Unit 12: Diamond Games

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **Week 32**
Length: **3 Weeks**
Status: **Published**

Unit Overview

During this unit, students will engage in multiple diamond games, such as kickball, teeball, and baseball. Students will develop the skills of striking a ball with an instrument; kicking stationary and rolling balls; dodging balls; running bases; and tabulating scores. Students will learn how to be a good teammate while engaging in games that improve their physical fitness.

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.4	Correct movement errors in response to feedback and explain how the change improves performance.
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.2	Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
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.

Essential Questions

1. Why do people play "diamond games"?

2. What skills are needed to be successful in a diamond game?

Application of Knowledge and Skills...

Students will know that...

- 1. basic information about of diamond games (rules, safety procedures, history, and equipment needed).
- 2. that teamwork, cooperation, and communication are important components of diamond games.
- 3. the proper techniques to play diamond games, such as striking, throwing, and catching.

Students will be able to...

- A. Demonstrate the skills, kick, catch, hit, run, and dodge, during all diamond games.
- B. Demonstrate the ability to hit a moving target with a thrown ball.
- C. Work together as a team to play a game.
- D. Strike a ball off of a stationary tee.
- E. Kick a moving and a stationary ball.

Assessments

• Diamond Game Running Pre-assessment - Diagnostic: Instructional/Assessment Focus - Students will be assessed on base-running in different formations. 2.5.2.A.1 2.5.2.A.4 2.5.2.B.1 2.5.2.B.2 2.5.2.B.3 2.5.2.B.4 2.5.2.C.1 2.5.2.C.2 2.6.2.A.2

• Skills Assessment - Summative: Other visual assessments - Using a performance rubric, students will be assessed on kicking, catching, dodging, striking/hitting, throwing, and running-through. 2.5.2.A.1 2.5.2.A.4 2.5.2.B.1 2.5.2.B.3 2.5.2.B.4 2.5.2.C.2 2.6.2.A.2

Activities

- Kicking Drills: students will kick balls with each leg.
- Kickball Games: Mini Kickball, California Kickball, Long Base Kickball, Kickball Tag, Continuous Kickball, Mat Kickball, Cardio Kickball, Messy Backyard, and Diagonal Kickball.
- Hitting/catching practice: students will hit and catch plastic whiffle balls to improve hand-eye coordination.
- Baseball Games: students perfect hitting and catching skills during games of Mat Baseball, Mini Baseball, Homerun Derby, and Around-the-Horn Baseball.

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:
  - Students having difficulty with eye-foot coordination will be encouraged to stop rolling balls before kicking.
  - Students having difficulty striking a ball off of a tee will use a larger bat.

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, throw, catch

Differentiation to extend learning for gifted students may include:

- Games will be modified to accommodate a variety of skill levels and number of students.

Integrated/Cross-Disciplinary Instruction

- Mathematics connection: calculate scores during variations of Diamond Games.

Resources

- PEcentral.org
- Teachphysed.com
- Teacher-created handouts, activities, and lessons
- Kickballs
- Gym mats and floor mats
- Whiffle balls and bats
- Set markers and pinneys

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.