



Manhattan Center for Science and Math High School

Physical Education Department Curriculum

Volleyball

<http://mcsportal.net>

Marking Period 3

Topic and Essential Question (6 Week Unit)

Week 1-What is the history of volleyball? How to properly pass a volleyball using the forearm pass? What are the cues students should follow to properly pass the ball? How to properly change the direction of the forearm pass?

Week 2-How to properly pass a volleyball using the set pass? When is the set pass used in the game?

Week 3-How to properly serve a volleyball using the underhand serve? How to properly serve a volleyball using the overhead serve?

Week 4- What are the rules of the game of volleyball? What are some rule modifications we must put in place when playing half-court volleyball games? How to properly rotate in the game of volleyball? What are the most commonly used formation in the game of volleyball? How does sportsmanship impact the volleyball game? What is a spike? How to properly set up your teammate for a spike? What are some examples of incorrect passes in the game of volleyball? What is a carry?

Week 5-How can we improve on the skills we are currently using in the volleyball games? How do the games we are playing on the half-court differ from playing full-court games? What are some strategies the teams can use to improve the game play?

Week 6- What have we learned from the volleyball unit and the games played?

Unit/Topics

Week 1- History of volleyball, forearm pass

Week 2- set pass, combining all of the skills learned into different drills

Week 3- underhand and overhead serve, returning the serve drills

Week 4- GAMEPLAY-Rules of the game, volleyball positions, rule modification in the gymnasium, player formations and rotation

Week 5- GAMEPLAY-strategies, reflection on the skills,

Week 6-GAMEPLAY- physical and written assessment

SWBAT/Objectives

Student Learning Outcomes/Student Objectives:

Psychomotor domain-

As a result of participating in the volleyball unit, students will use the learned skills (bumping, setting, serve) to play half and full court games with their peers. Students will learn the correct way of performing each skills and how to combine all of the skills when working with teammates.

Cognitive domain-

As a result of participating in the volleyball unit, students will understand the correct steps needed to execute each skills and when it is appropriate for the student to use the skills. Students will also understand the concept of teamwork, sportsmanship, and formations in order to play a successful game of volleyball.

Affective domain-

As a result in participating in the volleyball unit, students will learn through peer demonstrations, class discussions, group and individual practice. Students will be able to work with their peers to improve on the skills learned in the unit and apply the knowledge gained to play a game of volleyball outside of the school physical education setting.

Vocabulary/Key Terms

Attach line, attacker, back row, back set, bump, break point, block, free ball, four-two offense, set, pancake, side line, antenna, spike, spiker, right side hitter, setter, left side hitter, outside hitter, middle blocker, libero,

Assessments: Visual Assessment, Skill Rubrics, Physical Skill Assessment, Written Assessment

**NYS
Standards/Common
Core Standards:**

NYC Content Standards/Benchmarks:

Personal Health & Safety:

This lesson incorporates the key idea of motor performance. The students will number of volleyball skills which they will use when playing volleyball games.

A Safe and Healthy Environment:

The unit incorporates the key ideas regarding personal behavior during physical activity. The students will follow the rules and directions of the lesson's activities, drills, and procedures. Students will also learn the key terms and use the vocabulary in the game setting. Students will adhere to the modifications set in place to safely participate in the games.

Resource management:

This unit will teach students the necessary skills students will need to play a game of volleyball. From the knowledge gained students will be able to play the game on their own free time outside of the school setting.

**Differentiated
Instruction:**

- Flexible grouping
- Cooperative Learning
- Visual Learning through peer demonstration
- Motivation through visual and interactive questions

ELLs:

1. Grouping students who are ELL with students who speak the same language
2. Visual demonstration of the skills and drills

SWDs:

1. Review of the skills and concepts learned in the previous lesson
2. Grouping with students who are excelling at the skill to aid students who are having difficulties

High-Achievers:

Use the students how are high achieving in the sport/skill to work with students are learning the skills. Students will be asked to present the skill to the class and explain the best sequence of steps he/she used in order to successfully execute the skill.

Resources/Books Rubrics, Reading materials sent through Pupil Path,

Homework: Per Teacher