

**Southington Public Schools****Curriculum Map****Subject:** Physical Education**Grades:** 9-12

<b>UNIT TITLE</b>	<b>#1 VOLLEYBALL</b>
<b>CONTENT</b>	<ul style="list-style-type: none"><li>• Volleyball Scoring/Strategy</li><li>• Fitness through Volleyball</li></ul>
<b>STATE STANDARDS</b>	<p><b><u>Grade 9</u></b></p> <p><b>2.6</b> display an understanding of the connection between the purpose of movement and its effect on performance</p> <p><b>4.1</b> apply safe practices, rules, procedures and etiquette in all physical activity settings</p> <p><b><u>Grade 10</u></b></p> <p><b>4.2</b> demonstrate leadership and cooperate, as appropriate, in order to accomplish goals</p> <p><b>4.5</b> balance the goal of winning with other established goals of participation</p> <p><b>6.3</b> pursue lifelong physical activities that meet individual needs</p> <p><b><u>Grades 11 and 12</u></b></p> <p><b>2.5</b> understand various offensive and defensive strategies for game forms</p>
<b>ASSESSMENT</b>	<p><b><u>PERFORMANCE TASK</u></b></p> <p><b><u>Grade 9</u></b></p> <ul style="list-style-type: none"><li>• Students will work in groups of three. Each student will take a turn being the tosser, the bumper, and the recorder. Each student will get 10 underhand tosses that come toward him at waist level. The tosses should be slightly short, long, right or left of the bumper. The bumper must move to the ball and bump it with knees flexed and forearm contacting the ball. The recorder will check off the rubric chart for each element. Rotate jobs. At the end of the peer assessment, each student must answer the questions on the back. #1. Does moving to the ball help you to bump it better? #2. What good are rules in this game?</li></ul> <p><b><u>Grades 10, 11, and 12</u></b></p> <ol style="list-style-type: none"><li>1. At the end of the volleyball unit, set up this scenario. “Put yourself in my position. You are a high school P.E. instructor trying to defend the validity of including volleyball in your curriculum. Think of all the possible benefits (physical, mental, emotional, or social) of playing volleyball throughout a lifetime. Write 1-4 examples describing the potential connection between playing volleyball and overall wellness.</li></ol>

**Grade 10**

2. On two days near the end of the unit set up this scenario with a grade 10 class: “You are a veteran sophomore volleyball class doing a demonstration for a grade 9 class. Your job is to demonstrate good team play, good communication, cooperation and good sportsmanship. I will evaluate each of you on the basis of various aspects of team play. I will use a chart with each student’s name and columns for examples of communication (calling the ball, commending another person), cooperation (peer coaching), and sportsmanship (cheering fellow players and excusing errors) to credit observable examples to each student. Each student must get credit for at least one of the positive behaviors discussed. You should strive to show as many as possible.” Before instituting the use of this chart, brainstorm examples of the above so that students realize what kinds of actions represent positive teamwork and role support.

**OTHER EVIDENCE**

**(9-12)**

- Responses elicited through class discussions
- Observable reactions to volleyball game play

**(10)**

- Decrease in observable examples of certain students taking over the game and stepping in front of less skilled players to play the ball rather than risking an error.

**(9-12)**

- Skills charts assessing technique at all grade levels.

**SKILLS**

*Students will be able to...*

**Grade 9**

- Serve a legal underhand serve
- Demonstrate proper technique while executing the forearm pass (bump)

**Grade 10**

- serve underhand accurately.
- demonstrate the basic overhand serve technique.
- use a forearm pass to specific court locations.
- demonstrate the basic overhand set technique.
- cover for a teammate and recover to original position afterward.
- play the ball off of the net.

**Grades 11-12**

- Demonstrate a rudimentary spike and block during a drill situation (on lower net if necessary)