

Rationale:

I have selected to teach the unit of Softball to the seventh grade class at Notlke Middle School. The theme of the unit will be fielding games where we will primarily focus on kickball and softball. The unit will be taught during the spring. I have chosen to teach the unit in the spring because the weather will be much nicer and warmer so the chances of us being able to go outside are greater. It will be very hard to try to play modified games of these sports in the gym where there are hanging lights, walls, basketball hoops and a ceiling. It also will be hard to get everyone involved and active when practicing striking the ball with either a bat or the student's foot.

I am also teaching this unit because baseball is really the only "main" sport going on during this time period. I feel like the students will be able to relate what they are learning in the classroom and see it applied at a game, either high school, college, or professionally. Also, some of the students in the class may be playing little league at the time so it gives them an opportunity to practice their skills. I feel like I would be able to have a lot of information to offer in this unit that can help them out.

This unit ties into the mission of the Physical Education at my school because our goal is to provide opportunities for students to learn multiple skills with lots of practice by practicing these skills in a variety of modified games giving the students lots of opportunities to practice. This unit provides both of these goals.

Central Organizer:

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The theme of this unit is fielding games. The concept of this unit is for students to participate in activities that use striking with long handed implements and throwing a ball. There will be a few skills that I will be teaching throughout the lesson. The skills are hitting a ball (both pitched and on a tee), throwing a ball, fielding a ground ball, and fielding a fly ball. Each skill is very vital to the sport and is necessary to learn before the students are able to play in modified games.

There are two issues that will come up during the lesson. One will be that there are many people that believe softball is a boring sport. If the students are not interested and not participating, the unit is worthless. The other issue will be the amount of gloves the school has. The school does not have the number of gloves for each student to have one. Before the unit begins, I will ask students if they have gloves at home if they can bring them in during the course of the lesson. If there is still a problem with the gloves, the games may have to be even more modified so the students are able to catch the ball without a glove without any issues.

Goals, national and state standards:

The goals for each student are:

1. The student will be able to strike a pitched ball in fair territory.

7.1 The student will demonstrate competence in modified versions of various game/sport, rhythmic, and recreational activities.

a) Use skill combinations competently in modified versions of team (e.g., soccer, team handball, volleyball) and individual/dual (e.g., tennis, racquetball, golf) activities.

NASPE Standard:

- 1) Demonstrates competency in motor skills & movement patterns needed to perform a variety of physical activities.
- 2) The student will be able to throw a ball from the shortstop position to first base.

7.1 The student will demonstrate competence in modified versions of various game/sport, rhythmic, and recreational activities.

a) Use skill combinations competently in modified versions of team (e.g., soccer, team handball, volleyball) and individual/dual (e.g., tennis, racquetball, golf) activities.

NASPE Standard:

- 1) Demonstrates competency in motor skills & movement patterns needed to perform a variety of physical activities.

3. The student will be able to catch and field a fly ball and a ground ball.

7.1 The student will demonstrate competence in modified versions of various game/sport, rhythmic, and recreational activities.

a) Use skill combinations competently in modified versions of team (e.g., soccer, team handball, volleyball) and individual/dual (e.g., tennis, racquetball, golf) activities.

NASPE Standard:

- 1) Demonstrates competency in motor skills & movement patterns needed to perform a variety of physical activities.

4. The student will understand the rules of the game and apply their knowledge on

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a) Use skill combinations competently in modified versions of team (e.g., soccer, team handball, volleyball) and individual/dual (e.g., tennis, racquetball, golf) activities.
a written exam.

NASPE Standard:

- 1) Demonstrates competency in motor skills & movement patterns needed to perform a variety of physical activities.

5. The student will be able to throw a ball from the outfield position to the cutoff man in the infield.

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a) Use skill combinations competently in modified versions of team (e.g., soccer, team handball, volleyball) and individual/dual (e.g., tennis, racquetball, golf) activities.

NASPE Standard:

- 1) Demonstrates competency in motor skills & movement patterns needed to perform a variety of physical activities.

Grading:

There will be 100 points possible that the students will be able to earn during this unit. The amounts of points possible they can earn out of each assignment are:

Exit Slips: 20 points

-Exit Slips will be given at the end of each class. Each exit slip will ask the students one to two questions about what was learned during that day's lesson. This assessment will help me understand if the students understand the information. Each exit slip will count for 2 pts.

Hitting Rubric: 12 points

- The hitting rubric will be given on the day we work on hitting. I will assess the students during their practice task on their hitting form. If a student does poorly on this day, I will assess the students throughout the unit to see if they are improving. If they have improved throughout the lesson, there score will be bumped up.

Sportsmanship/Attitude: 18 points

- This assessment will be given weekly. I will assess the students on their "fair play" during the activities. It will be a constant assessment that can change throughout the week.

Fielding Video Analysis: 20 points

- This assessment will be given to the students during a class period. Students will work with a partner or small group to video either the proper form or technique for fielding a ground ball or fielding a fly ball. After each student has completed a video, I will watch the videos and assess them using the rubric given to the students.

Fielding in Outfield Assessment: 10 pts

- Students will work in groups of three on fly balls in the outfield. One student will assess a classmate by filling out a checklist rubric. The student will get ten attempts then the group will rotate roles.

Final Exam: 20 points

-This assessment is going to be given on the last day of the unit. It will be a written exam that will test the student's knowledge on rules, skill cues, and strategy.

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Total: 100 points

For all of these assignments, I will not be looking for if they are the greatest at each skill but if they know what they should be doing. This gives a fair opportunity for every student in the class to succeed. Finally, the grading scale will be as follows:

Grading Scale

A = 90-100

B = 89-80

C = 79-70

D = 69-60

F = 60 - Below

Learning Activities & Performance-based Assessments

Learning Activities	Extensions and Applications	Refinement Cues	Assessments (represent all domains)	Motivational Strategies	Differentiations/ Modifications for specific students
Throwing a softball in infield (SOL 7.1 a, 7.2 b; NASPE 1-2) -Immediate Activity: Pedometers -Talk about rules of softball and positions. -YouTube Clip on difference between baseball/softball. -Stretching Arms -Partner Throwing -Speed Throw -Four Star Drill	Extensions: Allow students to move back on their own if they are able to throw with a partner easily Applications: How many consecutive throws can you and your partner make in a row?	I will be reminding students to make sure they point towards their intended target so they are more accurate with their throws.	-I will be filling out a "fair play" rubric during class for each student. -I will have students fill out an exit ticket writing down the four skill cues for throwing a softball.	-I will tell students that if they do well, we can do an activity that requires them to field as well.	For students that are struggling with throwing, I will have them slow down and take each skill cue step by step. For ESL students, I will demonstrate the skill for them and also have printed pictures for them to look at.
Defending in Infield and Outfield (SOL 7.1 a, 7.2 b; NASPE 1-2) Hitting off Batting Tee (SOL 7.1 a, 7.2 b; NASPE 1-2) 4v4: fielding groundballs in infield off batted ball off batting tee	Extensions: -Allow students to hit from a soft toss. -Switch the softball with a foam soccer ball. Applications: -How many balls can you field consecutive	I will be reminding students of the important skill cues of fielding ground balls and fly balls during the practice tasks. I will focus primarily on positioning	-Students will create a Video Analysis on either fielding a ground ball or fly ball. -At the end of class, students will fill out an exit ticket explaining the difference	-If students are doing very well hitting off a tee, we will move too hitting from a soft toss position.	For students that are struggling with hitting I will replace the softball with a bigger ball like a foam soccer ball. For ESL students, I will demonstrate the skill for them and also have printout

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-4v4: fielding balls in the outfield off batted ball of batting tee -Video Analysis with Flip Cameras -Hitting off tee/soft toss against fence with partner	ly without bobbling?	of the glove.	between fielding a ground ball and fly ball. -I will be filling out a "fair play" rubric during class for each student.		pictures of the skills step by step.
Hitting off Batting Tee (SOL 7.1 a, 7.2 b; NASPE 1-2) Turning double plays in the infield (SOL 7.1 a, 7.2 b; NASPE 1-2) -Immediate Activity: Pedometers -4v4: hitting off batting tee to get on base -4v4: hitting off batting tee to advance runner -Partner Throwing -Groups of 3: 6-4-3 Double Plays -Groups of 3: 4-6-3 Double Plays -Groups of 3: 5-4-3 Double Plays	Extension: -Move the bases in closer if students are unable to make the long throws. -Let students hit from a soft toss if they are able to hit from batting tee easily. Application : How many consecutive double plays can your group turn without a bobble or error?	I will remind students to remember to make contact in the power zone so they get more power behind their swing and they are able to hit the ball in fair territory.	-I will be filling out a fair play rubric during class for each student monitoring their sportsmanship. -At the end of class, each student will fill out an exit ticket by listing the skill cues for the player covering second base on a double play ball.	If students are doing well, I will let students turn double plays from a batted ball instead of the first baseman throwing grounders.	For students that are struggling with hitting the softball, I will switch the softball out with a foam soccer ball. For ESL students, I will demonstrate the skill for them and also have printout pictures of the skills step by step.

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Softball Tournament (SOL 7.1 a, 7.2 b; NASPE 1-2) -Immediate Activity: Pedometers -Modified Games of 6v6 (4 Teams). Each game will be 25 minutes long. Each team will play each other.	Extension: If students are hitting the ball well off the batting tee, allow students to hit from either a soft toss or having a player from their team pitch to their teammates. Application : Can you score two runs every inning?	I will be monitoring the games and giving feedback to the students on all of the skills that we have learned throughout the lesson.	-Students will fill out an exit ticket at the end of class telling me two things that they learned during the softball games. -I will be filling out a fair play rubric for every student during the games monitoring their sportsmanship.	If students are doing well during the games, I will remove the batting tees and either have students hit from a soft toss or one of their teammates can pitch to them.	For students that are struggling with hitting the softball, I will switch the softball out with a foam soccer ball. For ESL students, I will demonstrate the skill for them and also have printout pictures of the skills step by step.
Softball Tournament (SOL 7.1 a, 7.2 b; NASPE 1-2) Exam -Immediate Activity: Pedometers -Softball game: Final Game (30 minutes) -Softball Exam	Extension: If students are hitting the ball well off the batting tee, allow students to hit from either a soft toss or having a player from their team pitch to their teammates. Application Can you score two runs every inning?	I will be monitoring the games and giving feedback to the students on all of the skills that we have learned throughout the lesson.	-Students will take an exam covering the rules, skills, and strategies of the game softball -At the end of class, students will tell me one thing that they enjoyed from this unit.	I will tell students that if they do well on the exam, next class we can have one more day of a softball tournament , if they would like.	For students that are struggling with hitting the softball, I will switch the softball out with a foam soccer ball. For ESL students, I will demonstrate the skill for them and also have printout pictures of the skills step by step.

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Block Plan: Softball Unit

Day	Lesson Focus	Activities	Assessments
1	Introduction to unit Basic Rules Positions of softball Throwing SOL 7.1 a, 7.2 b, 7.4 a NASPE Standard 1,2,4	-Immediate Activity: Pedometers -Talk about rules of softball and positions. -YouTube Clip on difference between baseball/softball. -Stretching Arms -Partner Throwing -Speed Throw -Four Star Drill	-Fair Play Assessment -Exit ticket: "What are the skill cues for throwing?"
2	Defending in infield SOL 7.1 a, 7.2 b, 7.4 a NASPE Standard 1,2,4	-Immediate Activity: Pedometers -4v4: fielding groundballs off batting tee by student -4v4: fielding groundballs on left side of infield and throwing to first off batting tee by student -Rolling ground balls to partner and throwing back. -4v4: fielding groundballs off batting tee by student -4v4: fielding groundballs on right side of the infield	-Fair Play Assessment -Exit Ticket: "What are the four skill cues for fielding a ground ball and why is it important to field the ground ball cleanly?"
3	Defending in Outfield SOL 7.1 a, 7.2 b, 7.4 a NASPE Standard 1,2,4	-Immediate Activity: Pedometers -4v4: fielding on the left side of the outfield off batting tee by student -4v4: fielding on the left side of the outfield and trying to get out at second. -Group Assessment on Fly balls --4v4: fielding on the left side of the outfield off batting tee by student -Group of 4: Communication in Outfield drill.	-Fair Play Assessment -Fielding in Outfield Checklist Assessment by classmate -Exit Ticket: "What are the four skill cues for catching a fly ball and why is it important to back up your teammate in the outfield?"
4	Defending in Infield	-Immediate Activity:	-Fair Play Assessment

	and Outfield Hitting SOL 7.1 a, 7.2 b, 7.4 a NASPE Standard 1,2,4	Pedometers -4v4: fielding groundballs in infield off batted ball off batting tee -4v4: fielding balls in the outfield off batted ball of batting tee -Video Analysis with Flip Cameras -Hitting off tee/soft toss against fence with partner	-Video Analysis Assessment -Exit Ticket: "What is different about the skill cues for fielding a ground ball than fielding a fly ball?"
5	Hitting SOL 7.1 a, 7.2 b, 7.4 a NASPE Standard 1,2,4	-Immediate Activity: Pedometers -4v4: hitting off batting tee to get on base. -Hitting practice: trying to hit cones spread out in field -4v4: hitting off batting tee to get on base. -4v4: hitting to advance runner from first base.	-Fair Play Assessment -Hitting Assessment -Exit Ticket: "What are the four skill cues for hitting?"
6	Hitting Turning Double Plays in Infield SOL 7.1 a, 7.2 b, 7.4 a NASPE Standard 1,2,4	-Immediate Activity: Pedometers -4v4: hitting off batting tee to get on base -4v4: hitting off batting tee to advance runner -Partner Throwing -Groups of 3: 6-4-3 Double Plays -Groups of 3: 4-6-3 Double Plays -Groups of 3: 5-4-3 Double Plays	-Fair Play Assessment -Exit Ticket: "What are the skill cues for the receiving person when turning a double play?"
7	Defending bases on balls hit to outfield SOL 7.1 a, 7.2 b, 7.4 a NASPE Standard 1,2,4	-Immediate Activity: Pedometers -6v6: Covering second base on hits to outfield -6v6: Covering second base to get the out at second -Relay Drill -6v6: Hitting the cutoff man from the outfield	-Fair Play Assessment -Exit Ticket: "What are the skill cues for cutoff man and which player covers second base on a hit to right field and left field?"

8	Base running SOL 7.1 a, 7.2 b, 7.4 a NASPE Standard 1,2,4	-Immediate Activity: Pedometers -6v6: hitting ball of batting tee and running to first using proper technique -Practice Running to first: 5 times through bag, 5 times single, 5 times double. -"Pickle" -6v6: "5 minute softball"	-Fair Play Assessment -Exit Ticket: "What are the skill cues for running to first base on a ground ball in the infield and what are the skill cues for running to first on a base hit?"
9	Softball Tournament SOL 7.1 a, 7.2 b, 7.4 a NASPE Standard 1,2,4	-Immediate Activity: Pedometers -Modified Games of 6v6 (4 Teams). Each game will be 25 minutes long. Each team will play each other.	-Fair Play Assessment -Exit Ticket: "What two things did you learn during the softball games?"
10	Softball Tournament Exam SOL 7.1 a, 7.2 b NASPE Standard 1,2,4	-Immediate Activity: Pedometers -Softball game: Final Game (30 minutes) -Softball Exam	-Assessing students' skills during last game to see improvement. -Final exam on rules, skill cues, and strategy of softball. -Exit Ticket: "What is the one thing that you enjoyed the most from this unit?"

Task Analysis

Pre-requisite	Essential	Desired/Enrichment
-mature overhand throwing pattern -squatting in a position to get low for a ball on ground. -how to wear a softball glove. -like in football, hand position for a ball below the waist and above the waist. -how to hold a bat	-Strike a ball in fair territory of batting tee -To field ground balls cleanly at an infield position and make an accurate throw to first base -Catch and field a fly ball and ground ball -Learn proper coverage of second base and cutoff position on a ball hit to the outfield	- fielding a ground ball using the backhand -throwing a ball from a farther distance like the outfield -hitting ball in the outfield on a fly -catching fly balls on the run -throwing on the run -understanding more complex

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	-Learn proper technique for running the bases -Understand the rules of the game and apply their knowledge to a written exam -Play by the rules and play fairly throughout the entire unit -Turn a double play in the infield using the proper technique.	- rules -understanding strategy of the game
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Narrative:

I will be teaching a unit on softball to my seventh grade class at Notlke Middle School. There are twenty-six students in my class. Twenty four of my students are Caucasian and the other two students are African-American. Most of the students in the class are thirteen years old but there are two students that are still twelve. Seventeen of the students in the class are male and only nine students are female. The school is located in Elkton, about thirty minutes away from Eastern Mennonite University. It is located right off of 33. The majority of the students at the school are Caucasian. Students that are in grades 6, 7, and 8 around this area attend this middle school. The school is well above the state average in every subject on the Standards of Learning tests. The 8th graders are well above the average in both reading and writing scoring in the high 90s for passing percentage. In math, the students are right around the state average with an 88% passing grade. The students are also way about the state average for the science SOL as well.

There are two full court gyms. The main gym is located on the left hand side right after you pass the main office. The new gym is located behind the main gym

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which is also equipped with a full length basketball court and equipment room.

Outside, there is a regulation size track with a full size football field in the middle of the track. There are also two softball fields that are available as well. The entrances to the locker rooms are located in the main gym. Near the entrance to the boy's locker room is the main equipment room. For the softball unit, there are batting tees, some gloves but not enough for every student to have one, tennis balls, soft softballs, and bats. I would ask students to bring in their own gloves if they have them. If there are not enough gloves for the class, the games will be modified so the students will not need to have a glove. Each class is 90 minutes long. It takes about 5-10 minutes to get changed when they come in and 5-10 minutes at the end of class to get changed again.

Before I begin this lesson, I will need to find out the prior knowledge that my students already know:

Teacher:	Lesson Focus: Throwing to cutoff	Age group/grade: 7 th grade	Date: 10/25/2011
# of students: 24	Safety considerations: make sure students are spread out <u>enough and all facing the same direction</u> enough so they do not hit another student with an overthrown ball; make sure students are with someone with <u>of about</u> their own skill level.		
Equipment/Materials: fielding gloves, soft softballs (15), four bases, bat <u>include the exact number for all of the equipment that you will be using</u>			

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Objectives: The student will:

The student will be able to throw a ball from right field to the cutoff man from a batted ground ball at 100%?What type of throw?
Where in Right Field and how far away is the cutoff man? Are you also testing the student's ability to field ground balls?

Assessment:

- 1.) Psycho-motor- During the practice tasks, I will be evaluating students on how accurate their throws are and if they can hit the cutoff man/girl 80% of the time. So then why is your objective stated as 100%--you need to be consistent.
- 2.) Cognitive- At the end of the period, students will need to write down the four skill cues to throwing a ball to a cut off on an exit slip.
- 3.) Affective- During the class period, I will be assessing students on their participation throughout the lesson. You do not have an affective objective—what will you really be assessing and how will your students know what is expected of them?

Modifications, Accommodations, and Adaptations for students with special needs:

Will use foam balls for students to catch and throw for students that may have special needs. —won't this be a real disadvantage for them because the foam ball will probably not make it to the cutoff person even if they have great form—can't you be sure that the person being assessed has a glove!!!

Circle or highlight the numbers from each set of standards below that this lesson addresses:

National Content Standards (NASPE, 2004)

- 1) Demonstrates competency in motor skills & movement patterns needed to perform a variety of physical activities.
- 2) Demonstrates understanding of movement concepts, principles, strategies, & tactics as they apply to the learning & performance of physical activities.
- 3) Participates regularly in physical activity. Not all of the NASPE standards if you are only using 7.1a
- 4) Achieves & maintains a health-enhancing level of physical fitness.

Virginia Standards of Learning (2001)

- 1) Demonstrates proficiency in all fundamental movement skills & patterns & competence in several specialized movement forms.
- 2) Apply movement principles & concepts to learning & developing motor skills & specialized movement forms.

7.1 a

SOL #:

Introduction:

~~"When you come in, grab your pedometer with your number on it and begin walking around the outside of the basketball court."~~

Time	Learning Activities & Extension Tasks	Organization & Transitions	Skill Cues & Refinement Tasks	Application/ Assessment Tasks
????	Introduction: <u>"When you come in, grab your pedometer with your number on it and begin walking around the outside of the basketball court."</u>	<u>This is an immediate activity but is not an introduction to your lesson. After your students are all in the gym and ready to start class and you need to get them focused on the days lesson—that is when you give the introduction to your lesson on throwing to the cutoff person. Where are you and your students and all of the equipment going to be? How long will all of this take?</u>		

???	Closure: <u>"Pull out a pen or pencil. I would like you to write down the skill cues to throwing a ball to the cutoff man. Also, write down why it is important to throw the ball to the cutoff man. When you are finished, bring me your paper and head to the locker room to get changed."</u>	<u>Where do you want your students? Where will they "pull out a pen or pencil" 7th graders do not take pencils to pe. I would also encourage you to review the information with the class after they turn before they leave to be sure they really know the answers. How long will all of this take? Do they need take equipment inside with them?</u>		

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Closure:
~~"Pull out a pen or pencil. I would like you to write down the skill cues to throwing a ball to the cutoff man. Also, write down why it is important to throw the ball to the cutoff man. When you are finished, bring me your paper and head to the locker room to get changed."~~

Culminating Assessment:

The goals for my students during this unit are:

1. Learn how to strike a pitched ball in fair territory.
2. be able to throw a ball from the shortstop position to first base.
3. Learn the skills needed to catch a fly ball and ground ball.
4. Understand the rules of the game and apply their knowledge to a written exam.

All of these goals will be assessed in a variety of the ways throughout the unit. Each assessment will give all the students opportunity to succeed during the unit. Each assessment will not focus primarily on if they are able to perform the skill correctly or not. The first assessment is for participation. Each student will be required to dress out and actively participate in class. Every student has the opportunity to earn 20 points for the entire unit just by dressing out and participating. The second assessment will focus on hitting. I will be walking around the class and observing the students during their practice tasks on hitting. I will be looking to see if each student has the correct form and can perform the skill cues correctly. The students do not need to be able to show me that they can hit the ball a long way, but just be able to show me that they understand the skill cues and can perform them. This assessment will be worth 12 points. A third assessment that will occur is I will be grading them on their sportsmanship and attitude. At the end of the unit, we will be playing in a softball tournament. During the games, I will be monitoring every student to make sure that they are working well with their classmates and their attitude is great during the games. This assessment will be worth 18 points. Another assessment will be a video analysis. The students will demonstrate the skill assigned and explain the skill cues and their importance. The skill doesn't need to be performed at a major league level, but the students should know the skill cues. This assignment is worth 20 points as well. The final assessment will be a multiple choice and short-answer exam at the end of the unit. This will test the student's knowledge on the rules of the game, strategies, and the skill used in this sport. This assessment is worth 40 points bringing the total number to 100 points for the unit. I believe all these assessments give every student a fair chance of earning a very good grade during this unit no matter how skillful they are at this sport.

Grading: Jake you need to refer back to the appropriate practice grid for grading and assessment (see tables 4.1.1 and 4.6.1) and then revise your grading scale. I do like the fact that you have your students creating a video analysis where they demonstrate the skill cues but your assessment do not match your unit goals. Please develop rubrics and assessments to match the four goals that you wrote for your unit and omit the participation. If you want to use the Fair Play Rubric then I would suggest that you develop a goal that encourages the use of Fair Play behaviors during this unit (another great idea).

1. Learn how to strike a pitched ball in fair territory.
2. be able to throw a ball from the shortstop position to first base.
3. Learn the skills needed to catch a fly ball and ground ball.

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4. Understand the rules of the game and apply their knowledge to a written exam.

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There will be 100 points possible that the students will be able to earn during this unit. The amounts of points possible they can earn out of each assignment are:

Participation: 20 points

Hitting Rubric: 12 points

Sportsmanship/Attitude: 18 points

Fielding Video Analysis: 20 points

Final Exam: 40 points

Total: 100 points

For all of these assignments, I will not be looking for if they are the greatest at each skill but if they know what they should be doing. This gives a fair opportunity for every student in the class to succeed. Finally, the grading scale will be as follows:

A = 90-100

B = 89-80

C = 79-70

D = 69-60

F = 60 - Below

Include details on what and how the assessments are going to be given—there are several ways I could use the rubrics and they might be what you had in mind—be specific so that your students know what your expectations are.

Participation Rubric-omit

Name: _____

2	1	0
The student comes to class dressed out in physical education clothes and actively participates during class.	The student either does not come to class dressed out in physical education clothes or does not actively participate throughout class.	The student does not come to class dressed out in physical education clothes and does not participate during class.

Total Points: _____

Hitting Rubric

Name: _____

	Stance	Contact Point	Angle of bat	Follow through
3	The student is in a normal, relaxed stance.	The student makes contact in the power zone.	The student's bat angle of is on line with the ball or target.	Student follows through the target on the swing.
2	The student is either in a normal stance but un-relaxed, or the student is not in a normal stance.	Contact is made either behind or in front of the power zone.	Angle of bat is slightly below or above the angle of the ball.	The student follows through on the swing but not through the target (spins off ball).
1	The student has a tight grip on bat and is in a bad stance.	No contact is made.	The angle of the bat is way below the angle of the target or ball.	The student does not follow through after contact.
0	No effort	No effort	No effort	No effort

Total: _____/12

Who is pitching? That will make a big difference is how well a student hits and how many tries does a student get?

Fair Play Rubric

Name: _____

Acceptable Behaviors		Unacceptable Behaviors	
Supports and encourages teammates		Does not support or encourages teammates	
Follows rules		Does not follow rules	
Follows all calls without argument		Argues calls	
Does not trash talk		Trash talks to opponents or teammates	
Does not throw equipment		Throws equipment	
Other		Other	
Total		Total	
Ratio (Acceptable/Unacceptable):			

Are you going to complete this everyday? Once a week? Be specific or only when you see unacceptable behaviors?

Name: _____

Video Response: Fielding

Directions: Students will create a video on how to either field a ground ball or field a fly ball. Follow the rubric below and include the necessary information in your video. [Be specific that the students must demonstrate the skill.](#)

Rubric

	3	2	1
Identifies what skill is being demonstrated in the beginning of video (x1).		The skill being taught in the video is clearly identified at the beginning.	The skill is not clearly identified at the beginning of the video.
Identifies the skill cues in that skill (x2).	The student identifies the important skill cues for the skill.	The student identifies most of the important skill cues in the video.	The student does not identify the skill cues for the particular skill.
Identifies the importance of each skill cue (x2).	The student explains why each skill is necessary and important.	The student does not explain the importance of every skill.	The student does not explain the importance of the skill cues.
Demonstrates the skill in full-speed (x2).	The skill is performed in full-speed.	The skill is performed but only in demonstration of the skill.	The student never performs skill throughout the video.
			Total: /20

Narrative:

I will be teaching a unit on softball to my seventh grade class at Notlke Middle School. There are twenty-six students in my class. Twenty four of my students are Caucasian and the other two students are African-American. Most of the students in the class are thirteen years old but there are two students that are still twelve. Seventeen of the students in the class are male and only nine students are female. The school is located in Elkton, about thirty minutes away from Eastern Mennonite University. It is located right off of 33. The majority of the students at the school are Caucasian. Students that are in grades 6, 7, and 8 around this area attend this middle school.

There are two full court gyms. The main gym is located on the left hand side right after you pass the main office. The new gym is located behind the main gym which is also equipped with a full length basketball court and equipment room. Outside, there is a regulation size track with a full size football field in the middle of the track. There are also two softball fields that are available as well. The entrances to the locker rooms are located in the main gym. Near the entrance to the boy's locker room is the main equipment room. For the softball unit, there are batting tees, some gloves but not enough for every student to have one, tennis balls, soft softballs, and bats. I would ask students to bring in their own gloves if they have them. If there are not enough gloves for the class, the games will be modified so the students will not need to have a glove. Each class is 90 minutes long. It takes about 5-10 minutes to get changed when they come in and 5-10 minutes at the end of class to get changed again.

Before I begin this ~~unit lesson~~, I will need to find out the prior knowledge that my students already know:

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Task Analysis:		
Prerequisite	Essential	Desired/Enrichment
-how to <u>Mature overhand</u> throw <u>ing pattern a baseball</u>	- Throw a ball to the cutoff man <u>person from the outfield</u>	-being able to throw a ball to the cutoff <u>person</u> and then <u>make a</u> cutoff throw it to a base on as a relay throw. -being able to throw the ball to the <u>correct</u> base <u>from the</u> <u>outfield</u> , skipping the cutoff <u>person</u> .

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Teacher:	Lesson Focus: Defending in infield	Age group/grade: 7 th grade	Date: 10/25/2011
# of students: 24	Safety considerations: make sure students are spread out enough and all facing the same direction so they do not hit another student with an overthrown ball; make sure students are with someone about their own skill level.		
Equipment/Materials: 3 batting tees, 12 drop down bases, three bats, six rubber softballs, fielding gloves, six helmets			
Objectives: The student will: The student will be able to field grounders cleanly at an infield position and make an accurate throw to first base 90% of the time. The student will be able to follow the rules and play safely during the entire lesson without feedback.			
Assessment: 1.) Psycho-motor- During the practice tasks, I will be evaluating students on how accurate their throws are to first base at 90% accuracy. 2.) Cognitive- The student will be able to write the four skill cues for fielding a groundball on an exit ticket in sequential order at end of class. 3.) Affective- The student will be able to follow the rules and play safely without feedback during the entire lesson			
Modifications, Accommodations, and Adaptations for students with special needs: Make sure students have a glove. For ESL students, I will provide big posters with the skill cues showing what to do at each phase. I then will model each skill cue for the student as well.			

Circle or highlight the numbers from each set of standards below that this lesson addresses:

National Content Standards (NASPE, 2004) 7) Demonstrates competency in motor skills & movement patterns needed to perform a variety of physical activities. 8) Demonstrates understanding of movement concepts, principles, strategies, & tactics as they apply to the learning & performance of physical activities. 9) Participates regularly in physical activity. 10) Achieves & maintains a health-enhancing level of physical fitness. 11) Exhibits responsible personal & social behavior that respects self & others in physical activity settings. 12) Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.	
Virginia Standards of Learning (2001) 6) Demonstrates proficiency in all fundamental movement skills & patterns & competence in several specialized movement forms. 7) Apply movement principles & concepts to learning & developing motor skills & specialized movement forms. 7.1 a 8) Achieve & maintain a health-enhancing level of personal fitness. 9) Demonstrate responsible personal & social behaviors in physical activity settings.	SOL #:

Time	Learning Activities & Extension Tasks	Organization & Transitions	Skill Cues & Refinement Tasks	Application/ Assessment Tasks
3 min	Immediate Activity: Students will come in and grab their pedometer and begin walking around the outside of the basketball court until everyone is in the gym and ready to start the lesson.	Pedometers located on the bleachers near the locker room exit.		Application: Try to get 150 steps in before we begin the lesson for the day.
3 min	Introduction: "Today we are going to begin our unit on softball. Has anyone	Students will be standing around me on the practice fields. We will		

	played little league baseball or softball? So a lot of you have. Can someone tell me what some of the objectives of the game are? Today we are going to focus on defending in the infield. What are the positions in the infield? Exactly. Today we are going to work on fielding ground balls at the shortstop and third base position and making good throws to first base."	head out to the practice fields once everyone is dressed and in the gym. Teacher X X X X X X X X X X X X X X X X X X X		
10 min	-Practice fields will already be set up and equipment will already be out on the fields before the students and I get out there. Game 1 Situation is 0 outs, no runners on base, grounder to left side of infield. There will be 8 students on each field. Four students will be in the field, each at every position in the infield. The other four students will be hitting, taking turns after each hit. The students that are hitting will be hitting off a batting tee to start. The goal for the offensive team is to reach base safely. The goal for the defensive team is to get the runner out at first base. The hitter must hit a	3 modified fields will be designed to give students more opportunities for practice. I will have already placed students in groups by skill level in physical education class, but also with people they haven't had a chance to work with much yet. 3B SS 2B 1B H	Skill Cues: Fielding a ground ball: -Feet to the ball -Watch it in -Catch and cover -Recover to throw Refinement Task- make sure to watch the ball the entire way. Extension (higher skilled)- If students are able to hit ground balls of batting tee with ease, allow the students to hit the ball from the soft toss position. One of the hitters on deck with toss the ball to the hitter.	Assessment: During the practice task, I will be monitoring the students to see how there fundamentals are and giving them feedback during this practice task.

	ground ball in the infield at any of the positions. The hitting team scores a run by reaching first base safely. The defense scores a point if they record an out. Even if the runner is safe at first, they come back to the hitting area. After each of the three hitters get three tries, the offense will go to defense. Have the players switch positions after one round of hitting (First goes to third, third goes to shortstop, shortstop goes to second, second goes to first). Demonstration: I will get four volunteers to help me demonstrate the task. I will play on the left side of the infield at the shortstop position. I will get a student that I know is skilled at hitting and will hit a groundball to the left side of the infield and demonstrate what the defense is suppose to do.	H H H	Extension (lower level)- If students are struggling hitting the ball to the infielders, move the dimensions of the field in closer.	
3 min	Ask Questions: <i>Q: What was the goal of the game for the offensive team?</i> A: Get to first before the throw. <i>Q: What was the goal of the game</i>	I will tell students to set the equipment down wherever they are and come to the center. I will then ask the students a few questions about the activity and introduce the next practice task.		

	<i>for the defensive team?</i> A: Get the runner out at first. <i>Q: Today we are focusing on the defensive team's performance. How were you able to get the runner out at first?</i> A: Move your feet to the ball, watch the ball into your glove, catch the ball, and throw it to first. Keep your feet moving toward first base. Demonstration: I will demonstrate the proper skill cues for fielding a ground ball from different angles.			
20 min	Practice Situation: Three players will be in the field playing shortstop, third base, and first base. Another student will be the pitcher. The three other players will be hitting. From a batting tee, the hitter hits a grounder to the left side of the infield and then runs hard and fast to first. After the hitting team gets four rounds, the defenders will come hit. After each round, players will rotate positions in the infield. This will give every student opportunities at fielding the ball. The fielding player always calls the	Students will still be in their groups from game 1 earlier in the lesson. There also will be three modified fields as well. SS 3B 1B P H H H H	Skill Cues: Fielding a ground ball: -Feet to the ball -Watch it in -Catch and cover -Recover to throw Refinement Task- make sure to watch the ball the entire way. Extensions (higher) - If students are able to hit ground balls of batting tee with ease, allow the students to hit the ball from the soft	Application: As a team, see how many outs you can record in a row or see how many hits you can have in a row. Assessment: Again, for this practice task I will be assessing students and giving feedback by watching them during the practice task. Also, I will be assessing them when I ask them a few

	ball and the nonfielding player always backs up the fielding player. Demonstration: I will get four volunteers to help me demonstrate the task. I will play on the left side of the infield at the shortstop position. I will get a student that I know is skilled at hitting and will hit a groundball to the left side of the infield and demonstrate what the defense is suppose to do. During this time I will also be coming around asking each group a few questions about the activity. Once I get through asking questions, I will introduce the next task with them. Questions I will ask: 1.) As a hitter, where was the best place to hit the ball on the ground? -down the third base line to make longer throw -in between third and shortstop. 2.) As a fielder, what did you have to do to make sure you got the out? -Field ball cleanly -Good throw to first		toss position. One of the hitters on deck with toss the ball to the hitter. Extension (lower) - If students are struggling hitting the ball to the infielders, move the dimensions of the field in closer.	questions as a group.
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	-Quick transition -Attack ball if slow			
15 min	Practice Task: Students will get with a partner. Each pair will get two gloves (should already have these) and one softball. The students will practice rolling the ball to one another. One person will roll the ball to their partner. Their partner will field the ball cleanly and throw it back to their partner like they would to first base. After five attempts, the partners will change roles. (This would be a time where I could assess their fundamentals.) Demonstration: For this task I will ask two students to demonstrate to the class. The two students will be ones that I know is very skillful at this task. I then will instruct one student to roll the ball to their partner. The partner will then field the ground ball and throw it back to their partner. As the student is doing the skill, I will talk to the rest of the class on the proper skill cues.	Students will be with a partner and stand straight across from one another. Students will be about 10-15 ft away from each other. S1 S3 etc S2 S4 etc.	Skill Cues: Fielding a ground ball: -Feet to the ball -Watch it in -Catch and cover -Recover to throw Extension (lower) - If distance is too far, students may move in to a closer distance. Extensions (higher) – if students are able to do this easily, allow students to move back.	Application: See if you and your partner can field ten consecutive ground balls consecutively using the proper technique. Assessment: I will be self-assessing the students and correcting them on their fundamentals.

10 min	Repeat Game 1 Game 1 Situation is 0 outs, no runners on base, grounder to left side of infield. There will be 8 students on each field. Four students will be in the field, each at every position in the infield. The other four students will be hitting, taking turns after each hit. The students that are hitting will be hitting off a batting tee to start. The goal for the offensive team is to reach base safely. The goal for the defensive team is to get the runner out at first base. The hitter must hit a ground ball in the infield at any of the positions. The hitting team scores a run by reaching first base safely. The defense scores a point if they record an out. Even if the runner is safe at first, they come back to the hitting area. After each of the three hitters get three tries, the offense will go to defense. Have the players switch positions after one round of hitting (First goes to third, third goes to shortstop, shortstop goes to second, second goes to first). Demonstration:	3 modified fields will be designed to give students more opportunities for practice. I will have already placed students in groups by skill level in physical education class, but also with people they haven't had a chance to work with much yet. <pre> SS 2B 3B 1B H H H H </pre>	Skill Cues: Fielding a ground ball: -Feet to the ball -Watch it in -Catch and cover -Recover to throw Refinement Task- make sure to watch the ball the entire way. Extension (higher skilled)- If students are able to hit ground balls of batting tee with ease, allow the students to hit the ball from the soft toss position. One of the hitters on deck with toss the ball to the hitter. Extension (lower level)- If students are struggling hitting the ball to the infielders, move the dimensions of the field in closer.	Assessment: This time I will be assessing students with a checklist rubric. I will be making sure the students know how to do the skill cues: -Feet to ball -Watch in ball -Catch and cover -Recover to throw
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	No demonstration will be needed since we have already did this practice task earlier in the class.			
15 min	Practice Task: Same as the practice task, this time shifting the infield to the right side of the infield by focusing on second base and first base: Three players will be in the field playing second base, first base, and one backing up those two fielders. Three players will be hitting. The other two players will be the pitcher and catcher. From a batting tee, the hitter hits a grounder to the right side of the infield and then runs hard and fast to first. After the hitting team gets four rounds, the defenders will come hit. After each round, players will rotate positions in the infield. The fielding player always calls the ball and the nonfielding player always backs up the fielding player. Demonstration: No demonstration will be needed since we have already did this practice task earlier in the class.		Skill Cues: Fielding a ground ball: -Feet to the ball -Watch it in -Catch and cover -Recover to throw Refinement Task- make sure to watch the ball the entire way. Extension (higher skilled)- If students are able to hit ground balls of batting tee with ease, allow the students to hit the ball from the soft toss position. One of the hitters on deck with toss the ball to the hitter. Extension (lower level)- If students are struggling hitting the ball to the infielders, move the dimensions of the field in closer.	Assessment: During the practice task, I will be monitoring the students to see how there fundamentals are and giving them feedback during this practice task Application: As a team, see how many outs you can record in a row or see how many hits you can have in a row.
5	Bring all equipment inside and go	Students will help bring the		

min	to the main gym for the exit ticket. Students may get a quick drink of water on their way in to the gym.	equipment back into the gymnasium and take a seat at mid-court in the basketball court.		
5 min	Closure: "Now, come grab a pencil out of the bag up front and a piece of paper and find some good space around the gym. I would like you to write down the four skill cues to fielding a ground ball. Also, write down why it is important to field the ball without any bobbles or drops. When you are done, turn your paper in and have a seat. When everyone is done we will go over the answers and then I will send you off to get changed"	Students will spread out across the gym floor so they have space to work on the assignment.		Assessment: I will assess the students knowledge of the four skill cues to fielding a ground ball on an exit ticket.

Teacher:	Lesson Focus: Defending in outfield	Age group/grade: 7 th grade	Date: 12/5/2011
# of students: 24	Safety considerations: make sure students are spread out enough and all facing the same direction so they do not hit another student with an overthrown ball; make sure students are with someone about their own skill level.		
Equipment/Materials: 3 batting tees, 12 drop down bases, three bats, six rubber softballs, fielding gloves, assessment sheets, six helmets.			
Objectives: The student will: The student will be able to field grounders and fly balls cleanly at an outfield position and make an accurate throw to second base 90% of the time. The student will be able to follow the rules and play safely throughout the entire lesson.			
Assessment: 1.) Psycho-motor- During the practice task, the student will be evaluating a partner on the completion of the skill cues on fielding a fly ball. 2.) Cognitive- The student will be able to write the four skill cues for fielding a fly ball on an exit ticket in sequential order at the end of class. 3.) Affective- The student will be able to follow the rules and play safely without feedback during the entire lesson.			
Modifications, Accommodations, and Adaptations for students with special needs: Make sure students have a glove. For ESL students, I will provide big posters with the skill cues showing what to do at each phase. I then will model each skill cue for the student as well.			

Circle or highlight the numbers from each set of standards below that this lesson addresses:

National Content Standards (NASPE, 2004) 1) Demonstrates competency in motor skills & movement patterns needed to perform a variety of physical activities. 2) Demonstrates understanding of movement concepts, principles, strategies, & tactics as they apply to the learning & performance of physical activities. 3) Participates regularly in physical activity. 4) Achieves & maintains a health-enhancing level of physical fitness. 5) Exhibits responsible personal & social behavior that respects self & others in physical activity settings.	
Virginia Standards of Learning (2001) 11) Demonstrates proficiency in all fundamental movement skills & patterns & competence in several specialized movement forms. 7.1 a 12) Apply movement principles & concepts to learning & developing motor skills & specialized movement forms. 7.2 b	SOL #:

Time	Learning Activities & Extension Tasks	Organization & Transitions	Skill Cues & Refinement Tasks	Application/ Assessment Tasks
3 min	Immediate Activity: Students will come in and grab their pedometer and begin walking around the outside of the basketball court until everyone is in the gym and ready to start the lesson.	Pedometers located on the bleachers near the locker room exit.		Application: Try to get 150 steps in before we begin the lesson for the day.
3 min	Introduction: "Today we are going to continue our unit on softball. Can someone tell me what we worked on last	Students will be standing around me on the practice fields. We will head out to the practice		

	class? That's right; we focused on fielding in the infield. Can someone tell me what the fielders that are behind the infielders are called? Exactly. They are the outfielders. Today, we are going to work on fielding from the outfield position. We are going to work on fielding groundballs and fly balls. Once we field the ball, we are going to work on making a strong throw to second base. The throw from the outfield is very similar to the one in the infield except you need to put a little more power into it."	fields once everyone is dressed and in the gym. Teacher X X X X X X X X X X X X X X X X X X X X X X- STUDENT		
10 min	-Practice fields will already be set up and equipment will already be out on the fields before the students and I get out there. Game 1: Situation is runner starts on first with 0 outs. There will be 8 students on each field; four fielders and four batters/runners. The players in the field will be in left field, left-centerfield, first base, and second base. The goal of the defense is to either a) get the runner out at second base advancing on the hit or b) get the batter out by catching a fly ball.	3 modified fields will be designed to give students more opportunities for practice. I will have already placed students in groups by skill level in physical education class, but also with people they haven't had a chance to work with much yet. LCF LF 2B 1B	Skill Cues: -Feet to the ball -Watch it in -Catch and cover over throwing shoulder (fly ball) -Recover and throw quickly Refinement Task- make sure to watch the ball the entire way Extension (higher skilled) – If students are able to hit ground balls of batting tee with ease, allow the students to hit the ball from the soft toss position. One of the	Assessment: During the practice task, I will be monitoring the students to see how there fundamentals are and giving them feedback during this practice task.

	The offensive team will start with a runner on first. The batter must hit the ball of a batting tee to the left side of the outfield and run to first base. Any ball that is hit to the right of second base is considered outs. If the batter hits a ground ball to second or first base, the two infielders can play the situation as if it were a ground ball to the infield. The offensive team scores a run by safely reaching second base. Whether safe or out, the runner that started on first returns to the dugout area and the batter will remain at first. After the offensive team has batted four turns each, the defense and offense will switch sides. Demonstration: Before we start, I will get one group to model the task. I will play left field and let a student that I know is skilled at hitting hit me a ball to the outfield. I then will model the skill cues and show what I want them to do with the ball.	H H H H	hitters on deck with toss the ball to the hitter. Extension (lower skilled) – if students struggle with hitting the ball to the outfield, move the tee up to the pitching mound to allow students to hit the ball in the OF.	
4 min	<i>Questions to ask class:</i> <i>Q: What was the goal of the game</i>	I will tell students to set the equipment down wherever they are and come to the		

	<i>for the offensive team and for the defensive team?</i> A: Safely move the runner to second and get the runner out at second. <i>Q: Today we're focusing on the defense. How were the defensive players, the left fielder and the left center fielder, able to get the ball to second base ahead of the runner?</i> A: By getting to the ball quickly and throwing to second as quickly as possible. <i>Q: Why is it important for the outfielders to get the ball to the infield as quickly as possible?</i> A: To keep runners from advancing or scoring. <i>Q: What should the non-fielding outfielder do and why?</i> A: Back up the player fielding the ball and be ready in case the fielder misses the ball to stop it and get it to the infield as quickly as possible.	center. I will then ask the students a few questions about the activity and introduce the next practice task.		
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	Skill Demonstration: I will demonstrate the skill cues to fielding a fly ball in the outfield.			
20 min	Practice Task 1: Four players on defense at left field, left center field, second base, and first base and four players on offense – a batter, base runner, and two on-deck batters. Batter hits a ball from the pitcher or batting tee to the left side of the outfield and then runs hard and fast to first base. The runner on first advances to second except on a fly ball. After players field three balls from each position, they rotate to second base and then to first. After six rounds on offense, the offense goes to defense and vice versa. Fielding player calls the ball and non-fielding player backs up. Goals: -Successfully field the ball and throw the runner out at second base. -Perform proper backup on every play. During this time I will also be coming around asking each group	LCF LF 2B 1B H H H H	Skill Cues: -Feet to ball -Watch it in -Catch and cover over throwing shoulder -Recover and throw quickly -Back up to get appropriate angle – pretend fielder isn't there or assume he will miss the ball Refinement Task- make sure to watch the ball the entire way Extension (higher skilled) – If students are able to hit ground balls of batting tee with ease, allow the students to hit the ball from the soft toss position. One of the hitters on deck with toss the ball to the hitter. Extension (lower skilled) – if students struggle with hitting the ball to the outfield, move the tee up to the pitching mound to allow	Application: As a team, see how many outs you can record in a row or see how many hits you can have in a row. Assessment: Again, for this practice task I will be assessing students and giving feedback by watching them during the practice task. Also, I will be assessing them when I ask them a few questions as a group.

	a few questions about the activity. Once I get through asking questions, I will introduce the next task with them. Questions I will ask: 1.) As a hitter, where was the best place to hit the ball? -down the lines -in between the two outfielders 2.) As a fielder, what did you have to do to make sure you got the out? -field ball cleanly -back up each other -make good throws to second base		students to hit the ball in the OF.	
7 min	Practice Task 2: Students will get in groups of three. Each group will grab a checklist sheet that they will use during this task. One person will check the skill cues of another student. The second student will throw pop ups to the third student. The pop ups DO NOT need to be as high as you can throw them. The pop ups should not be more than 20 feet (two basketball goals) high. The third student will use the skill cues that they have been practicing on fly balls and catch the ball. After	S1 S3 S2 S - Student	Skill Cues: -Feet to the ball -Watch it in -Catch and cover over throwing shoulder -Recover and throw quickly Refinement Task – make sure to watch the ball in the glove. Extension (lower skill) – if distance between partners is too far, move in closer. Extension (higher skill) – if	Application: Try to catch five consecutive pop ups. Assessment: Students will have a checklist that they will fill out for a student.

	the student catches the ball, they will make a good throw back to the tosser (S2). The first student observing will check and make sure the student is using the proper skill cues. After 10 turns, the students in the group will switch roles. Observer goes to tosser, tosser goes to fielder, and fielder goes to observer. Note: If you finish early, keep repeating the same drill except the observer does not need to write down if the fielder is doing the proper skill cues. Demonstration: During this task, I will have another student that I know is skilled at this task. I will throw the pop up to the student to model how high the ball should be. I also will ask about the skill cues during the demonstration task.		task is too easy, allow the tosser to make the fielder move either to their left or right a little.	
15 min	Practice Task 3: Situation is runner starts on first with 0 outs. There will be 8 students on each field; four fielders and four batters/runners. The players in the field will be in left	LCF LF 2B	Skill Cues: -Feet to the ball -Watch it in -Catch and cover over throwing shoulder (fly ball) -Recover and throw quickly	Assessment: During the practice task, I will be monitoring the students to see how there fundamentals are

	field, left-centerfield, first base, and second base. The goal of the defense is to either a) get the runner out at second base advancing on the hit or b) get the batter out by catching a fly ball. The offensive team will start with a runner on first. The batter must hit the ball of a batting tee to the left side of the outfield and run to first base. Any ball that is hit to the right of second base is considered outs. If the batter hits a ground ball to second or first base, the two infielders can play the situation as if it were a ground ball to the infield. The offensive team scores a run by safely reaching second base. Whether safe or out, the runner that started on first returns to the dugout area and the batter will remain at first. After the offensive team has batted four turns each, the defense and offense will switch sides.	H H H 1B	Refinement Task- make sure to watch the ball the entire way Extension (higher skilled) – If students are able to hit ground balls of batting tee with ease, allow the students to hit the ball from the soft toss position. One of the hitters on deck with toss the ball to the hitter. Extension (lower skilled) – if students struggle with hitting the ball to the outfield, move the tee up to the pitching mound to allow students to hit the ball in the OF.	and giving them feedback during this practice task.
8 min	Practice Task 4: Students now will get in groups of four. This task will be similar to the assessment task. This time there will be two outfielders. One player will be in left field and the other will be in left-center field.	LCF LF 2B Thrower	Skill Cues: -Feet to the ball -Watch it in -Catch and cover over throwing shoulder (fly ball) -Recover and throw quickly Refinement Task- make	Assessment: During the practice task, I will be monitoring the students to see how there fundamentals are and giving them feedback during this

	The third student will be the second baseman and the fourth student will throw a fly ball in between the two fielders. The two fielders will work together to call the ball and field the ball. Whoever catches the ball will then make a good clean throw to second base. After the fourth student throws the ball five times. The students will rotate. Left field goes to left center, left center goes to second, second goes to tosser, and tosser goes to left field.		sure to call the ball Extension (higher skilled) – If students are able to catch the ball with ease, move the outfielders farther apart from each other. Extension (lower skilled) – if students struggle with getting to the ball or calling the ball, move the fielders in closer together.	practice task.
10 min	Game 2: Situation is runner starts on first with 0 outs. There will be 8 students on each field; four fielders and four batters/runners. The players in the field will be in left field, left-centerfield, first base, and second base. The goal of the defense is to either a) get the runner out at second base advancing on the hit or b) get the batter out by catching a fly ball. The offensive team will start with a runner on first. The batter must hit the ball of a batting tee to the left side of the outfield and run to first base. Any ball that is hit to the right of second base is considered	LCF LF 2B 1B H H H H	Skill Cues: -Feet to the ball -Watch it in -Catch and cover over throwing shoulder (fly ball) -Recover and throw quickly Refinement Task- make sure to watch the ball the entire way Extension (higher skilled) – If students are able to hit ground balls of batting tee with ease, allow the students to hit the ball from the soft toss position. One of the hitters on deck with toss the ball to the hitter.	Assessment: During the practice task, I will be monitoring the students to see how there fundamentals are and giving them feedback during this practice task.

	outs. If the batter hits a ground ball to second or first base, the two infielders can play the situation as if it were a ground ball to the infield. The offensive team scores a run by safely reaching second base. Whether safe or out, the runner that started on first returns to the dugout area and the batter will remain at first. After the offensive team has batted four turns each, the defense and offense will switch sides.		Extension (lower skilled) – if students struggle with hitting the ball to the outfield, move the tee up to the pitching mound to allow students to hit the ball in the OF.	
5 min	Bring all equipment inside and go to the main gym for the exit ticket. Students may get a quick drink of water on their way in to the gym.	Students will help bring the equipment back into the gymnasium and take a seat at mid-court in the basketball court.		
5 min	Closure: “Now, come grab a pencil out of the bag up front and a piece of paper and find some good space around the gym. I would like you to write down the four skill cues to fielding a fly ball. Also, write down why it is important to back up your teammate in the field. When you are done, turn your paper in and have a seat. When everyone is done we will go over the answers and then I will send you off to get changed”	Students will spread out across the gym floor so they have space to work on the assignment.		Assessment: I will assess the student’s knowledge of the four skill cues to fielding a fly ball and the importance of backing up your teammate in the outfield on an exit ticket.

Teacher:	Lesson Focus: Hitting	Age group/grade: 7 th grade	Date: 12/6/2011
# of students: 24	Safety considerations: make sure students are spread out enough and all facing the same direction so they do not hit another student with an overthrown ball; make sure students are with someone about their own skill level.		
Equipment/Materials: 9 softballs (3 for each field), 4 batting tees, tennis balls (as many as I have), 12 drop down bases, 12 bats, fielding gloves, 18 cones, six helmets			
Objectives: The student will: The student will be able to hit a ball off a batting tee in fair territory 80% of the time. The student will be able to follow the rules and play safely during the entire lesson. Assessment: 1.) Psycho-motor- The student will be able to hit a ball off a tee in fair territory 8 out of 10 times. 2.) Cognitive- The student will be able to list the skill cues for hitting a softball in sequential order on an exit ticket at 100% accuracy. 3.) Affective- The student will be able to follow the rules and play safely without feedback during the entire lesson.			
Modifications, Accommodations, and Adaptations for students with special needs: Make sure students have a glove. For ESL students, I will provide big posters with the skill cues showing what to do at each phase. I then will model each skill cue for the student as well.			
Circle or highlight the numbers from each set of standards below that this lesson addresses:			
National Content Standards (NASPE, 2004) 7) Demonstrates competency in motor skills & movement patterns needed to perform a variety of physical activities. 8) Demonstrates understanding of movement concepts, principles, strategies, & tactics as they apply to the learning & performance of physical activities. 9) Participates regularly in physical activity. 10) Achieves & maintains a health-enhancing level of physical fitness. 11) Exhibits responsible personal & social behavior that respects self & others in physical activity settings.			
Virginia Standards of Learning (2001) 16) Demonstrates proficiency in all fundamental movement skills & patterns & competence in several specialized movement forms. 7.1 a 17) Apply movement principles & concepts to learning & developing motor skills & specialized movement forms. 18) Achieve & maintain a health-enhancing level of personal fitness. 7.2 b			SOL #:

Time	Learning Activities & Extension Tasks	Organization & Transitions	Skill Cues & Refinement Tasks	Application/ Assessment Tasks
3 min	Immediate Activity: Students will come in and grab their pedometer and begin walking around the outside of the basketball court until everyone is in the gym and ready to start the lesson.	Pedometers located on the bleachers near the locker room exit.		Application: Try to get 150 steps in before we begin the lesson for the day.
3 min	Introduction: "Today we are going to focus on the offensive aspect of softball. Who can tell me how you score runs in softball? Exactly, you hit the ball to get runners on base. For every person that crosses home, your team gets a run.	Students will be standing around me on the practice fields. We will head out to the practice fields once everyone is dressed and in the gym. Teacher X X- STUDENT		
15 min	-Practice fields will already be set up and equipment will already be out on the fields before the students and I get out there. Game 1	3 modified fields will be designed to give students more opportunities for practice. I will have already placed	Skill Cues: -Use normal to open stance -Make contact in the power zone -Angle bat toward target -Follow through target	Assessment: I will be observing the students during this practice task and giving them feedback throughout the task.

	The situation is no runners on base and 0 outs. Four students will be on offensive and four students will be on defense. The students on defense will be playing third base, shortstop, second base, and first base. The offensive batter will hit the ball off a tee. It does not matter where the student hits the ball. The offensive team will score a run by safely reaching first base. They will score two runs if they hit the ball into the outfield grass on the fly. If the offense hits the ball to a defensive player, the defense will make the play. If they get the offensive players out, the offensive team loses one point. After the offensive players have had five rounds each, they will switch sides. Demonstration: I will model the demonstration with four other students. The four students will be at an infield position and I will hit the ball. I will go over the skill cues to hitting a ball and then model the practice task.	students in groups by skill level in physical education class, but also with people they haven't had a chance to work with much yet. <pre> SS 2B 3B 1B H H H H </pre>	Refinement Task: Make contact in the power zone Extension (higher) – have a teammate pitch the ball in a soft toss stance (I will show them this before they attempt this). Extension (lower) – switch the ball to a bigger foam softball.	
4 min	<i>Questions:</i> <i>Q: When there are 0 to 2 out and no</i>	I will tell students to set the equipment down wherever they are and come to the		

	<i>runners on base, where is the best place to hit the ball?</i> A: To the left side of the infield, down the third baseline. <i>Q: Why?</i> A: It requires a longer throw to first and you are more likely to get on base. <i>Q: How did you have to run to get to first before the throw?</i> A: Fast without looking at the ball. Demonstration: I will demonstrate the skill cues for hitting.	center. I will then ask the students a few questions about the activity and introduce the next practice task.		
25 min	Practice Situation: Cones will be placed on each modified field. Three cones will be placed on the left side of the field and three cones on the right side of the field. Cones will be placed between SS and 3B, LF line, left center, between 2B and 1B, RF line, and right center. Each student will have five attempts hitting from a tee or from a soft toss. The batter	- LF - - RF - SS 2B - 3B 1B H On-deck	Skill Cues: -Use normal to open stance -Make contact in the power zone -Angle bat toward target -Follow through target Refinement Task: Angle bat toward cones. Extension (higher) – have a teammate pitch the ball in a	Application: Try to hit the cone two times in a row. Assessment: During this task, I will be observing the students and filling out a hitting rubric. Since the students will have 5 swings and two attempts each I should

	will attempt to hit the cones. Batter gets five tries and runs to first base following the fifth attempt. The defense will play the fifth attempt live. Six students will play the field; first base, second base, shortstop, third base, left field, and right field. One student will be the batter and the other student will be the on-deck batter or soft tosser. After the fifth attempt, the batter will go to defense. Batter – left field – right field – first base – second base – short stop – third base – on-deck batter. Students will go through two rounds.	H – Hitter - cone	soft toss stance (I will show them this before they attempt this). Extension (lower) – switch the ball to a bigger foam softball.	be able to get through every student.
15 min	Game 1 The situation is no runners on base and 0 outs. Four students will be on offensive and four students will be on defense. The students on defense will be playing third base, shortstop, second base, and first base. The offensive batter will hit the ball off a tee. It does not matter where the student hits the ball. The offensive team will score a run by safely reaching first base. They will score two runs if they hit the ball into the outfield grass on the fly. If the offense hits the ball to a	SS 2B 1B 3B H H H H	Skill Cues: -Use normal to open stance -Make contact in the power zone -Angle bat toward target -Follow through target Refinement Task: Make contact in the power zone Extension (higher) – have a teammate pitch the ball in a soft toss stance (I will show them this before they attempt this).	Assessment: I will be observing the students during this practice task and giving them feedback throughout the task. If I was unable to fill out the rubric for a student, I can observe and fill it out during this task as well.

	defensive player, the defense will make the play. If they get the offensive players out, the offensive team loses one point. After the offensive players have had five rounds each, they will switch sides. Demonstration: No demonstration since we did this task already.		Extension (lower) – switch the ball to a bigger foam softball.	
15 min	Practice Task #2 This task will be similar to Practice Task 1 but a runner will start on first base. The batter will hit the ball and run to first. The runner on first will try to advance to second base. The defense goal is to get the out at first base. If the offensive team successfully moves the runner from first to second, they get a point. If the defense gets the runner out at second, then the offense will subtract a point. After four rounds, the two sides will switch. The runner that starts on first, will go to the on-deck circle and the batter will remain at first.	<pre> SS 2B 3B (R)1B H H H H – Hitter R - Runner </pre>	Skill Cues: -Use normal to open stance -Make contact in the power zone -Angle bat toward target -Follow through target Refinement Task: Angle bat toward the target Extension (higher) – have a teammate pitch the ball in a soft toss stance (I will show them this before they attempt this). Extension (lower) – switch the ball to a bigger foam softball.	Application: Offensive team will try to get three consecutive points. Assessment: I will be observing the students during the practice task and giving them feedback.
5 min	Bring all equipment inside and go to the main gym for the exit ticket. Students may get a quick drink of water on their way in to the gym.	Students will help bring the equipment back into the gymnasium and take a seat at mid-court in the basketball		

		court.		
5 min	Closure: "Now, come grab a pencil out of the bag up front and a piece of paper and find some good space around the gym. I would like you to answer the four skill cues to hitting ball. When you are finished, place the exit slip on the table up front here and have a seat. We will go over the answers quickly and then I will send you off to get changed."	Students will spread out across the gym floor so they have space to work on the assignment.		Assessment: I will assess the student's knowledge of the four skill cues to hitting a softball on an exit ticket.

Teacher:	Lesson Focus: Defending Bases	Age group/grade: 7 th grade	Date: 12/5/2011
# of students: 24	Safety considerations: make sure students are spread out enough and all facing the same direction so they do not hit another student with an overthrown ball; make sure students are with someone about their own skill level.		
Equipment/Materials: 8 drop down bases, two batting tees, fielding gloves, 12 softballs, exit slips, pencils, 4 softball bats, six helmets			

Objectives: The student will:

The student will be able to learn the proper coverage of second base when the ball hit to left side and right side of outfield 8 out of 10 times.

The student will be able to follow the rules and play safely without feedback during the entire lesson.

Assessment:

- 1.) Psycho-motor- The student will be able to cover second base correctly on a hit from the outfield with no error.
- 2.) Cognitive- The student will be able to describe which player covers second base on a hit to left field, center field, and right field on an exit ticket at 100% accuracy.
- 3.) Affective- The student will be able to follow the rules and play safely without feedback during the entire lesson.

Modifications, Accommodations, and Adaptations for students with special needs:

Make sure students have a glove. For ESL students, I will provide big posters with the skill cues showing what to do at each phase. I then will model each skill cue for the student as well.

Circle or highlight the numbers from each set of standards below that this lesson addresses:

National Content Standards (NASPE, 2004)

- 13) Demonstrates competency in motor skills & movement patterns needed to perform a variety of physical activities.
- 14) Demonstrates understanding of movement concepts, principles, strategies, & tactics as they apply to the learning & performance of physical activities.
- 15) Participates regularly in physical activity.
- 16) Achieves & maintains a health-enhancing level of physical fitness.
- 17) Exhibits responsible personal & social behavior that respects self & others in physical activity settings.

Virginia Standards of Learning (2001)

- 21) Demonstrates proficiency in all fundamental movement skills & patterns & competence in several specialized movement forms. 7.1 a
- 22) Apply movement principles & concepts to learning & developing motor skills & specialized movement forms.
- 23) Achieve & maintain a health-enhancing level of personal fitness. 7.2 b

SOL #:

Time	Learning Activities & Extension Tasks	Organization & Transitions	Skill Cues & Refinement Tasks	Application/ Assessment Tasks
3 min	Immediate Activity: Students will come in and grab their pedometer and begin walking around the outside of the basketball court until everyone is in the gym and ready to start the lesson.	Pedometers located on the bleachers near the locker room exit.		Application: Try to get 150 steps in before we begin the lesson for the day.
3 min	Introduction: "Today we are going to focus on the offensive aspect of softball. Who can tell me how you score runs in softball? Exactly, you hit the ball to get runners on base. For every person that crosses home, your team gets a run. So today we are going focus on batting while incorporating the defensive skills we learned in the prior classes."	Students will be standing around me on the practice fields. We will head out to the practice fields once everyone is dressed and in the gym. Teacher X X- STUDENT		
15 min	-Practice fields will already be set up and equipment will already be out on the fields before the students and I get out there. Game 1	Two modified fields will already be set up for the students. LCF RCF	Skill Cues: -Shortstop covers when ball is hit to the right. -Second-base covers when ball is hit to the left.	Application: On offense, try to advance the runner to second base five times in a row.

	The situation is runner on first with less than two outs. The goal is for the appropriate defensive player to cover second base on a ball hit to the outfield. There will be 12 students on one field and 12 students on another field. Six students will be defense and six students will be offense. The six students on defense will play all four outfield positions, shortstop, and second base. The offensive team will start with a runner on first. The batter must hit the ball out of the infield on a fly. The offense will score a run if the runner on first reaches second safely. The defense job is to field the ball in the outfield and throw it to the appropriate fielder covering second base. The offensive team will get three turns each then rotate. Teams will keep rotating until I say stop. After three hits, the defense will rotate positions. LF – LCF – RCF – RF – 2B – SS. Demonstration: Before the task, I will explain to the students who covers the bag on a hit to the outfield. If you are standing at home plate looking towards the field, a ball hit to the	LF SS H H – Hitter Run - Runnner RF 2B Run	Refinement: Remember who covers the bag depends on where the ball is hit. Extension (higher) – all the students to hit the ball from a soft toss. Extensions (lower) – move the batting tee up or allow the student to work on their throwing skills by throwing the ball to the outfield.	Assessment: I will be observing the practice task and giving feedback to the students.
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	left side of second base is the Shortstops ball and to the right side of second base is the second baseman's job. I then will demonstrate the task for the students. I will have two students play left field and right field and another student play second base. I will throw the ball to one of the outfield position and demonstrate who goes out for the throw.			
4 min	<i>Questions:</i> <i>Q: What was the goal of the game?</i> A: To have the appropriate player cover second base on a hit to the outfield. <i>Q: Which infield player should cover second base on a hit to the left side of the infield? Why?</i> A: Second base <i>Q: Which infield player should cover second base on a hit to the right side of the infield? Why?</i> A: Shortstop <i>Q: Which infield player should cover second base on a hit to center field? Why?</i> A: The shortstop because he/she will be moving for a possible play	-I will tell the students to drop the equipment where they are and huddle up around me for a second.		

	on the ball. Demonstration: I will demonstrate what the second baseman and shortstop do when the ball is hit to the outfield.			
15 min	Practice Situation: Students will remain in their 6v6 groups. Defense will play with four outfielders, shortstop, and second base. The offense will start with a runner on first base. The batter hits or throws three fly balls to each side of the field. Once the batter hits, they will run to first base. After the hit, the runner that started on first will come to the on-deck circle and the batter will remain at first base no matter if they are safe or out. Demonstration: For this task, I will demonstrate the task like the first game earlier. I will have four students help me with one being the batter who will throw the ball into the outfield.	LCF RCF LF RF SS 2B H H – Hitter Run Run - Runner	Skill Cues: -Shortstop covers when ball is hit to the right. -Second-base covers when ball is hit to the left. Refinement: Remember who covers the bag depends on where the ball is hit. Extensions (higher) – all the students to hit the ball from a soft toss or allow them to move farther back for a longer throw. Extensions (lower) – move the batting tee up or allow the student to work on their throwing skills by throwing the ball to the outfield.	Application: On offense, try to advance the runner to second base five times in a row. Assessment: I will be observing the practice task and giving feedback to the students
3 min	Questions: Q: What is the person called that goes to receive the ball from the	I will tell the students to drop the equipment where they are and huddle up around me for a second.		

	outfield after it has gotten past the outfield? A: Cut-off man <i>Q: Why is this important?</i> A: It cuts the distance off the throw so you can get it into the infield quicker. <i>Q: Who is the cutoff man?</i> A: Same as who covers second base; to the left side its second base, to the right side its shortstop. <i>Q: What if it is directly down the middle?</i> A: Shortstop and second base need to communicate who is going out and who is staying at the bag.			
15 min	Practice Task: Students will get into groups of three using the same members that were on their 6v6 team earlier in class. Each group will grab one softball. The group will stand in a straight line about 10 feet apart from each other to start. S1 will toss the ball up to his or herself like a pop fly. Using the correct fundamentals, the student will catch the fly ball and throw it to S2 who will be the cutoff man. S2	S1 S1 S1 S2 S2 S2 S3 S3 S3	Skill Cues: Cutoff- -Hands up -Let ball travel -Catch ball on glove side -Quick recover and throw. Fly-ball- -Feet to ball -Watch it in -Catch and cover over throwing shoulder -Recover and throw quickly	Application: -Successfully complete a relay 5 times in a row. Assessment: -I will be observing the students and giving feedback during the task.

	then will catch the ball and relay it to S3 who will be second base. Once S3 catches the ball, the process will repeat with S3 starting with a pop fly. After S1 has five chances, S1 will go to S2 and S2 will go to S3 and S3 will go to S1. Keep rotating until I say stop.		Refinement: Remember, quick recover and strong throw to second base. Extensions (higher) – if distance is too close, take 5 steps back. Extensions (lower) – if distance is too far, take 2 steps closer.	
23 min	Game 2 Students will get back into their 6v6 teams and go back to their designated field. The situation is a runner on first with less than 2 outs. The defense will play all four outfield positions, shortstop, and second base. The offense will start with a runner on first and a batter that will hit a ball out of the infield. Once the ball is hit to the outfield, the outfielder will field the ground ball and make a strong throw to the cutoff man who will make a throw to second base. If the runner reaches second base, the offense scores a run and the runner returns to the on-deck box. After the offensive players get three turns each, teams will switch	LCF RCF LF RF SS 2B H Run H – Hitter Run - Runner	Skill Cues: Cutoff- -Hands up -Let ball travel -Catch ball on glove side -Quick recover and throw. Fly-ball- -Feet to ball -Watch it in -Catch and cover over throwing shoulder -Recover and throw quickly Refinement: Remember, quick recover and strong throw to second base. Extensions (higher) – allow student to hit the ball from a	Assessment: -I will be observing the students and giving feedback during the task.

	sides. Defensive players will switch positions after every three batters. LF – LCF – RCF – RF – 2B – SS – LF.		soft toss. Extensions (lower) – if student is unable to hit the ball on a fly to the outfield, allow the batter to move the batting tee up.	
5 min	Bring all equipment inside and go to the main gym for the exit ticket. Students may get a quick drink of water on their way in to the gym.	Students will help bring the equipment back into the gymnasium and take a seat at mid-court in the basketball court.		
5 min	Closure: “Now, come grab a pencil out of the bag up front and a piece of paper and find some good space around the gym. I would like for you to list the proper skill cues for a cutoff man in sequential order. Also, the student will describe which infielder covers second base or is the cutoff man on a ball hit to the left side of the infield or right side of the infield. When you are done you can turn your paper in at the front desk and have a seat quietly. Once everyone is done we will go over the answer and I will dismiss you to go get changed.”	Students will spread out across the gym floor so they have space to work on the assignment.		Assessment: I will assess the student’s knowledge of the proper skill cues for a cutoff man. Also, the student will describe which player covers the bag on a ball hit to the left side of the infield or right side of the infield.

Teacher:	Lesson Focus: Defending Bases	Age group/grade: 7 th grade	Date: 12/5/2011
# of students: 24	Safety considerations: make sure students are spread out enough and all facing the same direction so they do not hit another student with an overthrown ball; make sure students are with someone about their own skill level.		
Equipment/Materials: 8 drop down bases, two batting tees, fielding gloves, 12 softballs, exit slips, pencils, 4 softball bats, six helmets			

Objectives: The student will:

The student will be able to learn the proper coverage of second base when the ball hit to left side and right side of outfield 8 out of 10 times.

The student will be able to follow the rules and play safely without feedback during the entire lesson.

Assessment:

- 1.) Psycho-motor- The student will be able to cover second base correctly on a hit from the outfield with no error.
- 2.) Cognitive- The student will be able to describe which player covers second base on a hit to left field, center field, and right field on an exit ticket at 100% accuracy.
- 3.) Affective- The student will be able to follow the rules and play safely without feedback during the entire lesson.

Modifications, Accommodations, and Adaptations for students with special needs:

Make sure students have a glove. For ESL students, I will provide big posters with the skill cues showing what to do at each phase. I then will model each skill cue for the student as well.

Circle or highlight the numbers from each set of standards below that this lesson addresses:

National Content Standards (NASPE, 2004)

- 19) Demonstrates competency in motor skills & movement patterns needed to perform a variety of physical activities.
- 20) Demonstrates understanding of movement concepts, principles, strategies, & tactics as they apply to the learning & performance of physical activities.
- 21) Participates regularly in physical activity.
- 22) Achieves & maintains a health-enhancing level of physical fitness.
- 23) Exhibits responsible personal & social behavior that respects self & others in physical activity settings.

Virginia Standards of Learning (2001)

- 26) Demonstrates proficiency in all fundamental movement skills & patterns & competence in several specialized movement forms. 7.1 a
- 27) Apply movement principles & concepts to learning & developing motor skills & specialized movement forms.
- 28) Achieve & maintain a health-enhancing level of personal fitness. 7.2 b

SOL #:

Time	Learning Activities & Extension Tasks	Organization & Transitions	Skill Cues & Refinement Tasks	Application/ Assessment Tasks
3 min	Immediate Activity: Students will come in and grab their pedometer and begin walking around the outside of the basketball court until everyone is in the gym and ready to start the lesson.	Pedometers located on the bleachers near the locker room exit.		Application: Try to get 150 steps in before we begin the lesson for the day.
3 min	Introduction: "Today we are going to focus on the offensive aspect of softball. Who can tell me how you score runs in softball? Exactly, you hit the ball to get runners on base. For every person that crosses home, your team gets a run. So today we are going focus on batting while incorporating the defensive skills we learned in the prior classes."	Students will be standing around me on the practice fields. We will head out to the practice fields once everyone is dressed and in the gym. Teacher X X- STUDENT		
15 min	-Practice fields will already be set up and equipment will already be out on the fields before the students and I get out there. Game 1	Two modified fields will already be set up for the students. LCF RCF	Skill Cues: -Shortstop covers when ball is hit to the right. -Second-base covers when ball is hit to the left.	Application: On offense, try to advance the runner to second base five times in a row.

	left side of second base is the Shortstops ball and to the right side of second base is the second baseman's job. I then will demonstrate the task for the students. I will have two students play left field and right field and another student play second base. I will throw the ball to one of the outfield position and demonstrate who goes out for the throw.			
4 min	<i>Questions:</i> <i>Q: What was the goal of the game?</i> A: To have the appropriate player cover second base on a hit to the outfield. <i>Q: Which infield player should cover second base on a hit to the left side of the infield? Why?</i> A: Second base <i>Q: Which infield player should cover second base on a hit to the right side of the infield? Why?</i> A: Shortstop <i>Q: Which infield player should cover second base on a hit to center field? Why?</i> A: The shortstop because he/she will be moving for a possible play	-I will tell the students to drop the equipment where they are and huddle up around me for a second.		

	on the ball. Demonstration: I will demonstrate what the second baseman and shortstop do when the ball is hit to the outfield.			
15 min	Practice Situation: Students will remain in their 6v6 groups. Defense will play with four outfielders, shortstop, and second base. The offense will start with a runner on first base. The batter hits or throws three fly balls to each side of the field. Once the batter hits, they will run to first base. After the hit, the runner that started on first will come to the on-deck circle and the batter will remain at first base no matter if they are safe or out. Demonstration: For this task, I will demonstrate the task like the first game earlier. I will have four students help me with one being the batter who will throw the ball into the outfield.	LCF RCF LF RF SS 2B H H – Hitter Run Run - Runner	Skill Cues: -Shortstop covers when ball is hit to the right. -Second-base covers when ball is hit to the left. Refinement: Remember who covers the bag depends on where the ball is hit. Extensions (higher) – all the students to hit the ball from a soft toss or allow them to move farther back for a longer throw. Extensions (lower) – move the batting tee up or allow the student to work on their throwing skills by throwing the ball to the outfield.	Application: On offense, try to advance the runner to second base five times in a row. Assessment: I will be observing the practice task and giving feedback to the students
3 min	Questions: <i>Q: What is the person called that goes to receive the ball from the</i>	I will tell the students to drop the equipment where they are and huddle up around me for a second.		

	outfield after it has gotten past the outfield? A: Cut-off man <i>Q: Why is this important?</i> A: It cuts the distance off the throw so you can get it into the infield quicker. <i>Q: Who is the cutoff man?</i> A: Same as who covers second base; to the left side its second base, to the right side its shortstop. <i>Q: What if it is directly down the middle?</i> A: Shortstop and second base need to communicate who is going out and who is staying at the bag.			
15 min	Practice Task: Students will get into groups of three using the same members that were on their 6v6 team earlier in class. Each group will grab one softball. The group will stand in a straight line about 10 feet apart from each other to start. S1 will toss the ball up to his or herself like a pop fly. Using the correct fundamentals, the student will catch the fly ball and throw it to S2 who will be the cutoff man. S2	S1 S1 S1 S2 S2 S2 S3 S3 S3	Skill Cues: Cutoff- -Hands up -Let ball travel -Catch ball on glove side -Quick recover and throw. Fly-ball- -Feet to ball -Watch it in -Catch and cover over throwing shoulder -Recover and throw quickly	Application: -Successfully complete a relay 5 times in a row. Assessment: -I will be observing the students and giving feedback during the task.

	then will catch the ball and relay it to S3 who will be second base. Once S3 catches the ball, the process will repeat with S3 starting with a pop fly. After S1 has five chances, S1 will go to S2 and S2 will go to S3 and S3 will go to S1. Keep rotating until I say stop.		Refinement: Remember, quick recover and strong throw to second base. Extensions (higher) – if distance is too close, take 5 steps back. Extensions (lower) – if distance is too far, take 2 steps closer.	
23 min	Game 2 Students will get back into their 6v6 teams and go back to their designated field. The situation is a runner on first with less than 2 outs. The defense will play all four outfield positions, shortstop, and second base. The offense will start with a runner on first and a batter that will hit a ball out of the infield. Once the ball is hit to the outfield, the outfielder will field the ground ball and make a strong throw to the cutoff man who will make a throw to second base. If the runner reaches second base, the offense scores a run and the runner returns to the on-deck box. After the offensive players get three turns each, teams will switch	LCF RCF LF RF SS 2B Run H H – Hitter Run - Runner	Skill Cues: Cutoff- -Hands up -Let ball travel -Catch ball on glove side -Quick recover and throw. Fly-ball- -Feet to ball -Watch it in -Catch and cover over throwing shoulder -Recover and throw quickly Refinement: Remember, quick recover and strong throw to second base. Extensions (higher) – allow student to hit the ball from a	Assessment: -I will be observing the students and giving feedback during the task.

	sides. Defensive players will switch positions after every three batters. LF – LCF – RCF – RF – 2B – SS – LF.		soft toss. Extensions (lower) – if student is unable to hit the ball on a fly to the outfield, allow the batter to move the batting tee up.	
5 min	Bring all equipment inside and go to the main gym for the exit ticket. Students may get a quick drink of water on their way in to the gym.	Students will help bring the equipment back into the gymnasium and take a seat at mid-court in the basketball court.		
5 min	Closure: “Now, come grab a pencil out of the bag up front and a piece of paper and find some good space around the gym. I would like for you to list the proper skill cues for a cutoff man in sequential order. Also, the student will describe which infielder covers second base or is the cutoff man on a ball hit to the left side of the infield or right side of the infield. When you are done you can turn your paper in at the front desk and have a seat quietly. Once everyone is done we will go over the answer and I will dismiss you to go get changed.”	Students will spread out across the gym floor so they have space to work on the assignment.		Assessment: I will assess the student’s knowledge of the proper skill cues for a cutoff man. Also, the student will describe which player covers the bag on a ball hit to the left side of the infield or right side of the infield.

Teacher:	Lesson Focus: Base running	Age group/grade: 7 th grade	Date: 12/5/2011
# of students: 24	Safety considerations: make sure students are spread out enough and all facing the same direction so they do not hit another student with an overthrown ball; make sure students are with someone about their own skill level.		
Equipment/Materials: twenty four drop down bases (could use something like a Frisbee as well), six softballs, fielding gloves, twelve softballs, twelve tennis balls, eight helmets			
Objectives: The student will: The student will be able to learn the proper technique to running the bases using the correct technique without error. The student will be able to follow the rules and play safely without feedback during the entire lesson. Assessment: 1.) Psycho-motor- The student will be able to run the bases properly in modified games without error. 2.) Cognitive- The student will be able to list the skill cues to running to first base on an exit ticket in sequential order at 100% accuracy. 3.) Affective- The student will be able to follow the rules and play safely without feedback during the entire lesson.			
Modifications, Accommodations, and Adaptations for students with special needs: Make sure students have a glove. For ESL students, I will provide big posters with the skill cues showing what to do at each phase. I then will model each skill cue for the student as well. Circle or highlight the numbers from each set of standards below that this lesson addresses:			
National Content Standards (NASPE, 2004) 25) Demonstrates competency in motor skills & movement patterns needed to perform a variety of physical activities. 26) Demonstrates understanding of movement concepts, principles, strategies, & tactics as they apply to the learning & performance of physical activities. 27) Participates regularly in physical activity. 28) Achieves & maintains a health-enhancing level of physical fitness. 29) Exhibits responsible personal & social behavior that respects self & others in physical activity settings.			
Virginia Standards of Learning (2001) 31) Demonstrates proficiency in all fundamental movement skills & patterns & competence in several specialized movement forms. 7.1 a 32) Apply movement principles & concepts to learning & developing motor skills & specialized movement forms. 33) Achieve & maintain a health-enhancing level of personal fitness. 7.2 h			SOL #:

Time	Learning Activities & Extension Tasks	Organization & Transitions	Skill Cues & Refinement Tasks	Application/ Assessment Tasks
3 min	Immediate Activity: Students will come in and grab their pedometer and begin walking around the outside of the basketball court until everyone is in the gym and ready to start the lesson.	Pedometers located on the bleachers near the locker room exit.		Application: Try to get 150 steps in before we begin the lesson for the day.
3 min	Introduction: "Today we are going to focus on base running and advancing bases on hits. What are the four bases on a softball/baseball diamond? Exactly. There are four. So today we are going to learn how to run the bases correctly so when we play our modified games, you will be able to run the bases correctly so you can score more runs."	Students will be standing around me on the practice fields. We will head out to the practice fields once everyone is dressed and in the gym. Teacher X X- STUDENT		
15 min	-Practice fields will already be set up and equipment will already be out on the fields before the students and I get out there. Game 1: Running to first	Two modified fields will already be set up before the students and I go out there. LF RF	Skill Cues: In infield – -Run straight line to first w/o looking at ball -Glance halfway to first and find ball	Assessment: I will be observing the students and giving them feedback during the practice task.

Students will be on teams of six and play 6v6 in a modified game. The six defensive players will be at third, shortstop, second, first, left field, and right field. The offensive team will not start with a runner on base. They will hit the ball anywhere in the field and run hard to first. Using the proper form, the batter will either run straight through the bag or look to see if there is a pass ball or the runner will round first. The batter will only stay at first no matter where the hit is. Once the play is over, the batter will return to the batting circle. Once the batter has returned, the next batter will go. After the offense has had three tries each, offense will go to defense and vice versa. After every three hitters the defensive players will change positions. LF – RF – 1B – 2B – SS – 3B. Demonstration: I will demonstrate the proper technique and form to running to first base. After going through the skill cues, I will demonstrate the practice task with the students. I will get a few students to play fielders and I will hit the ball off	SS 2B 3B H 1B H – Hitter	-Run through bag -Choppy steps to slow down -Look to the right In the Outfield – -Run straight line to first w/o looking at ball -Glance halfway to first and find ball -Wide turn around first -Contact base on outside of corner of bag -Find ball, return to first Refinement: Remember to glance halfway to first to find ball. Extension (higher): Have them read the ball after a base hit and advance to second if possible. Extension (lower): Have them work on just running through the bag no matter where the ball is hit.	
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	the batting tee and run to first using the proper form.			
3 min	<i>Questions:</i> <i>Q: Why is it important to run through the bag?</i> A: So you do not slow down <i>Q: Why do you look to the right after you cross the bag?</i> A: To see if the ball went past the first baseman so you can advance to second if possible. <i>Q: Why is it important to get a good turn around first base?</i> A: So you are in a straight line to second if you can advance to second. Skill Demonstration: Demonstrate running to first both ways so students can see the difference.	Students will be standing around me on the practice fields. I will tell the students to drop their equipment where they are. Teacher X X- STUDENT		
15 min	Practice Task Students will go back to their 6v6 teams on their respected field. All 12 students will start at home	base	Skill Cues: In infield – -Run straight line to first w/o looking at ball -Glance halfway to first and	Assessment: I will be observing the students and giving them feedback during the practice task.

	plate. Each student will have five attempts for each task. The first task, students will run to first as if there was a ground ball in the infield by running through the bag and breaking down. After each student goes five times, the students then will go five more times but this time rounding first base as if there was a base hit to the outfield. The student will return to first and then go back to home. After each student goes five times, the students will then go five more times and this time will round first base and go to second like a double in the gap. After each student has gone a total of 15 times, they will let me know and I will let them know about the next activity. Demonstration: I will demonstrate each task; running through bag, single, and double.	base R R R R R R- Runner	find ball -Run through bag -Choppy steps to slow down -Look to the right In the Outfield – -Run straight line to first w/o looking at ball -Glance halfway to first and find ball -Wide turn around first -Contact base on outside of corner of bag -Find ball, return to first or go to second on double. Refinement: Remember to glance halfway to first to find ball. Extension (higher): Have them read the ball after a base hit and advance to second if possible. Extension (lower): Have them work on just running through the bag no matter where the ball is hit.	
3 min	Explain what a rundown is: Q: Who can tell me what a rundown is?	Students will be standing around me on the practice fields.	Skill Cues: -Go hard to the base -Stick foot in ground -Turn direction	

	A run down occurs when a batter tries to advance to another base but the ball gets their way before the runner is safe at that base so they turn around and retreat back to the previous bag. The infielders work together to try to get the runner out. The runner's job is to make it to a base safely whether it is the previous bag or the next bag. Demonstration: I will get two students to help me. I will be the runner in this situation. I will show them the proper skill cues of this skill.	Teacher X X- STUDENT	-Go hard back	
15 min	"Pickle" Students will find a group of three within their 6v6 team. Each group will grab two gloves, softball, helmet, and two drop down bases. Each group will place their bags about thirty feet apart from one another. One student will wear the helmet and stand in the middle of the two bases. The other two students will stand on one of the bases. One student that is on the base will have the ball. Play starts	b S1 b S1 S2 S2 b S3 b S3	Skill Cues: -Go hard to the base -Stick foot in ground -Turn direction -Go hard back Refinement: Go full speed to the base Extension (higher): move the bases back 10 feet. Extension (lower): move the	Application: Try to go three times without being tagged out. Assessment: I will be walking around observing the students during the practice task and giving feedback.

	when the runner (student in middle) begins to run where the student without the ball is. The object of the game is for the two students with gloves to get the runner in the middle out. Many students may know this game as "Pickle." Rotate through every time the student is out. If the student reaches the base safely, they get to go again. Play this game about 15 minutes and then we will change activities. Demonstration: I will have two students come demonstrate with me. I will be a fielder with the glove. I will pick two students that I know will know how to play this game.		bases closer together.	
23 min	Modified Game: "Five Minute Softball" Students will get back into their 6v6 groups from the beginning of class. One team will be on offense, one team will be on defense. The defense will play with all four infield spots, a left fielder and right fielder. This time we will play continuous softball. The offense team will get 5 minutes on offense. After five minutes, offense will go	Two bags with all the equipment necessary will be placed out for one of the students on a field to grab and take over to their field. LF RF SS 2B 3B 1B	Skill Cues: In infield – -Run straight line to first w/o looking at ball -Glance halfway to first and find ball -Run through bag -Choppy steps to slow down -Look to the right In the Outfield – -Run straight line to first w/o looking at ball	Assessment: I will be monitoring and assessing the students during the game and giving them feedback. I will also act as the umpire while I am watching.

	to defense and vice versa. I will give each team about a minute to get their defense set up before I will start the clock. Both teams will have two chances on offense. The defense will rotate positions like we did in the first drill after every three batters. The offense will play it like a real game. If they are safe they stay on, if they are out then they go back to the on deck circle. After three outs, the offense will clear the bases if runners are still on. This will give the students chances to run the bases using the techniques we used in class.	H On-deck H – Hitter	-Glance halfway to first and find ball -Wide turn around first -Contact base on outside of corner of bag -Find ball, return to first or go to second on double. Refinement: Remember to glance halfway to first to find ball. Extension (higher): let the students hit from a soft toss by a teammate. Extension (lower): replace the softball with a bigger ball for the student to hit.	
5 min	Bring all equipment inside and go to the main gym for the exit ticket. Students may get a quick drink of water on their way in to the gym.	Students will help bring the equipment back into the gymnasium and take a seat at mid-court in the basketball court.		
5 min	Closure: “Now, come grab a pencil out of the bag up front and a piece of paper and find some good space around the gym. I would like you to write down the skill cues for running to first base on a ground ball in the infield and the skill cues for running to first on a base hit.	Students will spread out across the gym floor so they have space to work on the assignment.		Assessment: I will assess the student’s knowledge of the proper skill cues for running to first on a base hit and running to first on a ground ball in the infield in sequential order on an exit ticket.

	Once you have completed, you can turn your paper in at the front desk and have a seat. Once everyone is completed we will go over the answers really quick and then you can go get changed."			
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Digital Pictures:

Skill:

Hitting

Skill Cues:

- Use normal to open stance
- Make contact in the power zone
- Angle bat toward target
- Follow through target

Preparation, Execution, Follow Through

Preparation:



Fall 11

Execution:



Follow Through:

Fall 11



Skill:

Fall 11

Fielding a Ground ball

Skill Cues:

Feet to ball

Watch it in

Catch and cover

Recover to throw

Preparation:



Execution:



Follow Through:

Fall 11



Skill:

Fall 11

Fielding a fly ball

Skill Cues:

Feet to ball

Watch it in

Catch and cover over throwing shoulder

Recover and throw quickly

Preparation:



Execution:



Fall 11

Follow Through:



Skill:

Throwing

Skill Cues:

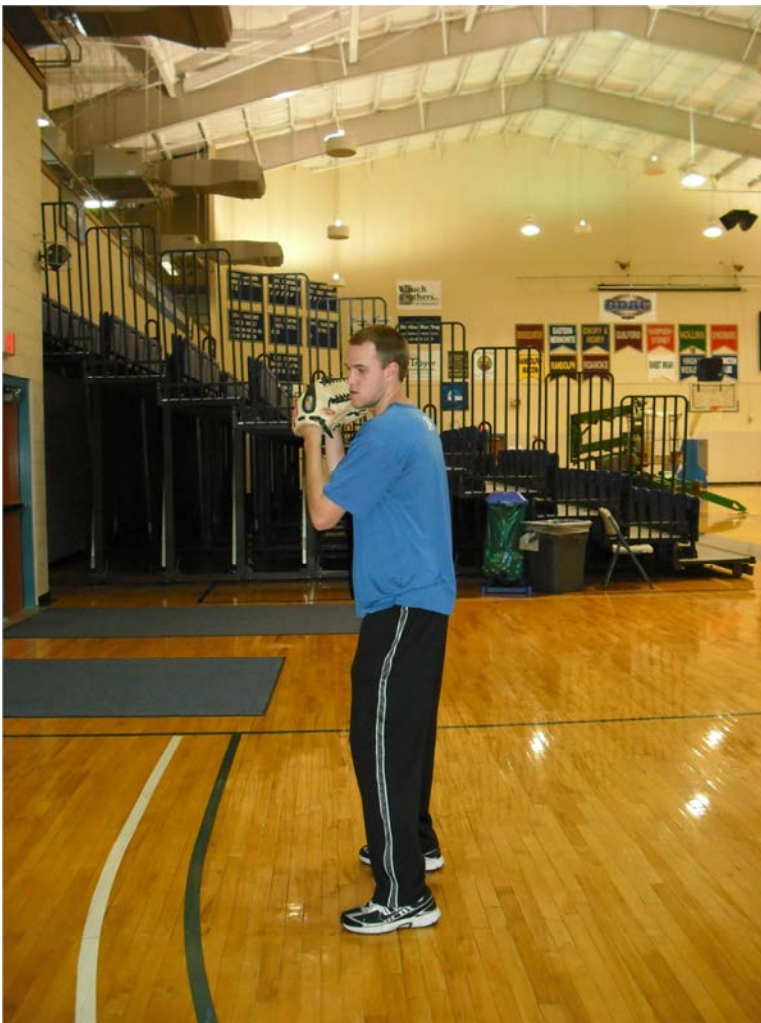
Side to target

Arm back behind head

Step with opposition

Follow through to target

Preparation:

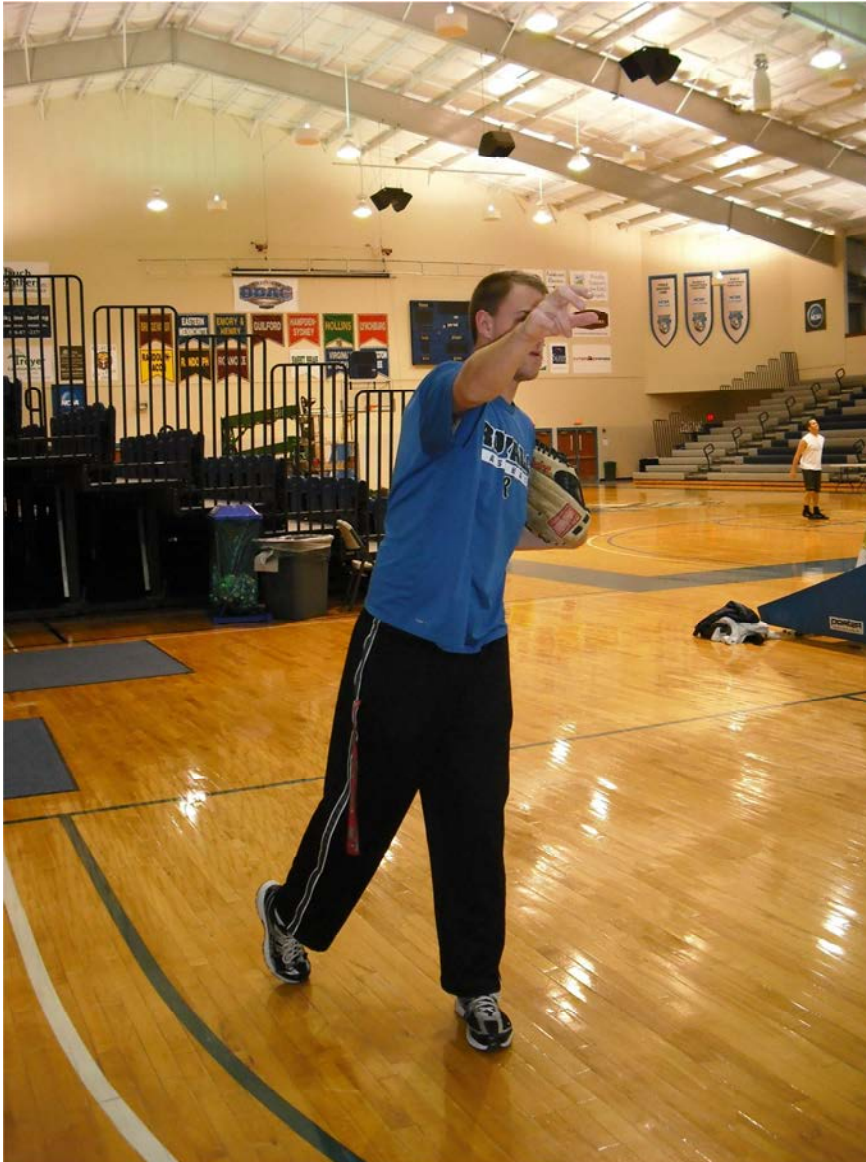


Execution:



Fall 11

Follow Through:



Critical Resources

Adequate Facilities:

There are many adequate facilities that I will be able to use during this unit. For indoor facilities, there are two full gymnasiums that I could use if I needed to because of weather. Because we are playing a sport that requires a lot of room to play, the indoor facility would not be my first choice. The outdoor facilities are great for this unit. There is a football field right behind the school that can be used either for practice tasks or can be used as a modified field. Next to the football field is the schools' practice softball field. There is no fence around the practice softball field so two to three fields can be easily set up for modified games. The outdoor facilities are something that is great for this unit. There are no off-campus facilities that would help for this unit.

Equipment:

Most of the equipment that I will need for this unit is available. There are six batting tees that I will be able to use during practice task and modified games. The most I will need at one time is six so this works out very well for me. There is also an abundance of softballs, tennis balls, foam soccer balls, and other types of balls that would be good to use for this unit whether it is hitting or throwing. There is also a great number of these balls so I will be able to bring multiple balls for each field to use. There are five bats that are available for my use. I may need to bring one from home or see if a student can bring one to make sure we have enough for the lesson on batting. I want to give the students multiple opportunities to hit so if there are more bats available, that means more swings for the students. There is also more drop down bases that I will need for this unit. If I am unable to locate the drop down bases, there are thin Frisbees that I can use for bases as well as other materials in the storage room that would be perfect for bases. The only equipment that may be an issue during this lesson is fielding gloves. I want to make sure every student has a glove throughout this entire unit. I will ask students to bring gloves from home that they may have and I will bring the ones that I have as well. Hopefully this will give us the number of gloves we need for this unit. If I am unable to track down enough gloves, we may need to modify the games and switch to a softer ball so students are still able to catch and throw the ball without being hurt.

Print and Multimedia Resources:

Softball Hitting Instruction - <http://www.youtube.com/watch?v=NXr7kvZ0k8M>

USA Softball Instruction Fundamentals of Outfield Play -
<http://www.youtube.com/watch?v=CqZACKZUTpA>

Softball for Beginners Series by: Juan Carlos -
<http://www.youtube.com/watch?v=pl2jdteC3zc>

Little League Baseball and Softball Scorekeeper – Ipad App

Baseball and Softball Rule Books – Ipad App

Softball Essentials – Ipad App

Softball Coaches Tool Kit – Speed Throw- <http://www.weplay.com/youth-softball/drills/322-Speed-Throw>

Softball Coaches Tool Kit – Four Star Drill - <http://www.weplay.com/youth-softball/drills/330-Four-Star-Drill>

Sarah Purdy Softball Unit Plan -

<http://docs.google.com/viewer?a=v&q=cache:ovBGXm6Z8xsJ:users.manchester.edu/Student/SAPurdy/profweb/SoftballUnitPlan%28C1%29.pdf+softball+exam+for+middle+school&hl=en&gl=us&pid=bl&srcid=ADGEESh8iGUoO4azle8aE0HT2KzbRyyHGwT5phPxTBGrYTHchuywbjVPDUZn6ZEHGOYpR9tjnIOA5NdHCD1ClS-qgw-pmMannB3f9MeYmLVX98gNtz3w9hPyz1sXbpx8RP-j1dJyFH0H&sig=AHIEtbRXqV5zlKu89urxMu6lHUAUG1zGog>

Reference Page

Carlos, J. (2008, February 17). Softball for Beginners: General Rules of Softball. Retrieved from <http://www.youtube.com/watch?v=pl2jdteC3zc>

This video explains the differences and similarities between baseball and softball. It is a great video to watch for the introduction of this unit and especially for students who do not know the difference between these two sports because there are many differences.

Four Star Drill - Fielding Throwing Drills for Intermediate, Advanced - Youth Softball - Weplay. (n.d.). *A Youth Sports Community for Coaches, Parents, Kids and Teams* - *weplay.com*. Retrieved December 9, 2011, from <http://www.weplay.com/youth-softball/drills/330-Four-Star-Drill>

This website has a throwing drill that was interesting and fun. Many teachers will just have students throw with a partner but this drill gets the students involved in a game but also working on throwing.

Franklin, C. (2011, December 5). Softball Hitting Instruction. Retrieved from <http://www.youtube.com/watch?v=NXr7kvZ0k8M>

This video explains the proper technique for hitting a softball. It is a great step by step video for this skill. He explains the skill over and over showing various angles of the skill which I think is great for students.

Mitchell, S. A., Oslin, J. L., & Griffin, L. L. (2006). *Teaching sport concepts and skills: A tactical games approach* (2nd ed.). Champaign, IL: Human Kinetics, (pages 267).

This is a great book to have for teaching. It has full lesson plans for many sports besides softball. Even if a teacher does not want to use the exact lesson from the book, the teacher can pull many ideas from this book. It also has examples of assessment ideas which I think is a great tool.

Purdy, S. (n.d.). Softball Unit Plan. *Softball Unit*. Retrieved December 1, 2011, from docs.google.com/viewer?a=v&q=cache:ovBGXm6Z8xsJ:users.manchester.edu/student/SAPurdy/profweb/SoftballUnitPlan%28C1%29.pdf+softball+exam+for+middle+school&hl=en&gl=us&pid=bl&srcid=ADGEESh8iGUoO4azle8aE0HT2KzbRyyHGwT5phPxTBGrYTHchuywbjVPDUZn6ZEHGOYpR9tjnIOA

This website is from a middle school teacher who also did a unit on softball. This reference shows her entire lesson plans and objectives for this unit. It is a great resource to look for material and different activities for this unit. It also gives good assessment ideas.

Secondary Physical Education Standards-Based Unit Plan Rubric

Criteria & Weighting	Exemplary 3	Competent 2	Does Not Meet Expectations—1
Unit Focus: Rationale (3X 1=3)	Explicit and defensible description and rationale as to why the unit was selected for this group of students at this time of year.	Defensible description and rationale as to why the unit was selected for this group of students at this time of year.	Description and/or rationale as to why the unit was selected for this group of students at this time of year is missing or indefensible.
Unit Focus: Mission of Physical Education (2X 1=2)	Thorough and accurate statement of the relationship of this unit to the mission of physical education.	Accurate statement of the relationship of this unit to the mission of physical education.	Weak or missing statement of the relationship of this unit to the mission of physical education.
Unit Focus: Central Organizer (3X 1=3)	Unit is clearly and appropriately organized around a theme, concept, content, a skill, an issue, a problem, or a question relevant to students.	Unit is clearly and appropriately organized around a theme, concept, content, a skill, an issue, a problem, or a question relevant to students.	Unit is loosely organized or not organized around a theme, concept, content, a skill, an issue, a problem, or a question relevant to students.
Unit Focus: Goals, Standards (3X 2=6)	Unit goals are clearly developed from and linked to appropriate and specific NASPE and VA SOL.	Unit goals are developed from and linked to appropriate and specific NASPE and VA SOL.	Unit goals are not linked to appropriate and specific NASPE and VA SOL.
Unit Focus: Goals, Standards (3X 2=6)	Unit goals clearly guide the development of appropriate learning activities to cover the scope of the unit outcomes.	Unit goals guide the development of appropriate learning activities to cover the scope of the unit outcomes.	Unit goals do NOT guide the development of appropriate learning activities OR do NOT cover the scope of the unit outcomes.
Assessment: Culminating Product (3X 4=12)	The summative assessment clearly articulates to the student and teacher the level of student achievement for each goal.	The summative assessment articulates to the student and teacher the level of student achievement for each goal.	The summative assessment does not provide the student and/or teacher information regarding the level of student achievement for each goal.
Assessment Tools: Rubrics (3X 4=12)	Multiple (4 or more) types of rubrics are used to judge student performance.	Several (3) types of rubrics are used to judge student performance.	Two or fewer types of rubrics are used to judge student performance.
Assessment Tools: Rubrics (3=3X 9)	Rubrics meet all 5 of the criteria to ensure fairness, equity, and consistency.	Rubrics meet 4 of the criteria to ensure fairness, equity, and consistency.	Rubrics meet 3 or fewer of the criteria to ensure fairness, equity, and consistency.

Criteria & Weighting	Exemplary 3	Competent 2	Does Not Meet Expectations—1
Assessment Tools: Grading (3X 1=3)	Criteria utilized to assign students a unit grade is based on appropriate summative and formative assessments.	Criteria utilized to assign students a unit grade is based on summative and formative assessments.	Criteria utilized to assign students a unit grade is missing summative and/or formative assessments.
Assessment Tools: Grade (3X 1=3)	Complete and thorough outline of how each of the assessments will be transferred to a numerical grade.	Complete outline of how each of the assessments will be transferred to a numerical grade.	Outline of how each of the assessments will be transferred to a numerical grade is missing or incomplete.
Learning Activities: Linked to Standards (3X 2=6)	Learning activities are clearly linked and lead students to the achievement of the standards and goals.	Learning activities are linked and lead students to the achievement of the standards and goals.	Learning activities are not linked and/or do not lead students to the achievement of the standards and goals.
Learning Activities: Extensions/ Applications (3X 3=9)	Experiences enable and encourage student learning by appropriately addressing all the levels of content analysis (Rink, 2006).	Experiences enable and encourage student learning by addressing all the levels of content analysis (Rink, 2006).	Student learning experiences address some the levels of content analysis (Rink, 2006) or is missing.
Learning Activities: Assessment (3X 3=9)	Learning activities represent all domains and are appropriately matched to formative and summative assessments.	Learning activities represent all domains and are matched to formative and summative assessments.	Learning activities do not represent all domains and/or are not matched to formative and summative assessments.
Learning Activities: Motivational Strategies (3X 2=6)	Motivational strategies are clearly articulated to address the learning needs of ALL students.	Motivational strategies are articulated to address the learning needs of the majority of students.	Motivational strategies are articulated to address the learning needs of a small group of students.
Learning Activities: Differentiation/Mo dification for specific students (3X 3=9)	Appropriate and thoughtful modifications are identified and described for students including: skill progression, equipment, and/or verbal instructions for students who are ESL speakers	Appropriate modifications are identified and described for students including: skill progression, equipment, and/or verbal instructions for students who are ESL speakers.	Modifications are NOT identified and described for students including: skill progression, equipment, and/or verbal instructions for students who are ESL speakers.

Criteria & Weighting	Exemplary 3	Competent 2	Does Not Meet Expectations—1
Digital Pictures (3X 2=6)	Professional looking and easy to see digital pictures for 4 or more basic skills clearly depicting the preparation, execution, and follow-through stages.	Professional looking and easy to see digital pictures for 4 basic skills depicting the preparation, execution, and follow-through stages.	Digital pictures for 3 or fewer basic skills depicting the preparation, execution, and follow-through stages that are not professional looking and/or easy to see
Digital Pictures (3X 2=6)	Pictures clearly and succinctly guide the observer toward the critical elements of each skill.	Pictures clearly guide the observer toward the critical elements of each skill.	Pictures do not guide the observer toward the critical elements of each skill.
Block Plan (3X 7=21)	Block of 10 lessons reflects best practice; scope and sequence clearly demonstrates a developmentally appropriate progression of learning and assessment activities.	Block of 10 lessons reflects best practice; scope and sequence demonstrates a developmentally appropriate progression of learning and assessment activities.	Block of fewer than 10 lessons; may not reflect best practice; and/or scope and sequence does not demonstrate a developmentally appropriate progression of learning and/or assessment activities.
Lesson Plans (3X 4=12)	A score between 55-66 points, with all indicators as Competent or Exemplary (using the physical education lesson plan rubric) for 5 days of instructional lesson plans.	A score between 44-54 points, with all indicators as Competent or Exemplary (using the physical education lesson plan rubric) for five (5) days of instructional lesson plans.	A score of fewer than 44 points, with one or more indicator as Does Not Meet Expectations (using the physical education lesson plan rubric) for five (5) or fewer days of lesson plans.
Critical Resources (3X 1=3)	Unit plan designed to effectively and appropriately utilize facilities (inside, outside, & off-campus), equipment, print or media materials, and technology to enhance student learning.	Unit plan designed to utilize facilities (inside, outside, & off-campus), equipment, print or media materials, and technology to enhance student learning.	Unit plan design does not utilize facilities (inside, outside, & off-campus), equipment, print or media materials, or technology to enhance student learning.
Research Base (3X 1=3)	Rationale, learning strategies, and assessment are supported by research & referenced using APA	Rationale and learning strategies are supported by research and referenced using APA 6.0.	Rationale and learning strategies are not supported by research or referenced using APA 6.0.
Total			<u> 149 </u> /150 points

Super!!!!!!!!!!!!!!!

