Unit 4: Volleyball

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Comprehensive Health/Physical Education Grade 8

Volleyball

Belleville Board of Education

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Board Approved:

Unit Overview

- Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.
- Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.
- Implementing effective offensive, defensive, and cooperative strategies is necessary for all players to be successful in game situations
- Understand basic skills and cognitive concepts that will enable them to participate in Volleyball activities.

Enduring Understanding

- Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.
- Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.
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Essential Questions

- What are some effective ways to score?
- Why is it important to move instead of standing stationary in a volleyball game?
- Why is it important to communicate for the ball/talk in a volleyball game?
- What skill do you use when the ball is coming at you at a level above your shoulders?
- What skill do you use when the ball is coming at you at a level below your shoulders?
- How do you rotate when playing a modified game of volleyball?
- What skill do you use when you are the first person to return a serve and why?
- How do you score in volleyball?

Exit Skills

- Explain and demonstrate the transition of movement skills from isolated settings into applied settings
- Apply the concepts of force and motion to impact performance
- Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style
- Detect, analyze, and correct errors and apply to refine movement skills
- Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings
- Assess the effectiveness of specific mental strategies applied to improve performance
- Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement
- Assess player behavior for evidence of sportsmanship in individual, small - group, and team activities
- Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small – group, and team activities
- Analyze the impact of different world cultures on present - day games, sports, and dance.

New Jersey Student Learning Standards (NJSLS-S)

2.1.8	Personal and Mental Health
2.1.8.CHSS	Community Health Services and Support
	Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.
2.1.8.CHSS.7	Collaborate with other students to develop a strategy to address health issues related to climate change.
2.2.8.MSC.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).
2.2.8.MSC.4	Analyze, and correct movements and apply to refine movement skills.
2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
2.2.8.MSC.6	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity.
2.2.8.PF.4	Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.
2.2.8.PF.5	Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.
2.2.8.LF.1	Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
2.2.8.LF.2	Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one’s lifetime.
2.2.8.LF.3	Explore by leading self and others to experience and participate in different cultures' physical fitness activities.

Interdisciplinary Connections

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Key SUBJECTS AND 21st CENTURY THEMES

Mastery of key subjects and 21st century themes is essential for all students in the 21stcentury.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

LA.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Learning Objectives

Students will be able to

- Use proper form and technique while performing the skills in class.
- Participate in all drills to increase accuracy in the game of Volleyball.
- Demonstrate use of teamwork by working together as a team in the game of volleyball.
- Demonstrate proficiency in the skills of bumping, setting, serving, blocking, offensive and defensive strategies.
- Name critical elements, strategies and rules of volleyball.
- Identify when and how to rotate when serving while participating in a volleyball game.
- Express an understanding of the general rules of a volleyball game.
- Use combinations of hits while participating in a volleyball game.

Suggested Activities & Best Practices

-Components of Fitness
-Muscular Endurance
-Muscular Strength
-Cardio Vascular Endurance
-Flexibility

CLIMATE-FRIENDLY SPORTS AND PHYSICAL ACTIVITIES
Discuss the climate impacts of sports. Which sports are climate-friendly and which are not? Which sports suffer from climate change and which do not?

Assessment Evidence - Checking for Understanding (CFU)

By identifying the **Evidence of Student Learning with Checking for Understanding (CFU)** techniques used during the lesson and/or for Closure (Madeline Hunter), please list the variety of means used to access students' learning (e.g. quizzes, tests, academic prompts, observations, homework, journals)

Admit/Exit tickets-formative assessment

Unit test-summative assessment

Illustration-alternate assessment

Name critical elements, strategies and rules of volleyball.-benchmark assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep

- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Assortment of Physical Education equipment
Teacher web–based search engines
Audio/visual equipment

Volleyballs, volleyball stands, volleyball nets, volleyball worksheets, volleyball study guides, volleyball written exam, volleyball skill test rubric, word wall, offensive/defensive strategies, volleyball skill cues sheet, rotation sheet, positions diagram.

Ancillary Resources

Exit Slips
Rubrics
Self Assessment Worksheets

Technology Infusion

- Microsoft Office 365
- Google classroom
- Chromebooks

- Youtube



Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.2.8.CAP.7	Devise a strategy to minimize costs of post-secondary education.
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

21st Century Skills/Interdisciplinary Themes

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

Media Literacy
Life and career skills
Critical Thinking and problem solving

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century Skills** that will be incorporated into this unit.

Civic Literacy

HEalth Literacy

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Please remember: Effective educational **Differentiation** in a lesson lies within content, process, and/or product.

Peer Groupings

VArious Equipment

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks

- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts

- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Please identify the **Special Education Learning** adaptations that will be employed in the unit, using the ones identified below.

Peer Groupings

VArious Equipment

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner

- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Please identify the **English Language Learning** adaptations that will be employed in the unit, using the ones identified below.

Peer Groupings

VArious Equipment

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Please identify Intervention Strategies that will be employed in the unit, using the ones identified below.

Peer Groupings

VArious Equipment

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning

- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Please identify the **Talented and Gifted** adaptations that will be employed in the unit, using the ones identified below.

Peer Groupings

VArious Equipment

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities

- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name: Volleyball

NJSLS:

See linked standards

Interdisciplinary Connection:

ELA

Statement of Objective:

SWBAT: Demonstrate the correct technique for the underhand serve
SWBAT: Evaluate the technique of a partner and provide the partner with positive feedback
SWBAT: State two important things to remember about the underhand serve
SWBAT: Demonstrate the correct techniques for the forearm pass
SWBAT: State two important things to remember about the forearm pass
SWBAT: Demonstrate the correct technique for the overhead set
SWBAT: Evaluate the technique of a setter using a criteria sheet
SWBAT: State two important things to remember of the overhead set
SWBAT: Demonstrate the rotation of a six player game
SWBAT: Participate successfully in a modified volleyball game

Anticipatory Set/Do Now:

Having the students play "everybody's it" which is a tag game that gets them moving and having fun. During resting periods asking the students questions about the game of volleyball and the skills we learned. This allows them to reflect on how the game is played and why we hit the ball the way we do. Also, asking them questions that allow

them to understand that volleyball can be played life long. This is the goal of physical Education is getting the students prepared for the a lifelong physical fitness career.

Warm-Ups: Bent-knee Sit-Ups, Push-ups, Straddle sit stretch, Lateral Jump, Seated toe touch, Body Bend, Forward Lunge, Pivot Relay, Rope Jumping, Running in place, Walk Jog/Dynamic stretches.

Learning Activity:

Underhand Serve: Arrange students into groups of 5-6 students behind lines about 15-20ft apart. Give each group a volleyball and demonstrate the **underhand serve**. Checking for understanding by having several students demonstrate.

- Describe and demonstrate the skill: Start in stride stance (weight on back foot) with the leg opposite your hitting arm forward.
- Hold the ball waist high in front of your front leg
- Extend your serving arm, drawing it backward in a pendular motion
- To hit the ball, bring your hitting arm forward and shift your weight from your back foot to your front foot
- Contact the ball with the heel of your open hand, squarely below and behind the center of the ball

Have the students practice this at various distances based on skill leve; 15ft, 25ft, 35ft

Forearm pass: Arrange the students in groups of 5-6 students Describe and demonstrate the skill. Checking for understanding by having each group try the skill

- In volleyball we move the ball by using the forearm pass
- To prepare students to make a forearm pass, get into forwar stride position with your weight on the balls of your feet
- Contact the ball with your forearms slightly about your wrist. Your arms should make a firm platform for the ball to contact
- The power for the pass comes from extending your legs and hips along with raising and flexing your shoulders. So at the time of contact, extend your arms intill your elbows are straight and your thumbs and fingers are extended. Meanwhile, your legs should extend until your knees and hips are straight and your toes are extended.

Have the students practice bumbing the ball when its tossed from a classmate
Variation: Have students take turns bumping the ball up to each other with out tossing.

Make it into a game "keep it up" each group begins bumping the ball back and forth counting the number of times a team member is able to bump it with out hitting the ground.

Overhead Set: Arrange the students into groups of 5-6. Describe and demonstrate the skill.

- The over head set is used to position the ball for a spike and as a way to pass the ball.
- To prepare to use the overhead set, move under the ball with your knees bent and hands held above your head with your elbows pointing down

- Spread your fingers, thumbs pointed toward each other and wrists extended backward.

Have students practice setting the ball that has been tossed by a partner. Establish a rotation system similar to that used in a real volleyball game. j

Variation: Have students practice at further distances have students provide feedback to improve form.

When students have performed each skill game play may happen. Students who are not participating in the gameplay are working independently providing positive feedback to students who are playing the game.

Student Assessment/CFU's:
1. What should you remember about the starting position for the underhand serve? Demonstrate?
2. What are some things to remember when you are serving?
3. Where should you contact the ball?
4. What do you think would happen if you contacted the ball above its center?
5. What should you remember about the starting position for the forearm pass?
6. From where do you get power for the pass?
7. What should you remember about the position of your arms before and after contact
8. What should you remember about the starting position for the overhead set?
9. What part of your hands makes contact with the ball?
10. Is it important to extend your knees at the time of contact? Why?
11. Demonstrate the volleyball rotation effectively.

Student Assessment/CFU's:
1. Have a class discussion in the beggining and end of class testing the students ability to distinguish between the different types of fitness
2. Make sure the students are performing each exercise correctly
3. Have the students reflect on their fitness during the rest station allowing them to correct each others form and technique
4. Have the students create a fitness work out they can do at home (Modified to their homes)

Materials:

Volleyballs, Jump ropes, volleyball nets, string, cones, tape, polly spots

Listed above
21st Century Themes and Skills:

Media Literacy
Life and career skills
Critical Thinking and problem solving

Differentiation/Modifications:

Peer Groupings

VArious Equipment

Integration of Technology:

Chromebooks

2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
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