Unit 10: Volleyball

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **Week 17**
Length: **1 Week**
Status: **Published**

Unit Overview

During this unit, the students will learn the rules, key terms, boundaries of the court, positions, and rules of volleyball. Teamwork and sportsmanship will be emphasized.

Standards

HPE.2.5.8.A.1	Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.8.A.2	Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
HPE.2.5.8.A.3	Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).
HPE.2.5.8.A.CS1	Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
HPE.2.5.8.B.1	Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
HPE.2.5.8.B.2	Assess the effectiveness of specific mental strategies applied to improve performance.
HPE.2.5.8.B.CS1	Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.
HPE.2.5.8.C.1	Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
HPE.2.5.8.C.2	Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.
HPE.2.5.8.C.3	Analyze the impact of different world cultures on present-day games, sports, and dance.
HPE.2.5.8.C.CS1	Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.
HPE.2.6.8.A.1	Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
HPE.2.6.8.A.2	Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.
HPE.2.6.8.A.5	Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.
HPE.2.6.8.A.CS1	Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.

Essential Questions

- Why are skills and game knowledge important to participate in physical activities/sports?
- How can physical activity/sports provide a wide range of lifelong benefits?
- What concepts and skills are essential for successful participation in these physical activities?

Application of Knowledge and Skills...

Students will know that...

- 1. Key vocabulary terms related to volleyball (set, bump, serve, volley, rotate, spike, block, dink)
- 2. The basic rules of volleyball
- 3. The scoring rules of volleyball
- 4. The proper techniques for ball handling

Students will be able to...

- A. Properly set, bump, serve, and receive a volleyball.
- B. Apply learned skills to a regulation game of volleyball.
- C. Properly rotate with a team of four, six and nine.
- D. Identify the boundaries of the court.

Assessments

- Unit Test Summative: Written Test A test on volleyball. 2.5.6.A.1-4, 2.5.6.B.1-2, 2.5.6.C.1-3, 2.6.6.A.1,2,5
- Participation & Effort Formative: Other visual assessments 2.5.6.A.1,3, 2.5.6.B.1, 2.5.6.C.1-3

Activities

Introduce rules, key terms and boundaries of a volleyball court.

Demonstrate hand position for setting, bumping, serving and spiking.

Practice bumping and setting to self.

Students will choose a number and see if they can control the ball for that amount of time. If they succeed they will increase the number.

Partner practice how to bump and set, practicing each one separately. The partner will count how many times the other can bump and set and will provide feedback on the technique. Students will then practice bumping to each other, trying to control the ball.

Explain the service rules, how to rotate and how to keep score.

Practice the underhand and overhand serve.

Discuss the importance of good teamwork and sportsmanship.

Practice spiking. Students bump the ball to the spiker and then rotate.

Review how to rotate during the game.

Divide class into four teams and play games.

Ticket to Leave- daily

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:
  - Specialized Equipment- Nerf, pillow and regular volleyballs
  - Students may serve from various distances away from the net
  - Bump and set combo multiple times in a row

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: set, bumpt, serve,

volley, rotate, spike, block, dink

Differentiation to extend learning for gifted students may include:

- Students may serve from various distances away from the net
- Bump and set combo multiple times in a row

Integrated/Cross-Disciplinary Instruction

Social Studies- history of the sport and how it has transformed over the years

Health- safety and warm-up/cool down exercises to help prevent injuries

Resources

Hometeamsonline.com

Pecentral.org

teachphysed.com

about.com

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.