



COWICHAN VALLEY

School District

Board/Authority Authorized Course: **Volleyball 11**

School District/Independent School Authority Name: Cowichan Valley School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD79 Cowichan Valley
Developed by: Brent Pinnell / Sean Battye	Date Developed: April 20, 2021
School Name: Lake Cowichan School	Principal's Name: Jamie Doyle
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Volleyball 11	Grade Level of Course: Grade 11
Number of Course Credits: 4	Number of Hours of Instruction: 120
Course Category: (Filled in by the developing school) YLRA	Course Code: (Filled in by the district) YLRA-1G

Board/Authority Prerequisite or co-requisite(s): PE 10

Special Training, Facilities or Equipment Required:

Gymnasium, volleyball standards and antennae, volleyball nets, volleyballs, volleyball spike trainer, fitness equipment, and facility

Course Synopsis:

This course includes the examination of core volleyball skills, offensive and defensive strategies, positional play and systems of play used at all levels of volleyball (amateur, club, collegiate, and professional). Students will study current international volleyball trends in strategy and play. The course will follow the LTAD (Long Term Athlete Development) model set out by Volleyball Canada to ensure the safety and appropriate development of young athletes. Students will apply principles and theories through various aspects of team play and individual play on the volleyball court.

Goals and Rationale:

This course is offered to students of a moderate to advanced skill level, so they may work to develop their volleyball skills, improve individual fitness levels, understand positions and systems, demonstrate team play, understand the theory behind the game and its coordinating skill set and specialize and/or train at a higher level. This course was driven by the demand from students, parents, and community looking for a more focused, in-depth volleyball experience allowing them a more varied skill set to compete for post-secondary opportunity.

Indigenous Worldviews and Perspectives:**Declaration of First Peoples' Principles of Learning:**

- Supports the development of self in support of connecting with others.
- Learning is embedded in memory, history and story.
- Leading involves learning from mentors as well as those we are meant to lead.
- Leadership and learning is holistic, reflexive, reflective, experiential and relational.

Declaration of Indigenous Worldviews and Perspectives:

Volleyball and team play is inseparable from connectedness and relationships; specifically:

- Community involvement (process and protocols)
- Experiential learning
- Flexibility
- Leadership
- A positive learner centered approach
- The role of the teacher (leader or coach)

BIG IDEAS

Daily participation in a variety of physical activities influences our physical literacy and personal health and fitness goals

Identify and perform key factors and outcomes for the successful performance of volleyball skills

Communication is essential to successful teamwork

Leadership development is an ongoing life skill

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><i>Active Living</i></p> <ul style="list-style-type: none"> • Execute specific aerobic and anaerobic fitness markers • Perform various tasks related to volleyball training • Demonstrate successful performance; using proper technique, control, and accuracy, with the following individual skills: setting, passing, serving, attacking, blocking and diving • Demonstrate successful performance of the player’s role in: serve reception, offensive play, direct contact, support play, defensive play. • Pursue personal activity goals related to health promoting components (see fitness component above) <p><i>Critical Thinking</i></p> <ul style="list-style-type: none"> • Demonstrate positions effectively • Demonstrate the principles of these systems of play; defensive and offensive • Respond appropriately in game situations • Describe effective methods of team preparation and Integrate fitness skills into practice and game. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • The difference between aerobic and anaerobic fitness • Training principles to enhance personal fitness • Proper warm up, prehab and stretching procedure and purpose • The mechanics involved in the following skills: setting, passing, hitting, serving, blocking • Common errors and error detection in skills • Basic offensive and defensive skills and strategies • Effective methods for individual preparation for competitive play • Positions, their purpose and coordinating skills set • Systems of play and their key components • Appropriate decision-making abilities in team play from 1 vs 1 up to 6 vs 6 • The rules and regulations of the game • Refereeing: using proper rules and signals • How to self-assess and self-correct • How to communicate in team play and be effective team leaders

Communication and Social Responsibility

- Communicate in a positive and effective way
- Demonstrate safety, fair play and leadership
- Employ leadership techniques to improve chances of success in a variety of situations in team play
- Create effective player positioning and team strategies

Big Ideas – Elaborations

Daily participation in a variety of physical activities influences our physical literacy and personal health and fitness goals

Sample questions to support inquiry with students:

- What role does participating in volleyball play in lifelong health and well-being and increase the likelihood that I will continue to have an active lifestyle?
- How does fitness training and executing fitness goals improve athletic performance specific to volleyball?

Identify and perform key factors and outcomes for the successful performance of volleyball skills

Sample questions to support inquiry with students:

- What are the key factors for a successful set, pass, serve, hit, block, etc?
- Am I successfully performing these factors in the skill?

Communication is essential to successful teamwork

Sample questions to support inquiry with students:

- What type of communication occurs on and off the court and pre, during and post play?
- Am I successfully communicating to my teammates and in what manner?
- What happens in the game when communication is absent?

Leadership development is an ongoing life skill

Sample questions to support inquiry with students:

- What qualities can be learned and are skill-based?
- How do leaders seek to provide players/teammates with maximum opportunities to achieve success?
- What does successful leadership look like within the game of volleyball?

Curricular Competencies – Elaborations

Samples of questions to support inquiry:

Active Living

- Am I setting appropriate fitness goals and developing them beyond in class sessions?

Critical Thinking

- What do I need to do to perform the skills at the mastery level? (Self-assessment, reflection, and setting goals)
- How do I perform in practice situations in a way that promotes elevated game play?

Communication and Social Responsibility

- How do I conduct myself on and off the court, to demonstrate leadership and promote positive communications?

Content – Elaborations

Possible illustrations of content elaborations:

- Students use positional knowledge and teammate strengths to compose scrimmage teams.
- Students use knowledge of referee signals, rules and regulations to referee scrimmage games.
- Senior students use skill development and game knowledge to run drills and team teach junior students.
- Peer assessment of skills.
- Team decision to play 6-2, 4-2 or 5-1 system based on the skill and composition of their team.

Recommended Instructional Components:

The majority of this course will take place on the playing surface. The cycle of “posting learning intentions”, executing, providing feedback, key factor analysis, executing and revisiting learning intentions will be common place. Instruction will occur in the following forms:

- On field lecture and drill on basic concepts and skills
- Class and group discussions of significant issues and topics

- Readings in current volleyball media followed by class discussions of strategies
- Skill building drills that build volleyball strategy critical thinking
- Peer presentations
- Hands-on experiences analysis of video tapes and third party research
- Demonstrations
- Modelling
- Simulations

Suggested Organizational Structure

Unit/Topic	Title	Hours
Unit 1	Sport Specific Fitness	10% (12 hours)
Unit 2	Basic Volleyball Skills	30% (36 hours)
Unit 3	Theory	10% (12 hours)
Unit 4	Positional/ System Play	20% (24 hours)
Unit 5	Team Play	20% (24 hours)
Unit 6	Refereeing	10% (12 hours)

Total Hours 120 hours

Suggested Unit/Topic/Module Description

Unit 1: Overview

Curricular Organizers and Learning Outcomes

SPORT SPECIFIC FITNESS

Students will be able to:

- Execute specific aerobic and anaerobic fitness markers
- Understand and describe the difference between aerobic and anaerobic fitness
- Perform various tasks related to volleyball training
 - Jump training
 - Footwork
 - Quickness and agility
 - Strength and flexibility
- Integrate fitness skills into practice and game

Unit 2: Overview

Curricular Organizers and Learning Outcomes

INDIVIDUAL SKILLS

Students will be able to:

- Identify key factors and outcomes for successful performance of skills
- Demonstrate successful performance; using proper technique, control, and accuracy, with the following individual skills: setting, passing, serving, attacking, blocking and diving
- Demonstrate successful performance of the player's role in: serve reception, offensive play, direct contact, support play, defensive play.
- Knowledge of basic offensive and defensive skills and strategies
- Demonstrate willingness to participate in a variety of volleyball activities from individual and one vs one up to 6 vs 6
- Describe effective methods for individual preparation for competitive play
- Pursue personal activity goals related to health promoting components (see fitness component above)

Unit 3: Overview

Curricular Organizers and Learning Outcomes

THEORY

Students will be able to:

- Examine and analyze theories and strategies in volleyball
- Identify trends in volleyball strategy and play
- Demonstrate proper equipment use and safety procedures
- Present game analysis of recorded volleyball matches

Unit 4: Overview

Curricular Organizers and Learning Outcomes

POSITIONAL AND SYSTEMS OF PLAY

- Students will be able to:
- Identify positions, their purpose and coordinating skills set
- Demonstrate positions effectively
- Identify systems of play and their key components
- Demonstrate the principles of these systems of play; defensive and offensive

Unit 5: Overview

Curricular Organizers and Learning Outcomes

TEAM PLAY

Students will be able to:

- -Demonstrate appropriate decision-making abilities in team play from 1vs1 up to 6vs 6
- Respond appropriately in game situations
- Describe effective methods of team preparation

Unit 6: Overview

Curriculum Organizers and Learning Outcomes

REFEREEING

Students will be able to:

- Understand the rules and regulations of the game
- Refereeing at a low level (elementary school, physical education class, community, and intramurals) using proper rules and signals

Instructional Component:

The majority of this course will take place on the playing surface. The cycle of “posting learning intentions”, executing, providing feedback, key factor analysis, executing and revisiting learning intentions will be common place. Instruction will occur in the following forms:

- On field lecture and drill on basic concepts and skills
- Class and group discussions of significant issues and topics
- Individual and group interpretations of volleyball in the media
- Analysis of volleyball media followed by class discussions of strategies
- Skill building drills that build volleyball strategy critical thinking
- Peer presentations
- Hands-on experiences analysis of video tapes and third party research

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

Assessment evidence will be collected using a wide variety of methods, such as observation, on-field skills tests, learning logs, personal fitness goals, student self-assessment and peer assessment, oral and written reports, and quizzes. Teacher is providing on going, descriptive feedback that is embedded in day to day instruction and provides varied and multiple opportunities for learners to demonstrate their learning.

Student performance is based on the information collected through assessment activities. Coaches use their insight, knowledge about learning, and experience with students, along with specific criteria they establish, to make judgments about student performance in relation to learning outcomes of the course. Achievement indicators using language directly from the learning standards will be used to gauge the level of achievement for each player.

Learning Resources:

Volleyball Canada

http://www.vcdm.org/global/images/misc/VC_Sample_Club_Manual.pdf

Volleyball BC

<http://www.volleyballbc.org/coaching/coaching-development/>

The Art of Coaching Volleyball

<https://www.theartofcoachingvolleyball.com/>

Additional Information: