

Unit Topic: Volleyball

Franklin-Simpson Middle School

Date: _____

D A Y I N U N I T	*Content Strand *Learning Target -I Can *Essential Questions -WHY?? -How do you know? Curriculum document Common Core	Vocabulary/ Vocab Activity Activities Activities II	Thoughtful Ed./ Student Engagement www.marshall.kyschools.us/ www.muhlenberg.kyschools.us/?q=node/61 Engagement Cube Cube II (examples)	Literacy/Reading in the Content Literacy Ideas	Formative/ Summative Assessment F –Formative S-Summative www.act.org/standard/guides/explore/Strategies More Ideas	Differentiation T-Task S-Special Needs G-Gifted/Accel. http://serge.ccsso.org/Ideas 9 Types Big Explanation Tool	Technology 50 Ideas
1	<p><i>PL-07-2.1.1</i></p> <p><i>Students will apply a combination techniques of locomotor and nonlocomotor skills which are necessary for the improvement of transitional motor skills (e.g., punting, serving, dribbling):</i></p> <p><i>PL-07-2.1.2</i> Students will interpret the role that principles of motor skill refinements (e.g., accuracy, technique, movement) have in skill development.</p> <p><i>PL-07-2.2.4</i></p> <p><i>Students will describe how offensive and defensive strategies are used in games and sports.</i></p> <p><i>PL-07-2.2.5</i></p> <p><i>Students will identify rules of</i></p>	<p>The teacher will give a description, explanation, or example of the new term.</p> <p>Individual skill practice:</p> <p>Underhand serve, overhead set, forearm bump pass</p> <p>Peer observation:</p>	<p>Task rotation Knowledge-skill repeated</p> <p>Personal response: Analysis/evaluation of skills</p>	<p>Learning logs</p>	<p>Venn diagram Forearm bump and overhead set</p>	<p>Peer buddy</p>	

	<p><i>behavior and fair play (e.g., accepting authoritative decisions, assessing one's own performance level, accepting skills and abilities of others through verbal and nonverbal actions for spectators and/or participants) that are necessary during games and sports.</i></p> <p>I can demonstrate correct technique for a forehand return.</p> <p>I can demonstrate the correct technique for a backhand return</p> <p>I can demonstrate the underhand serve, using correct technique</p> <p>I can assess and critique my own performance as well as peers for all skills.</p> <p>I can identify the relationship between effort, practice, and skill improvement for all learned skills.</p>						
2	<p>I can demonstrate the correct technique for an overhead set.</p> <p>I can demonstrate correct form for an underhand serve and forearm bump pass.</p>	<p>Overhead set and forearm bump pass: Observation checklist</p> <p>Individual skill</p>	<p>Personal Response Opinion/explanations</p>	<p>Learning logs</p>	<p>Exit slip</p>	<p>Teaching aid/visuals</p>	

		practice Peer observation					
3	<p>I can explain when to use forearm bump pass and overhead set</p> <p>I can describe correct technique an overhead serve</p> <p>I can apply all skills and the appropriate time during rally play.</p>	<p>Partner assessment: Bump pass and overhead set</p> <p>Individual skill practice</p> <p>All skills-rally play</p> <p>Modified game play: 2 ball volleyball</p>	<p>Personal response-comparison</p> <p>Learning with others-pepper (group play and share/evaluation)</p>	<p>Think pair share</p> <p>Learning logs</p>		Peer buddy	
4	<p>I can identify proper positioning, good team skills, and court awareness.</p> <p>I can describe and apply rules and rules of behavior during game play.</p>	<p>All skills-rally play</p> <p>Game: Rules, positioning, scoring</p>	Three's a crowd	Learning logs		Visuals/Alternate task (lower difficulty)	
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5	I can identify proper positioning, good	Game: Rules,		Learning logs	Exit slip		

	<p>team skills, and court awareness.</p> <p>I can describe and apply rules and rules of behavior during game play.</p> <p>I can construct and apply offensive and defensive strategies to gain advantages on my opponent.</p>	positioning, scoring					
6	<p>I can identify proper positioning, good team skills, and court awareness.</p> <p>I can construct and apply offensive and defensive strategies to gain advantages on my opponent.</p> <p>I can describe and apply rules and rules of behavior during game play.</p>	Game: Rules, positioning, scoring		Learning logs	Summative assessment	What doesn't belong activity (Antonetti)	
7							
8							
^D	*Content Strand	Vocabulary/	Thoughtful Ed./	Literacy/Reading	Formative/	Differentiation	Technology

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9							
10							
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12							