**High School Course II Pacing Guide**

**Resources:**

[**www.sparkfamily.org**](http://www.sparkfamily.org) **/ High School PE / Softball**

***SOFTBALL***

***Focus Points:***

1. Students will know why and how to deny opponents an easy score.
2. Students will know why it is important to sacrifice fly or bunt.
3. Students will know how to work as a team unit.
4. Students will know what it means to be evasive and why this is important.
5. Students will know that jobs differ on the field and know the duties for each position.

***Skills:***

1. Throwing (side arm, overhand)
2. Catching (thrown ball, grounder, fly ball)
3. Batting (base hit, sacrifice fly, bunt, grounder, line drive)
4. Pitching
5. Base Running
6. Students will know the rules that apply to fly balls (runners go back, automatic out)
7. Students will know what a batting order is and how to follow it
8. Students will know what the strike zone is and why this is important both for pitcher and batter
9. Students will know how to get someone out at home plate.
10. Students will know how to adjust to faster pitchers

***History:***

Softball originated in Chicago on Thanksgiving Day, 1887. A group of about twenty young men had gathered in the gymnasium of the Farragut Boat Club to hear the outcome of the Harvard-Yale football game. After Yale's victory was announced and bets were paid off, a man picked up a stray boxing glove and threw it at someone, who hit it with a pole. George Hancock, usually considered the inventor of softball, shouted, "Let's play ball!" He tied the boxing glove so that it resembled a ball, chalked out a diamond on the floor (smaller dimensions than those of a baseball field in order to fit the gym) and broke off a broom handle to serve as a bat. What proceeded was an odd, smaller version of baseball. That game is now, 111 years later, known as the first softball game. Softball may have seen its death on the day of its birth if Hancock had not been so fascinated by it. In one week, he created an oversized ball and an undersized rubber-tipped bat and went back to the gym to paint permanent white foul lines on the floor. After he wrote new rules and named the sport indoor baseball, a more organized, yet still new, game was played. Its popularity was immediate.

***Strategies:***

1. Defensive placement of players based on perceived skill level of batter.
2. Offensive batting strategies (bunt, sacrifice run, line drive, home run).
3. Optimal placement of players based on skill set.

***Assessment:***

1. Performance rubric
2. Peer Checklist
3. Written quiz

***Vocabulary:***

Review the components of skill-related fitness:

1. **Agility** – ability to change your body position quickly and to control your body’s movements.
2. **Balance** – An even distribution of weight enabling someone or something to remain upright and steady.
3. **Coordination** – ability to use your senses together with your body parts.
4. **Explosive power** – A quick muscular effort resulting in speed and/or power for a short period of time. Examples include tee shot, batting, tennis serve, basketball rebound, football tackle, etc.
5. **Power** – ability to use strength quickly. Areas most likely to improve with repeated effort.
6. **Reaction time** – amount of time it takes you to move once you realize the need to act.
7. **Speed** – ability to perform a movement or cover a distance in a short period of time.

Review the principles of biomechanics:

1. **Force –** A push or a pull applied to an object or person, measured in pounds or newtons.
2. **Inertia –** The tendency of a body at rest to remain at rest or of a body in straight line motion to stay in motion in a straight line unless acted on by an outside force.
3. **Leverage –** 1. a. The action of a lever. b. The mechanical advantage of a lever. 2. Positional advantage; power to act effectively
4. **Opposition -** The use of body parts on opposite sides of body to increase force and power.
5. **Rotary Motion –** The act of rotating as if on an axis; "the rotation of the dancer kept time with the music".