# Jan. Volleyball

Content Area: **P.E.**
Course(s):
Time Period: **January**
Length: **4-5 Weeks**
Status: **Published**

## Unit Overview

This unit teaches the vocabulary terms and skills needed to play the game of volleyball.

## Enduring Understandings

Lifelong fitness is a goal that is achieved by developing skills that allow us to engage in a variety of sports in a safe and enjoyable manner.

## Essential Questions

What are the vocabulary terms in volleyball a person must know in order to play the game?

What are the rules for playing volleyball?

How do you play volleyball safely?

## Instructional Strategies & Learning Activities

Lesson 1:

Objective: Students will practice the underhand serve and demonstrate the proper technique for executing the serve:

Activity: Students will be placed into 3 lines and they will perform the underhand serve. They will track their serves, giving themselves a point for every successful serve.

Lesson 2:

Objective: Students will demonstrate the following skills: bumping, setting, and serving with the correct technique.

Activity: Students will be working at stations in groups of 4 to 5, they will practice the bump, set, serve, and

keep-it-up

Lesson 3:

Objective: Students will use the skills, set, bump and serve. Students will effectively be able to pass the ball to each other. They will demonstrate responsiility to complete team card.

Activity: Students will begin their volleyball games. Games will be played to 15 points. The teams will be using rally scoring. Teams will have an index card with the following information: roster, captain, co-captain, scorekeeper, schedule, and win/loss/tie column. They are responsible for recording the results of the games played during class.

## Integration of Career Readiness, Life Literacies and Key Skills

Students choose the various responsibilities for the game play and record accordingly. Students must exhibit responsibilities of safe environment, care for equipment, and cooperative skills to safely and fairly participate in game play.

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| | Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking. |
| | An individual's strengths, lifestyle goals, choices, and interests affect employment and income. |
| 9.2.8.CAP.3 | Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. |
| 9.4.8.CI.4 | Explore the role of creativity and innovation in career pathways and industries. |
| | Multiple solutions often exist to solve a problem. |
| | An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful. |

## Technolgy and Design Integration

Video streaming of appropriate techniques and skills for individual and team participation in the game of volleyball.

## Interdisciplinary Connections

Students will be introduced to sport specific terminology and be able to demonstrate accurate use of vocubulary terms in a summative assessmentand express appropriate use of terms during game play.

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| LA.SL.6.1.B | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| LA.SL.6.1.C | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
| LA.SL.6.1.D | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |

## Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

**Differentiation occurring in this unit:**

Choices will be offered for students to match skill set and confidence levels with positions played.

Students may also elect to have more responsibility and leadership roles with their teams.

## Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

**Modifications and Accommodations used in this unit:**

Physical and learning accommodations based on individual IEP's will be closely monitored.

## Benchmark Assessments

**Benchmark Assessments** are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

**Schoolwide Benchmark assessments:**

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

**Additional Benchmarks used in this unit:**

Various skills assessments and observing appropriate skills and techniques during game play will be used.

## Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

**Formative Assessments used in this unit:**

Skills assessments, teacher observation, student self-assessment, peer assessment will be used to support development of volleyball techniques and strategies.

## Summative Assessments

**Summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

**Summative assessments for this unit:**

**Successful completion of the final volleyball written test.**

## Instructional Materials

Volleyball equipment

Teaching Materials

## Standards

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| 2.2.8 | Physical Wellness |
| 2.2.8.MSC | Movement Skills and Concepts |
| | Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities). |
| 2.2.8.MSC.1 | Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). |
| 2.2.8.MSC.2 | Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments. |
| 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). |
| | Feedback from others and self-assessment impacts performance of movement skills and concepts. |
| 2.2.8.MSC.4 | Analyze, and correct movements and apply to refine movement skills. |
| | Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities. |
| 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 | Physical Fitness |
| | A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T.). |
| 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. |