT - hit a softball off a tee using the proper form 8 out of 10 times. (2.2.12.MSC.4, 2.2.12.MSC.2)

Cognitive

- SWBAT- recite 4 out of 6 teaching cues of hitting. (2.2.12.MSC.4)

- SWBAT- recall 4 out of 7 critical elements of hitting. (2.2.12.MSC.4)
- SWBAT- Identify when to run through first or to round the bag. (2.2.12.MSC.4)

Affective

- SWBAT carries out encouragement to all peers during the class and learning tasks. (2.2.12.MSC.3)
- SWBAT use teamwork, and share equipment with their peers efficiently and respectfully.(2.2.12.MSC.3)
- SWBAT is open to others' encouragement by actively listening to their teammates' supportive comments. (2.2.12.MSC.3)

New Jersey's Core Curriculum Content Standards and Cumulative Progress Indicators:

- 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.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.
- 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).
- 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.

Materials and Equipment List

- **80 softballs**
- **12 bats**
- **3 sets of bases**
- **3 helmets**
- **12 tees**

Technology Utilized in Lesson

- Youtube- To watch video on striking
- Ipads

Academic Language:


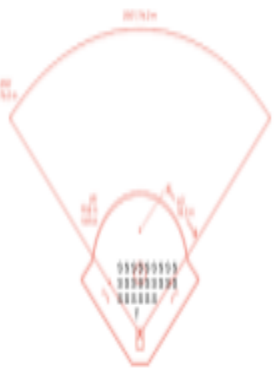
- Bunt
- Sac Bunt
- Under hand pitch
- Accuracy
- Velocity
- Speed
- Strike zone
- Ball
- Strikeout

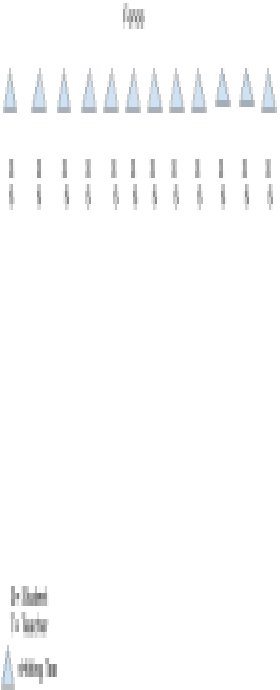
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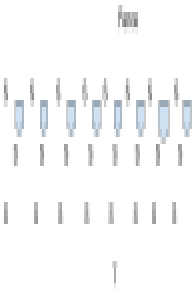
- Follow through
- Snap wrist on release
- tuck your thumb

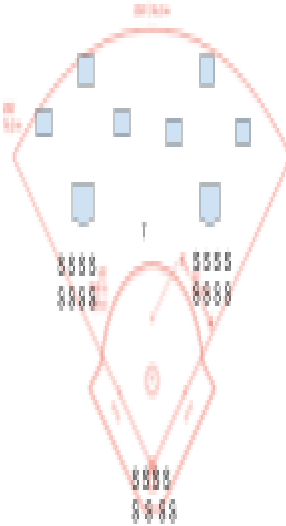
Discourse:

- When bunting make sure to tuck your thumb away.
- Make sure when pitching after you release you follow through
- When bunting you want to try and square the ball up with your bat

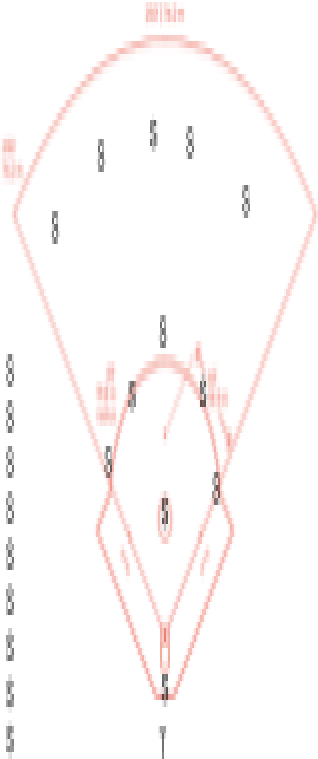
Time Allotment	Lesson Plan Segments	Student Formations and Transitions	Accommodations	Assessment:
10 min	<p>Instant activity: Hitting a soccer ball off a tee</p> <p>Students will be broken into pairs. Each group will have a tee, a bat and 5 soccer balls.</p> <p>Student's will hit the ball off the tee 5 times and then switch with their partner.</p>		There is no accommodation needed.	
5 minutes	<p>Introduction: Video on hitting</p> <p>Student's with a partner will watch a video on the ipads about how to hit in softball. Breaking the different steps down the swing.</p> <p>Equipment: Ipads</p>		Students will receive a sheet with all the verbal cues, and critical elements.	Can anyone give me 4 teaching cues from fielding a pop fly last class?

<p>10 min</p>	<p>Learning Activity 1: Hitting off a tee (striking)</p> <p>Students will return to their same group from the instant activity.</p> <p>The student's will be hitting the softball ball into the fence off a tee using the teaching cues 10 times and then they will switch.</p> <p>Critical Elements:</p> <ol style="list-style-type: none"> 1. Bat up, elbow up and Back in Preparation for the striking action 2. Non-dominant side face pitcher 3. Eyes on ball, Chin tucked away 4. Step with front foot to contact 5. Trunk rotation on swing 6. Lock wrists on contact 7. Follow-through for completion of the hit <p>Teaching Cues:</p> <ol style="list-style-type: none"> 1. Bat elbow up 2. Side to pitcher 3. Step 4. Rotate 5. Lock wrists 6. Follow- through 		<p>Students can refer to a sheet.</p> <p>Para will recite verbal cues to students as he performs the skill.</p> <p>Students will have brighter balls to help with vision.</p>	<p>Can anyone give me 4 critical elements of the hit?</p>
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	<p>Equipment:</p> <ul style="list-style-type: none"> - 8 tees - 80 softballs - 8 bats - Pencils - Paper 			
<p>10 minutes</p>	<p>Learning Activity 2: Soft Toss (Striking) (psychomotor assessment)</p> <p>Student's will be brought back to go over safety when doing the soft- toss and to be broken into groups of three.</p> <p>One student will perform the task of hitting, the other student will soft toss to that student and the third student will fill out the peer assessment.</p> <p>Critical Elements:</p> <ol style="list-style-type: none"> 1. Bat up, elbow up and Back in Preparation for the striking action 2. Non-dominant side face pitcher 3. Eyes on ball, Chin tucked away 4. Step with front foot to contact 5. Trunk rotation on swing 6. Lock wrists on contact 7. Follow-through for completion of the hit 	 <p>The diagram shows a top-down view of a batting stance. A batter is positioned at the bottom center, facing upwards. Eight vertical lines (tees) are spaced evenly across the width of the batter's stance. Above each tee, there is a small circle representing a softball. The tees and softballs are arranged in two rows of four, with the top row being slightly higher than the bottom row.</p>	<p>Students can refer to a sheet.</p> <p>Para will recite verbal cues to students as he performs the skill.</p> <p>Students will have brighter balls to help with vision.</p> <p>Psychomotor Assessment: Jake will only be expected to use 2 out of 6 teaching cues when performing the strike.</p>	<p>Psychomotor Assessment: Student's will fill out a peer review checklist of the teaching to make sure students are using the proper form of hitting.</p>

	<p>Teaching Cues:</p> <ol style="list-style-type: none"> 1. Bat elbow up 2. Side to pitcher 3. Step 4. Rotate 5. Lock wrists 6. Follow- through <p>Psychomotor Assessment: Student's will fill out a peer review checklist of the teaching to make sure students are using the proper form of hitting.</p>			
<p>10 min</p>	<p>Learning Activity 3: Baserunning</p> <p>Student's will be brought in and put into three groups.</p> <p>There will be bases set up in the outfield. For the other two groups.</p> <p>Student's will get up to bat one at a time. I will blow my whistle for the student to swing and run the bases. They then must listen for my instruction to run down the line, go to second, go to third or go home.</p> <p>- 3 Sets of bases</p>		<p>Student can refer to a sheet.</p> <p>Para will recite verbal cues to students as he performs the skill.</p> <p>Students will be allowed to take breaks when needed due to trouble breathing and low stamina.</p>	<p>Can anyone tell me when you round first instead of run it out?</p>

	- 3 bats			
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<p>20 minutes</p>	<p>Culminating Activity: 2 pitch softball and runner on second. (Fielding, throwing, catching baserunning, defensive game strategy)</p> <p>Student's will be split into two teams of 12.</p> <p>It is a modified game of softball. All rules of softball apply but the following conditions will be implemented:</p> <ul style="list-style-type: none"> - The opposing team will pitch to their own team but they are not live on defense. - the batter will only get 2 pitches. - Every play must start with a player in scoring position. If there is no player on base the last out must go to second base. - Each team gets up to bat and then teams switch sides <p>Equipment:</p> <ul style="list-style-type: none"> - 24 gloves - 2 bats 		<p>Students will have the option to hit off a tee but are encouraged to hit from live pitching.</p>	<p>Can anyone tell me what a sac fly is?</p>
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	<ul style="list-style-type: none"> - set of bases - batting helmet 			
5 minutes	Lesson Closure: Student's will be asked check for understanding questions and told about How to watch video on Bunting for Hw.			Can anyone give me 4 teaching cues of the hit?

Psychomotor Assessment

Learning Task 2: Hitting

Instructions: Put a check on the box if the reaching cue is identified during the skill performance.

Critical Elements	Attempt 1	Attempt 2	Attempt 3	Attempt 4	Attempt 5	Attempt 6	Attempt 7	Attempt 8	Attempt 9	Attempt 10
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Bat elbow up										
Side to pitcher										
Step										
Rotate										
Lock wrists										

Follow Through										
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Candidate Name: James Perez	Date:November 29, 2020
Title of Lesson: Basic Softball Skills Stations	Class Time:60 Minutes
Target Audience/Grade Level:9th	
Numbers of students in class:24	Teaching Location:Woodman Field
Developmental characteristics of students:	
Physiological:	
<ul style="list-style-type: none"> - High Energy and need for physical exercise. - Feel Awkward about my body. - Experiencing the beginning of puberty. - Differ greatly in skill and coordination - May appear awkward due to fast growth in height 	
Psychological/Behavioral:	

- Feel more comfortable in smaller groups
- Sensitive about the appearance
- Mood can change rapidly due to hormonal changes in puberty
- Has a strong will to assert independence.

Cognitive:

- Capable of high level of abstract thought
- Beginning to develop opinions and views on social issues and current events
- Setting their own goals
- Making independent decisions
- Are becoming capable of self-reflection

Description of student(s) who need accommodations:

Equipment:

- Smaller glove since Jake has smaller hands than his peers.
- A squishy softball to help Jake prevent injury when attempting to catch the ball.
- There will be tape on the bat indicating where the student should put his hands.

Physical:

- Students will be allowed to have breaks as needed and call for a pinch runner if needed as long as Jake attempts to run to first base. Due to Jake getting tired easily and running out of breath.
- Students will need a hat in case of strong UV rays.
- Certain skills will be modified to accommodate for Jake's balance.

Cognitive:

- Students will be supplied with a reference sheet at the beginning of every lesson with the rules of each learning activity and teaching cues of each skill. This will help Jake learn since he is a visual learner.
- When assessing the student Jake will have extra time to submit assignments and will have modified assessments.
- Para will repeat the cues to Jake as he performs the skill.

Affective:

- Jake can use verbal communication if he does not feel comfortable speaking.

Goal of the lesson:For the students to refine all skills and techniques they learned by doing stations to cover each skill and correlate to a game setting.

Instructional Objectives:**Psychomotor**

- SWBAT- throw the ball using the proper form 5 out of 8 times. - (2.2.12.MSC.4, 2.2.12.MSC.2)
- SWBAT- hit the strike zone 5 out of 8 times using the proper form. - (2.2.12.MSC.4, 2.2.12.MSC.2)
- SWBAT- Perform the skill of grounding a field ball using 3 out of 5 teaching cues. - (2.2.12.MSC.4, 2.2.12.MSC.2)
- SWBAT- lay down a bunt 5 out of 8 attempts . (2.2.12.MSC.4, 2.2.12.MSC.2)
- SWBAT- Field a Pop fly using the proper form 6 out of 8 times- (2.2.12.MSC.4, 2.2.12.MSC.2)

Cognitive

- SWBAT recalls 4 out of 6 teaching cues of the Overhand throw. (2.2.12.MSC.4)
- SWBAT recall 4 out of 6 teaching cues of the Under Hand Pitch(2.2.12.MSC.4)
- SWBAT Name all the positions of the infield. (2.2.12.MSC.4)

Affective

- SWBAT works collaboratively with peers in a group setting.(2.2.12.MSC.3)
- SWBAT shows equipment etiquette and safety protocols. (2.2.12.MSC.30)
- SWBAT shows teamwork when working in a group setting. (2.2.12.MSC.3)

New Jersey's Core Curriculum Content Standards and Cumulative Progress Indicators:

- 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.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.
- 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).

- 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.

Materials and Equipment List

- 4 Hoola Hoops
- 1 set of bases
- 8 softballs
- 2 bats
- 24 clip boards
- 24 pencils
- 24 gloves
- Tape
- 25 cones
- 4 poly spots

Academic Language:

- **Ball**- a legally pitched ball that does not enter the strike zone (four balls equals a walk)
- **Ground Ball** - A ball that is hit on the ground
- **Force out**- when the runner has to advance to the next base to make room for the following base runner.
- **Fly ball**- ball hit up in the air to the infield
- **Strike**- term used when a ball is swung at and missed or is called when the ball enters the strike zone and is not swung at all.
- **Strike zone**- the ball passes the batter over the plate between their chest and knees
- **Bunt**: a ball not fully swung at but lightly tapped to the infield.
- **Home Run**: a hit that allows the batter to run around all the bases, cross home plate, and score.
- **Double Play**: two defensive players put out two base runners in the same action.
- **Run**: scored each time a base runner touches first, second, third base and home plate before the third out in an inning.
- **Out**: when a batter or base runner is prevented from safely reaching or advancing bases.

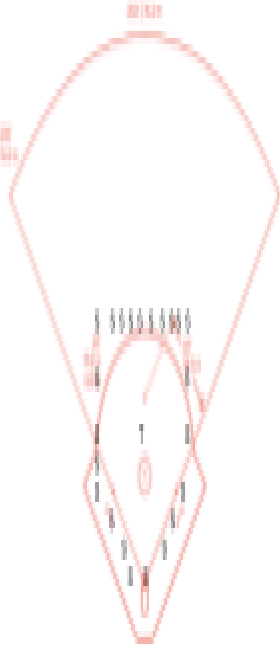
- **Infielders:** pitcher, catcher, first, second, and third baseman, and shortstop.

Discourse:

- “Make sure to step with your foot when pitching.”
- “Make sure to follow through when performing the hit.”
- “Try and use two hands when catching the ball.”

Syntax:

- Pinkies up
- Thumbs Down
- Eyes on Ball
- Eyes on Target

Time Allotment	Lesson Plan Segments	Student Formations and Transitions	Accommodations	Assessment:
8 Minutes	<p>Instant Activity/Attendance: Home run Trot fitness (baserunning)</p> <p>The students will pretend like they hit a home run and run around the bases correctly. They need to be running at least at 40 percent. There will be baseball themed music being played. I will announce to the student's and give them a task to mimic such as field a ground ball, field a pop fly, charge a bunt, and crow hop. The student's will then go through the teaching cues of the skills. the student's will jog the bases when it is a break and practice the fielding skills when it is not. The idea is the student's will do this for 9 rounds of 30 seconds. It will simulate being up to bat and playing the field.</p>		Jake will be allowed to walk when needed.	

Introduction:

Get right to explaining about the stations we will be doing. Break the Students into 6 groups of 4.

I will go over every station and go over every teaching cue of the skill being assessed on the peer review sheet.

Rules of the stations:

- There will be 6 stations
- Each station will have an of the performance
- at station 6 you will take a small unit quiz and will count as a summative test. This test will quiz the student's knowledge on game strategy, teaching cues, and rules of the game.
- The student's will be at each station for 8 minutes.

Equipment;

- 4 bases

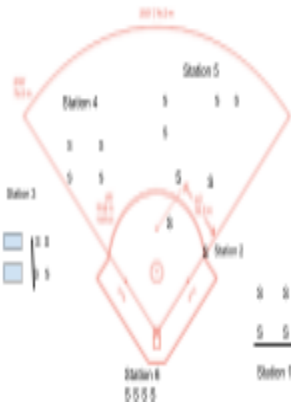
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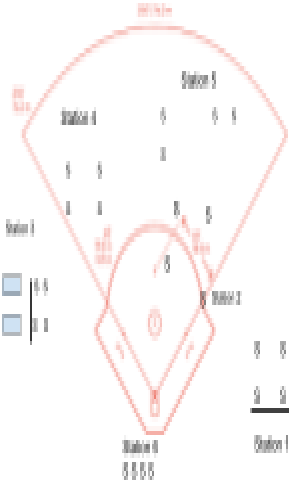
- Ground Ball
- Pop fly
- Bunt
- Baserunning
- 1st base
- 2nd base
- 3rd base



Jake will get a sheet with all of the teaching cues.

Jakes para will help him fill out peer assessment sheets.

<p>8 minutes</p>	<p>Station 1: Over Hand throw</p> <p>Rules:</p> <ul style="list-style-type: none"> - Student's will throw the ball from 4 different distances marked off from 10, 15, 20, and 25 feet from the target. - Each student will get 8 shots, 2 shots from every distance. - each distance will have a higher point total. - 10 yards= 1 point, 15 yards= 2 points, 20 yards= 3 points, 25 yards = 4 points. - two student's will go at once while their peer records their results. <p>Critical elements:</p> <ol style="list-style-type: none"> 1. Side to Target in preparation for throwing action 2. Lead with elbow 3. Step with opposite foot as throwing arm moves forward 4. Rotate your trunk 5. Release at eye level 6. Follow through across the body <p>Teaching Cues:</p> <ol style="list-style-type: none"> 7. Side to Target 8. Elbow 9. Step 10. Rotate Trunk 		<p>Jake will reduce the lengths to 5 yards, 10 yards, 12 yards , and 15 yards.</p> <p>The balls being thrown to jake will have a softer texture. Jake will move closer to the target to perform the drill.</p> <p>Para will recite verbal cues to the student</p> <p>Student will have a sheet with all cues</p> <p>Para will help students fill out peer review checklists.</p>	<p>Psychomotor: Student's will be assessed by their peers. While the student performs the throw the student will use a checklist to see if the student used the proper form.</p> <p>SWBAT- throw the ball using the proper form 5 out of 8 times.</p>
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	<p>11. Release 12. Follow through across the body</p> <p>Equipment:</p> <ul style="list-style-type: none"> - tape - 16 softballs - 2 hula hoops <p>Academic Language:</p> <ul style="list-style-type: none"> - Throw - Accuracy - Distance 			
<p>8 Minutes</p>	<p>Station 2: Fielding a ground ball and throwing</p> <ul style="list-style-type: none"> - there will be 4 roles in this station - one student will be the person performing the task of fielding a ground ball, they will throw to a peer at the distance of throwing from shortstop to first. The other student will roll the ball to the student performing the skill being assessed. The last student in the group will fill out a peer assessment of the student's ability to field a ground ball. - Each student will get 8 ground balls. 		<p>The balls being thrown to jake will have a softer texture. Jake will move closer to the target to perform the drill.</p> <p>Para will recite verbal cues to the student</p> <p>Student will have a sheet with all cues</p> <p>Para will help students fill out peer review checklists.</p>	<p>Psychomotor: Student's will be assessed by their peers. While the student performs the throw the student will use a checklist to see if the student used the proper form.</p> <p>SWBAT- Perform the skill of grounding a field ball using 3 out of 5 teaching cues.</p>

Critical Elements:

1. Balls of your feet
2. Stay low and behind the ball
3. Put fingers of glove in dirt
4. Keep palms up and pinkies together
5. Bring glove and ball towards body

Teaching Cues:

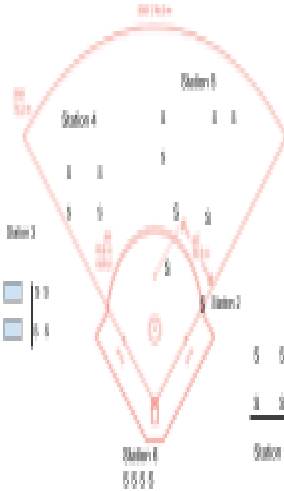
1. Balls
2. Low and Behind
3. Glove in dirt
4. Palms, pinkies
5. Into Body

Equipment:

- 1 base
- 8 softballs
- 2 cones

Academic Language:

- Groundball
- Throw
- Force-out
- Catch
- infield
- Shortstop

	<p>Station 3: Under hand pitch</p> <ul style="list-style-type: none"> - Each student will get 8 attempts. - The students will aim at targets on the fence there will be 5 targets inside the strike zone on the fence. - The 4 outside corners there will be a circle worth 3 points if hit. Everytime a student hits the strike zone they get 1 point. - In the group the two pairs will split up and work together. One student will pitch and the other will assess their form and give feedback. <p>Critical Elements:</p> <ol style="list-style-type: none"> 1. Face target for throwing action 2. Step with opposite foot 3. Load throwing arm backward 4. Point to target on release 5. Release ball between knee and waist 6. Follow through to target <p>Teaching Cues:</p> <ol style="list-style-type: none"> 1. Face target 2. Step 3. Arm Back 		<p>The balls being thrown to jake will have a softer texture. Jake will move closer to the target to perform the drill.</p> <p>Para will recite verbal cues to the student</p> <p>Student will have a sheet with all cues</p> <p>Para will help students fill out peer review checklists.</p>	<p>Psychomotor: Student's will be assessed by their peers. While the student performs the under hand pitch the student will use a checklist of the teaching to see if the student used the proper form.</p> <p>SWBAT- hit the strike zone 5 out of 8 times using the proper form. .</p>
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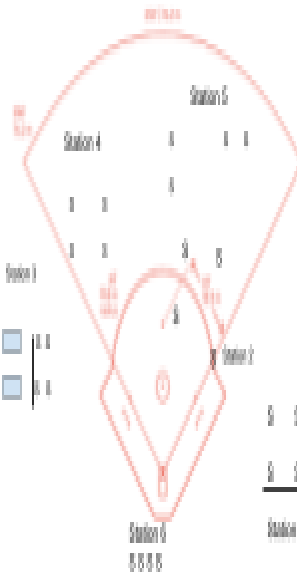
4. Point
5. Release
6. Follow through

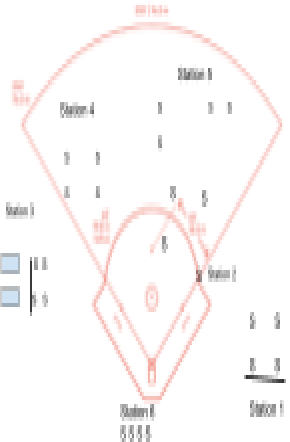
Equipment-

- 4 Poly Spots
- tape
- 16 softballs
- 2 pitching rubber

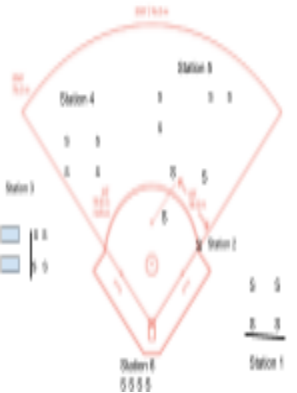
Academic Language:

- Under Hand pitch
- Accuracy
- Velocity
- Hitter
- Strike Zone
- Ball
- Strike

<p>8 minutes</p>	<p>Station 4: bunting</p> <ul style="list-style-type: none"> - Student's will split into two groups within their group. - The student's will take turns throwing each other 8 pitches. - The Student's will take turns bunting and giving feedback. - Student's will record to see how many buns they successfully perform. <p>Critical elements:</p> <ol style="list-style-type: none"> 1. don't reach for ball 2. let ball come to you 3. square with the ball 4. keep eye on ball 5. knees bent 6. fingers away from front of bat <p>Teaching Cues:</p> <ol style="list-style-type: none"> 1. Don't reach 2. wait 3. square 4. eyes on ball 5. knees bent 6. fingers 		<p>Jake will be modified to 4 out of 8 attempts needing to be successful.</p> <p>The balls being thrown to jake will have a softer texture. Jake will move closer to the target to perform the drill.</p> <p>Para will recite verbal cues to the student</p> <p>Student will have a sheet with all cues</p> <p>Para will help students fill out peer review checklists.</p>	<p>Assessment:</p> <p>Student's will keep track of how many bunts they successfully perform.</p> <p>Psychomotor: SWBAT- lay down a bunt 5 out of 8 attempts.</p>
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	<p>Equipment-</p> <ul style="list-style-type: none"> - 2 bats - 8 softballs <p>Academic Language:</p> <ul style="list-style-type: none"> - Bunt - Home - Sac Bunt - Drag Bunt - Pitcher - Eye- hand 			
<p>8 Minutes</p>	<p>Station 5: fielding a pop fly</p> <ul style="list-style-type: none"> - Students will all have a role and work as a group - Student 1: will Field the pop fly - Student 2: will throw the pop fly - Student 3: will be the cutoff that student 1 will throw to. - Student 4: will assess the student using a peer review checklist on the proper form of the pop fly. - Each student will get 8 pop flies. <p>Critical Elements:</p> <ol style="list-style-type: none"> 1. Glove out in front toward ball 		<p>Jake will only need to properly field a ground ball d 4 out of times.</p> <p>The balls being thrown to jake will have a softer texture. Jake will move closer to the target to perform the drill.</p> <p>Para will recite verbal cues to the student</p>	<p>Assessment: Psychomotor: Student's will be assessed by their peers. While the student performs the Fielding of a pop fly the student will use a checklist of the teaching to see if the student used the proper form.</p> <p>SWBAT- Field a Pop fly using the proper form 6 out of 8 times.</p>

	<ol style="list-style-type: none"> 2. Stay behind the ball and fingers toward the sky with thumbs touching 3. Give with the catch and use both hands 4. See ball into glove <p>Teaching Cues:</p> <ol style="list-style-type: none"> 1. Glove out 2. Thumbs in sky 3. Two hands 4. Give 5. See ball <p>Equipment:</p> <ul style="list-style-type: none"> -3 gloves - 8 softballs - 4 cones <p>Academic Language :</p> <ul style="list-style-type: none"> - Fly ball - Catch - Throw - Cutoff - Relay - Short Stop - Accuracy - Communication 		<p>Student will have a sheet with all cues</p> <p>Para will help students fill out peer review checklists.</p>	
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<p>8 Minutes</p>	<p>Station 6: Rules of the Game assessment</p> <p>Students will answer a 10 question multiple choice test. This will count as a summative assessment.</p>			<p>Assessment: Students will take a knowledge based test.</p> <p>Cognitive Assessment: SWBAT gets 8 out of 10 questions correct of the summative assessment.</p>

4 minutes

Lesson Closure:

Students will fill out a peer assessment sheet about collaboration and teamwork about each of the members in their group before leaving.



Jake Can take Home the peer assessment sheet and do it for HW.

)

Follow Through								
Hit the Target:								

Peer Assessment Review *(Affective)*

Name:

Scale:

1 -not at all

2 - rarely

3 - sometimes

4 - most of the time

5 - all of the time

<u>Did the student Show....</u>	<u>Student Name:</u>	<u>Student Name:</u>	<u>Student Name:</u>
good and effective teamwork?			
respect to each of his teammates/group members?			
being helpful and giving positive and/or encouraging feedback?			

Used Equipment properly and safely?			
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Summative Softball Unit Test:

1. Which of the following is not a teaching cue of the under hand pitch?
 - a. Face to target
 - b. rotate trunk
 - c. follow through
 - d. Release
2. When do I run through first base?
 - A. pop up to left
 - B. home run
 - C. ground ball to third
 - D. Hit in the gap
3. How many strikes do you get before you are out in softball.
 - A. 1
 - B. 2
 - C.
 - D. 3
 - E. 4
4. What is called when a hitter bunts to move a teammate into scoring position?
 - A. Sac Bunt
 - B. Sac Fly
 - C. Pop up
 - D. Foul Ball
5. Coaches communicate with hitters and baserunners using Hand signals ?

- A. True
 - B. False
6. The shortstop plays between what two bases in the infield?
- A. Home and First
 - B. First and Second
 - C. Second and Third
 - D. Third and Home
7. Which of the positions is not an infield position?
- A. Catcher
 - B. 1st base
 - C. Designated Hitter
 - D. Shortstop
8. Who was the first african american professional baseball player?
- A. Derek Jeter
 - B. David Ortiz
 - C. Babe Ruth
 - D. Jackie Robinson
9. Which of the following is a teaching cue of fielding a ground ball?
- A. Low and Behind
 - B. Glove in dirt
 - C. Palms, pinkies
 - D. Into Body
 - E. All of the above
10. When the ball is above the waist are your pinkies?
- A. Up
 - B. Down

Answer Key:

- 1. B
- 2. C
- 3. C
- 4. A

5. A
6. C
7. C
8. D
9. E
10. A

Unprepared Assignment:

Physical Education Make-up Option

Name:

Date of Missed Class:

1. Read an article based on one of the following topics:
 - a. Health related
 - b. Sport related
 - c. Fitness related
2. Summarize the article. Give your own opinion of the article.
3. Write a conclusion statement that includes what you learned.
4. Must include Citation (APA Style format)

Technology

- **Ipads-** For students to access youtube and mud technique.
- **Hudl Technique-** Used to break down the student's swing and give feedback with a partner.
- **Youtube-** Videos for how students will be watching and during class.

Grading plan

Category :	Percentage of Grade:	Total Points:
Psychomotor	60%	240
Cognitive	25%	100
Affective	15%	60

Psychomotor-

Fielding a Pop fly Assessment	40 points
Bunting Assessment	40 points
Hitting Assessment	40 points
Over-hand Throw	40 Points
Under Hand Pitch Assessment	40 Points
Fielding a ground ball Assessment	40 Points

Total: 240 Points

Cognitive

Exit slip for Infielding lesson	15 Points
Formative Unit Softball Assessment	70 Points
Exit Slip offensive game strategy	15 Points

Total: 100 Points

Affective

Peer Assessment #1	30 points
Peer Assessment #2	30 points

Total: 60

Citations:

References

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- Nachtigal, J., Kim, M., Lee, K., Seidler, T., & Stocz, M. (2016). Softball: Nothing Soft about It. *Journal of Physical Education, Recreation & Dance*, 87, 9th ser., 36-41. The journal discusses points about safety, risk management, and injury prevention in the sport of softball.
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