

**Physical Education
Unit 16: Slow Pitch Softball**

Essential Understandings	<ul style="list-style-type: none"> ▪ Students will learn the benefits of physical activity, cooperation and team work.
Essential Questions	<ul style="list-style-type: none"> ▪ What is an inning? ▪ How many innings are there per game? ▪ How many outs are there per inning? ▪ How do you get out? ▪ How do you score a run?
Essential Knowledge	<ul style="list-style-type: none"> ▪ Basic Rules <ul style="list-style-type: none"> ○ Nine players on a team. ○ Three outs per inning. ○ Offensive team consists of the batters. ○ The offensive team bats until there are three outs. ○ A batter hits the ball and must run to first base. ○ No bunting. ○ A batter cannot strike out. ○ A runner can stay on a base except first base when another batter hits the ball except when they are forced to run by another runner. ○ A runner doesn't have to run if the ball is hit in the air and less than two outs. ○ A run is scored when the batter crosses home plate before the third out is made. ○ Defensive team consists of a pitcher, catcher and seven other players. ○ Pitcher must pitch underhand. ○ Batter hits ground ball; the fielder throws to base to force the runner, tags the runner or touches the base in order to get an out. ○ Fielder catches a fly ball is an out. Runners must go back to their bases with less than two outs. ○ Seven innings per game.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ inning, out, run, foul ball, force play
Essential Skills	<ul style="list-style-type: none"> ▪ Demonstrate appropriate batting stance and swing technique. ▪ Demonstrate proper fielding technique. ▪ Demonstrate proper throwing technique. ▪ Demonstrate good sportsmanship and ability to work with a team.

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<p align="center">Related Maine Learning Results</p>	<p><u>Health and Physical Education</u> G. Movement/Motor Skills and Knowledge G1.Stability and Force Students change their motion and the motion of objects by applying the principles of stability and force to modify their performance in games/physical activities. b. Use the principle of opposition, point of contact, and point of release to change the path of an object during a game/physical activity. c. Adjust movements to accommodate external forces that decrease risk for injury. G2.Movement Skills Students demonstrate a variety of specialized movement skills specific to a game/physical activity while participating in a game/physical activity. G3.Skill-Related Fitness Components Students explain the relationship of skill-related fitness components to specialized movement skills. I. Personal and Social Skills and Knowledge I1.Cooperative Skills Students demonstrate collaborative skills while participating in skill activities. a. Accept constructive feedback. I2.Responsible Behavior Students demonstrate responsible and ethical personal behavior while participating in physical activities. I3.Safety Rules and Rules of Play Students predict how etiquette/rules improve games/activities. a. Explain how etiquette/rules contribute to productive participation. b. Predict how modifications to the environment can impact safety during games/physical activities.</p>
<p align="center">Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Students in pairs throwing and catching the softball- playing catch
<p align="center">Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Teacher observation of students playing the game, knowing the rules and being able to keep score
<p align="center">Sample Resources</p>	<ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ <u>Quality Lesson Plans for Secondary Education</u> - Zakrajsek, Cares and Pettigrew

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