

# FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

## FUNDAMENTALS OF VOLLEYBALL

**Date: December, 2007**

**Subject Area: Elective**

**Grade Level(s): 10-12**

**Course Length: 1 year**

**Grading: A-F**

**Number of Credits: 5/Semester**

**Prerequisite: Fitness 1**

### **COURSE DESCRIPTION:**

This course provides instruction and on-court experience in the skills, strategies, rules, and behaviors necessary to play volleyball at the intermediate/advanced level. The primary emphasis of this course is intermediate/advanced skill building. The course will focus on student participation in competitive play to promote an interest in volleyball as a leisure time activity. Upon completion of this course student will be able to identify preferences for types of physical activity that can be pursued for a lifetime.

### **GENERAL GOALS/PURPOSES:**

Students will:

- Understand basic movement skills and knowledge of rules and strategies in the game of volleyball.
- Describe the origin of the game of volleyball and the influence it had in society.
- Demonstrate an understanding of basic offensive & defensive strategies used in volleyball.
- Use feedback to improve performance.
- Use standardized physical fitness test to assess personal fitness and establish realistic and challenging goals for improving and maintaining their fitness levels for life.
- Apply knowledge of scientific or bio-mechanic principles to improve personal performance.
- Identify current career opportunities in physical education and related fields.
- Display and employ behaviors which characterize good sportsmanship, good volleyball etiquette, and court leadership.
- Comprehend safety considerations inherent to volleyball and utilize safe practices in the classroom.
- Identify available local opportunities for recreational play appropriate to their skill level.
- Be able to articulate the knowledge, skills, and confidence needed to maintain a meaningful physical activity throughout their lifetime.
- Successfully transition from our physical education instructional program to participation in physical activity during adulthood.
- Individually be able to initiate and monitor their own participation in physical activity which their adult lifestyle will demand.
- Understand that family responsibilities, career demands, and individual choices will influence physical activity patterns.
- Develop proficient movement skills in each area of physical education.
- Expand their capabilities for independent learning.
- Examine practices that allow for sound decision making to enhance successful participation in movement activities.

## **STUDENT READING COMPONENT:**

Students will:

- Complete research based assignments.
- Utilize activity study guides.
- Read and take written test.
- Research the history and evolution of power volleyball.
- Research the impact the game of volleyball has had on society.

## **STUDENT WRITING COMPONENT:**

Students will:

- Take written test.
- Write self and peer evaluations.
- Research rules that govern sports.
- Write a personal fitness portfolio.
- Observe and critique a live or televised volleyball match.

## **STUDENT ORAL COMPONENT:**

Students will:

- Utilize oral communication skills while participating in class activities that foster positive, responsible, personal, and social behaviors.
- Participate in daily class discussions.
- Describe how skills differ in outdoor vs. indoor volleyball.
- Describe what rules are different in outdoor vs. indoor volleyball.
- Interview a current volleyball player, high school, college, or professional.

## **DETAILED UNITS OF INSTRUCTION/CONTENT:**

The three content standards to be integrated and addressed are:

1. Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
2. Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
3. Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to learning and performance of physical activity.

Activities:

1. Safety and class rules.
2. Fitness Test
3. Volleyball rules—Current and historically
4. Set up/take down of equipment
5. Execute and Define: Passing/ forehand, underhand, overhead,
6. Execute and Define: Setting/ front, back
7. Execute and Define: Spiking
8. Execute and Define: Serve—Overhand, underhand
9. Execute and Define: Strategies of the game

10. Execute and Define: Blocking
11. 3 man volleyball
12. Outdoor/Sand Volleyball

Content Units:

1. Safety rules and principles.
2. Five components of health.
3. Health risk factors of sports participation.
4. Body composition and implications on health and fitness.
5. Heart rate—computation, regulation, implications.
6. Muscles
7. Biomechanics/Analysis of movement.
8. Nutrition
9. Steroids and performance enhancing drugs

**THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND / OR THE FCUSD EXIT EXAMS:** None

**LAB FEE:** None

**DISTRICT ESLR'S TO BE ADDRESSED:**

Students will be:

1. **Self Directed Learners:** Achieve and maintain a health-enhancing level of physical fitness and exhibit a healthy lifestyle.
2. **Effective Communicators:** Demonstrate responsible social behavior including respect for all others.
3. **Quality Producers/Performers:** Students will become competent in many movement activities.
4. **Constructive Thinkers:** Understand how fitness correlates with health, how and why they move in a variety of situations. Students will understand how culture, history, nutrition, and fitness relate to health.
5. **Collaborative Workers:** Work together towards a common goal.
6. **Responsible Citizens:** Demonstrate responsible, personal, and social behavior while participating in movement activities, and classroom activities.