14 Volleyball

Content Area: **Health and Physical Education**
Course(s):
Time Period: **Marking Period 2**
Length: **3 Weeks**
Status: **Published**

Brief Summary of Unit

This unit will aid in the development of team play principles, sportsmanship, and cooperative learning in Volleyball. This unit will also provide students with the rules and regulations of Volleyball, as well as emphasize ways to utilize Volleyball throughout your lifetime to maintain physical fitness and overall health.

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Standards

2.2.12.MSC.1	Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball).
2.2.12.MSC.2	Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
2.2.12.MSC.4	Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.
2.2.12.PF.1	Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
2.2.12.PF.2	Respect and appreciate all levels of ability and encourage with care during all physical activities.
2.2.12.LF.2	Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.
2.2.12.LF.3	Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.
2.2.12.LF.4	Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
2.2.12.LF.5	Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).

Essential Questions

- How are the concepts of team play and communication exhibited in the sport of Volleyball?
- What components of fitness are utilized in the sport of

Volleyball?

Students Will Know/ Students Will Be Skilled At

• the object of the game is to keep the ball from striking the floor on your side of the net and to return it so that it strikes the floor on your opponent's side

• rally scoring is used for all game play

• a set pass is used to set up a spike for another teammate.

• a bump pass is used to pass to the front line, or to receive a serve.

• a dig is used to reach a ball that is slightly out of reach.

•a spike is an attack by the offensive team.

•a block is a defensive tactic to stop the ball from entering your side of the court.

•The proper technique for a bump, set, spike, serve, block, and dig

• Key terms: serving, set pass, bump pass, spike, dig, kill, block, ace, rally scoring, rotation, positioning, libero

Learning Plan

Preview the essential questions and connect to learning throughout the unit.

•Identify the concepts of volleyball (history, origins, changes in game play over time)

• Participate in individual skill work as well as game play for all included sports skills

• record their results and scores for all games played

•Demonstrate an appropriate level of skill for high school play

•Demonstrate and review possible strategies for offensive and defensive teams.

• Ensure that all students follow safety precautions at all times

•Ensure students dress appropriately for every class.

•Reinforce that students' must act respectfully and follow rules

•Complete competitive tournament play

•Complete unit written quiz

Evidence/ Performance Tasks

Question and answer

Observation of student play and individual skill work

Unit written quiz

Materials

- Standards (poles)
- Nets
- Volleyballs
- Boundary lines

Suggested Strategies for Modification

•one-to-one instruction and assistance
•cooperative learning groups
•additional time on task
•assessment based on individual development in the area of study
•demonstration and visual aids
•study guides made available
•preferential seating
•testing materials appropriate to student level

•Lectures
•Group work
•Class Discussions
•Extended time on quizzes

•Explanation and demonstration through kinesthetic, visual, and auditory manners.