



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: SD 8 Kootenay Lake	School District/Independent School Authority Number (e.g. SD43, Authority #432): 8
Developed by: Jennifer Kidd	Date Developed: May 2013
School Name: LV Rogers Secondary	Principal's Name: Ms. Tamara Malloff
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Volleyball Academy	Grade Level of Course: 9-12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Course fee: \$200 (includes uniform, personal volleyball, registration & travel to UBCO Heat Clinic in Kelowna)

Board/Authority Prerequisite(s):

Special Training, Facilities or Equipment Required:

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

Course Synopsis:

This courses 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.

Aboriginal Worldviews and Perspectives:**Declaration of First People's 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 Aboriginal 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 and execute positions effectively • Demonstrate and execute the principles of these systems of play; defensive and offensive • Respond appropriately in game situations 	<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 • less obvious errors and more subtle error detection in skills • complex offensive and defensive skills and strategies • effective methods for individual preparation for competitive play • positions, their purpose and coordinating skills set

- Describe and apply effective methods of team preparation
- Integrate fitness skills into practice and game

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 and execute effective player positioning and team strategies

- systems of play and their key components
- appropriate decision making abilities in team play from 1vs1 up to 6vs 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

Big Ideas – Elaborations

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

Sample question 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 question 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 question 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 question 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 and self correction)

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

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

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
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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
- Demonstrate 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, analyze and apply 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
- Devise and perform strategy based play (eg. Serve receive formations)

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 beginner to intermediate level (elementary school, physical education class, community, and intramurals) using proper rules and signals
- Take the Volleyball BC referee course

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 outcomes will be used to gauge the level of achievement for each player. The breakdown of the grade will correspond to the time allotted to each learning unit. For example, 30% of the overall grade is based on performance and learning in Team Play unit.

Sample skills and participation assessment rubrics

Skills	Beginner	Developing	Competent	Mastery	Score
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	1	2	3	4	
Setting	<p>Body upright Awkward movement to get to ball Not planting feet Body is not square</p> <p>Hands not contacting ball correctly (elbows too wide, hands turned in) Not cradling but jabbing or hitting at the ball</p> <p>Not calling the ball Contacting the ball in front of or behind the body No use of legs</p> <p>Improper contact (carry, double hit, slapping)</p>	<p>Body upright General movement</p> <p>Not fully planting feet Inconsistent in facing target Difficulty making a window</p> <p>Attempt to cradle the ball Hand position too wide (fingers pointing in) or too narrow Call ball occasionally Contact is behind or in front of the body Follow through is inconsistent</p> <p>Some control of ball but missing key components- trajectory and lift</p>	<p>Athletic position Athletic movement</p> <p>Feet planted Generally square to target Window above forehead before contact</p> <p>Ball hit off finger pads Effort to cradle ball</p> <p>Called most of the time Contact above forehead Weight on balls of feet Good follow through with arms and use of legs Control of ball to target</p>	<p>Athletic position Strong athletic movement Feet planted Shoulders and hips square to target Made a window, thumbs facing forehead</p> <p>Cradle ball Contact on outer two thirds of the ball and above forehead</p> <p>Called mine</p> <p>Weight on balls of feet Extension of arms and leg lift</p> <p>Control of ball to target with appropriate height</p>	
Passing	<p>Body upright improper stance Improper movement (lunging or crossing feet) Not planting feet Hands (thumbs) were apart Body in upright position</p>	<p>Body upright Movement to ball awkward, Sometimes lunges or crosses feet Weight on heels Not planting feet Demonstrates some consistency using correct hand position Elbows fairly straight Some 'fancy hands'</p>	<p>Body in low athletic stance Smooth movement</p> <p>Weight on balls of feet Knees bent, feet plant Hands together elbows straight creating solid platform</p>	<p>Body in low athletic stance Strong athletic movement Weight on balls of feet Knees bent, feet plant Hands (thumbs) together Elbows locked creating a solid, even platform Called mine</p>	

	<p>Did not call mine Improper platform, fancy hands prior to pass Minimal lift Using arm swing inappropriately Does not contact ball evenly on the arms Ball contact inconsistent</p> <p>No control over ball going to target</p>	<p>Inconsistent calling of ball</p> <p>Ball was playable</p> <p>Some control of ball but missing key components- appropriate arm swing, trajectory and distance</p>	<p>Called mine most of the time</p> <p>Ball went towards target Body follow through forward, some roll step</p> <p>Control of the ball</p>	<p>Ball went towards target Ball had appropriate trajectory and distance Body follow through forward with shoulders toward target, roll step Control of the ball Pass had a purpose</p>	
Serving	<p>No control of ball Ball is consistently tossed too far in front or behind the body Ball hit off of wrist or fingers Ball not over and in or close Footwork awkward or wrong foot forward Swing not straight No weight transfer No control and can not place serve</p>	<p>Serve was over and in or close Ball tossed from hand but inconsistent height and/or distance Had some control of ball contact Not proper weight transfer to front foot Not much control Can rarely place the serve</p>	<p>Serve was over the net and in bounds Good ball toss Arm 'wind up' correct Swing generally straight Contact generally powerful Weight transfer from back to front foot Control of the ball Can sometimes place the serve</p>	<p>Ball toss in front of hitting arm Bow and arrow wind up Arm swing is straight High extended elbow Hand fully contacts ball with power Serve was over the net and in bounds Weight transfer to front foot Control of the ball and able place serve</p>	

Criteria	Level 5 Outstanding Consistently	Level 4 Strong Usually	Level 3 Accomplished Frequently	Level 2 Limited Occasionally	Level 1 Limited, Seldom, Never
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Readiness Proper Attire (jersey, hair, shorts, court shoes)	Is fully prepared for class in acceptable time (5 minutes),	Is fully prepared but not ready for class in acceptable time	Is only missing one item of attire, is late	Is missing some attire and is late	Is not prepared and is late,
Warm-up	Takes initiative to fully complete warm-up without prompting	Fully completes warm-up, but must be prompted	Completes most of the warm-up activities	Completes most of warm-up activities but with little effort	Completes very little of warm-up activities, no effort
Time on Task	Always on task	Usually on task	Frequently on task	Occasionally on task	Rarely on task
Group Interaction (including respect for others and self)	Always cooperates, student always interacts responsibly with others Excellent leadership contribution, sets good example	Interacts responsibly most of the time, demonstrates respect most of the time Typically takes on a leadership role in activities	Frequently cooperates, interacts responsibly, acceptable level of respect shown	Occasionally cooperates, takes some responsibility, shows some respect Occasionally takes on a leadership role	Rarely cooperates (uncooperative), does not interact responsibly, lacks respect for others Typically follows classmates; shows little leadership
Understands Concepts	Shows excellent understanding of concepts taught Able to self assess and correct	Shows good understanding of concepts taught Usually able to self assess and correct	Shows acceptable understanding of concepts taught Sometimes able to self assess	Shows minimal understanding of concepts taught Rarely able to self assess or correct	Shows no understanding of concepts taught, unable to assess or make corrections
Positive/ Appropriate Behaviors Effort	Excellent demonstration of willingness to perform to the best of his/her ability always displays positive attitude	Good demonstration of willingness to perform to the best of his/her ability usually displays positive attitude	Acceptable demonstration of willingness to perform to the best of his/her ability occasionally displays positive attitude	Minimal demonstration of willingness to perform to the best of his/her ability minimal display of positive attitude	No demonstration of willingness to perform to the best of his/her ability never displays positive attitude

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: