

Weeks	
<b>Massachusetts Performance Standards</b>	
<i>The students will:</i>	
<p><b>2.17</b> – Demonstrate developmentally appropriate competence (basic skills, strategies, and rules) in many and proficiency in a few movement forms and motor skills (team sports, aquatics, individual/dual sports, outdoor pursuits, self-defense, dance, and gymnastic).</p> <p><b>2.18</b> – Demonstrates activities for warming up and cooling down before and after aerobic exercise.</p> <p><b>2.20</b> – Demonstrate exercises in strength training, cardiovascular activities, and flexibility training</p> <p><b>2.25</b> – Understand how activity participation patterns are likely to change throughout life and identify strategies to deal with those changes, including a plan for life-long wellness.</p> <p><b>2.26</b> – Apply safe practices, rules, procedures, and sportsmanship etiquette in physical activity settings, including how to anticipate potentially dangerous consequences and outcomes of participation in physical activity</p> <p><b>2.27</b> – Define functions of leadership in team sports (increasing motivation, efficiency, and satisfaction).</p>	
<b>UNIT</b>	
<b>Softball</b>	
<b>Objectives (Students will...)</b>	<b>Essential Question</b>
<p>For students to successfully participate in softball, upon learning the skills, rules, and strategies of the game.</p> <ul style="list-style-type: none"> <li>• Demonstrates basic skills of softball in a game.</li> <li>• Demonstrates an understanding of softball strategies and teamwork.</li> <li>• Demonstrates an increase level of fitness and coordination.</li> <li>• Demonstrate understanding of rules, regulations, and history of softball.</li> </ul>	<p>What physical, social, and emotional benefits will you get from playing softball?</p>
	<b>Mission and Expectations</b>
	<p><b>Health &amp; Wellness</b></p> <ul style="list-style-type: none"> <li>• Understands the fundamental wellness and fitness concepts and the skills which foster healthy habits and behaviors</li> <li>• Make healthy –enhancing decisions by assessing risks and considering potential consequences.</li> </ul> <p><b>Autonomous Learning Skills</b></p> <ul style="list-style-type: none"> <li>• Takes responsibility for his/her learning</li> <li>• Is a lifelong learner</li> <li>• Can set priorities and identify</li> </ul> <p><b>Personal and Social Responsibility</b></p> <ul style="list-style-type: none"> <li>• Takes responsibility for his/her learning</li> <li>• Respects himself/herself and others</li> </ul>
<b>Teacher Resources</b>	<b>Media and Technology Resources</b>
<ol style="list-style-type: none"> <li>1. Physical Education Activity Packets: “Softball”</li> <li>2. Quality Lesson Plans for Secondary Physical Education - Textbook</li> </ol>	<p><a href="http://www.profastpitch.com">www.profastpitch.com</a>, <a href="http://www.asasoftball.com">www.asasoftball.com</a></p>
<b>Evaluation/Activities</b>	<b>Lesson Completion Date:</b>
<p><b>Lecture/Demonstration:</b> Each concept/topic will be introduced by the teacher using any resources that are available.</p> <p><b>Class work:</b> To be done on each topic/concept as needed for understanding.</p> <p><b>Homework:</b> To be given daily on each introduced topic as determined by the teacher.</p> <p><b>Review:</b> All weekly concepts will be reviewed and connections to concepts should be made by the students.</p> <p><b>Quiz:</b> Formal assessments will be given as warranted by the curriculum.</p>	<b>Technology Used/ Date Used:</b>
	<b>Completed By:</b>
	<b>Comments:</b>

