Unit 09: Diamond Games

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **Week 31**
Length: **4 Weeks**
Status: **Published**

Unit Overview

The students will play various team diamond games, such as Tennis Baseball, Kickball, Continuous Kickball, California Kickball, Whiffleball, and Softball. The students will learn the rules of each of the diamond games and how to play them cooperatively with other students.

Standards

HPE.2.5.4.A.1	Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.4.A.2	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
HPE.2.5.4.A.CS1	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
HPE.2.5.4.B.1	Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).
HPE.2.5.4.B.CS1	Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.
HPE.2.5.4.C.1	Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
HPE.2.5.4.C.2	Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
HPE.2.5.4.C.CS1	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
HPE.2.6.4.A.2	Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.

Essential Questions

1. Why are skills and drills important to participate in diamond games?

2. Why is it important to use team work in games?

3. How do the characteristics of good sportsmanship apply to me outside of PE class?

Application of Knowledge and Skills...

Students will know that...

- 1. the vocabulary associated with diamond games: strike, hit, safe, out, base-running, fly-out, and homerun.
- 2. that the skills needed to play diamond games include: hitting, pitching, catching, throwing, running, stealing, and collaborative teamwork.
- 3. that rules and safety skills are necessary for both indoor and outdoor diamond games.

Students will be skilled at...

- A. Describe the rules of specific diamond games.
- B. Demonstrate catching s fly ball with two hands.
- C. Display teamwork in game play.
- D. Apply skills in game play.
- E. Run the bases correctly during game play.

Assessments

Diamond Rules and Procedures
Diagnostic: Written Test
A written assessment on the rules of diamond games and how to run bases properly.
2.5.4.A.1, 2.5.4.B.1, 2.5.4.C.1, 2.5.4.C.2

Cone Kickball
Formative: Exhibition
A performance rubric will be used to score students on their kickball skills, use of safety parameters, and the ability to demonstrate teamwork in a game situation.
2.5.4.A.1, 2.5.4.A.2, 2.5.4.C.1, 2.6.4.A.2

Softball
Formative: Exhibition
A performance rubric will be used to score students on their softball skills, use of safety parameters, and the ability to demonstrate teamwork in game situations.
2.5.4.A.1, 2.5.4.A.2, 2.5.4.B.1, 2.5.4.C.1, 2.5.4.C.2, 2.6.4.A.2

Diamond Game Quiz
Summative: Written Test
A written test to assess knowledge of the rules of various diamond games and the teamwork skills necessary to play them.

2.5.4.A.1, 2.5.4.B.1, 2.5.4.C.1, 2.5.4.C.2

Activities

- Kick Ball Game: The teacher will divide the students into two teams and will pitch the ball. There are no strikeouts, no walks, no leading, no stealing, no tagging up and no pegging. Each team will have three outs.
- Continuous Kickball: The teacher will divide the students into two teams, and will pitch the ball. The kicking team will kick the ball and run the bases until everyone has kicked. The fielders will return the ball back to the pitcher.
- Whiffle Ball: The teacher will divide the students into two teams. The teacher will pitch the ball. There are no strikeouts, no walks, no stealing, no tagging up and no pegging. Each team will get three outs.
- Tennis Baseball: The teacher will divide the students into two teams. The teacher will pitch the ball. There are no strikeouts, no walks, no stealing, no tagging up and no pegging. Each team will get three outs.

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
    - Modifications & accommodations as listed in the student's IEP
    - Assign a peer to help keep student on task
    - Modified or reduced assignments
    - Reduce length of assignment for different mode of delivery
    - Increase one-to-one time
    - Working contract between you and student at risk
    - Prioritize tasks
    - Think in concrete terms and provide hands-on-tasks
    - Position student near helping peer or have quick access to teacher
    - Anticipate where needs will be
    - Break tests down in smaller increments
- Content specific modifications may include:

    - Kick/hit a stationary ball.
    - Verbal and non verbal cueing, feedback, and extra time/support from the teacher

Differentiation for ELL's:

- General modifications may include:
    - Integrate activities into thematic units
    - tap the student's prior knowledge and experience, which may be different from other students in the class

- teach learning strategies and scaffold complex texts
- organize students into a variety of learning groups
- Collaboration with ELL Teacher

- Content specific vocabulary important for ELL students to understand include: strike, hit, safe, out, base-running, fly-out, and homerun

Differentiation to extend learning for gifted students may include:

Integrated/Cross-Disciplinary Instruction

- Math Connection: Students will keep score of the games, keep track of the number of outs, and calculate the percentage of their hits.

Resources

- Ready to use, P.E. Activities. Joanne M. Landy and Maxwell J. Landy, Parker Publishing Company, 1992
- www.pecentral.com
- www.teachphysed.com
- Awesome Elementary School Physical Education Activities, Cliff Carnes, 1983
- Elementary P.E. Teacher's Survival Guide, Jeff Carpenter & Diane Tunnell, Parker Publishing Company, 1994
- Bases
- Kickballs
- Softballs
- Whiffleballs
- Bats - aluminum and plastic

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to

	their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.