

Englewood Public School District

Physical Education

Grade 5

Unit 3: Volleyball, Wiffleball, and Racquet Sports

Overview: Fitness, body awareness and coordination can be achieved through sports and recreational games. Students can apply skills learned in sports and recreational games in the future to develop well-rounded lives, achieving social, emotional and physical health. Team work and cooperation are emphasized as students must communicate effectively with peers to achieve success in sports and recreational games. Lifelong enjoyment of sports and recreational games such as volleyball, wiffle ball, and racquet sports can begin with teaching and practice at a young age.

Time Frame: One Marking Period

Enduring Understandings:

- *Volleyball can be a lifelong activity. Volleyball is becoming very popular on a global basis.*
- *Wiffleball (baseball) can be a lifetime activity.*
- *Playing wiffleball can be an effective way to increase fitness.*
- *Teamwork and communication are essential to ensure the best possible results during game play.*

Essential Questions:

- *What skills are necessary to be successful in volleyball?*
- *Why are teamwork and communication important in volleyball?*
- *What fitness components are necessary to be successful in volleyball?*
- *What skills are necessary to be successful in wiffleball (baseball)?*
- *Why are teamwork and communication important in wiffleball?*
- *What fitness components are necessary to be successful in wiffleball?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<u>Comprehensive Health and Physical Education</u> 2.5.6.A.1 Explain and perform movement skills that combine mechanically	Topics	Have students demonstrate the positions of the game.	Equipment: <ul style="list-style-type: none"> • Volleyballs • Nets • Standards • Scoreboards • Projector and laptop 	Formative Assessments:
	Volleyball Objectives Students will:	While setting up positions, have students call out rules of the game.		<ul style="list-style-type: none"> • Self-assessment • Teacher observation of participation Benchmark Assessment:

correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.6.A.2

Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.

2.5.6.B.1

Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities

2.5.4.B.2

Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement.

2.5.4.C.1

Compare the roles and responsibilities of players and observers

- Demonstrate the skill of passing a volleyball
- Demonstrate the skill of setting a volleyball
- Demonstrate the skill of serving a volleyball
- Describe the positions on the court
- Learn the rotation of players to serve
- Demonstrate the rules of play
- Demonstrate good sportsmanship
- Understand the importance of using teamwork

Students will use online resources to research games from other countries and demonstrate their game to the class. (NJSL RI 5.7)

Volleyball Drills:

- Greed Drill
- Set-Set-Hit Drill
- Two vs. Two Drill
- Three Volleyball Passing Drills

Volleyball Deck of Cards, Partner Activity

Volleyball Battleships, PE Central

Scrambled Eggs, PE Central

Volleyball Lessons:

- Introduction
- Lead Up Games
- Safety and Equipment
- Block Plan
- Scope and Sequence
- Basic Rules
- Terms
- Skills Analysis
- Skill Drills

Games from other countries: <https://www.teacher.org/lesson-plan/pe-immigration/>

Volleyball Drills:
Greed Drill - <http://y-coach.com/CD/Volleyball - Greed Drill.htm>

Set-Set-Hit Drill - <http://y-coach.com/CD/Volleyball - Set - Set - Hit Drill.htm>

Two vs. Two Drill - <http://y-coach.com/CD/Volleyball - Two VS Two Drill.htm>

Three Volleyball Passing Drills - <https://www.active.com/volleyball/articles/3-volleyball-passing-drills>

Volleyball Unit Plan, Steven Baker, Livonia Public Schools, <https://msu.edu/~bakers12/Volleyball%20Unit%20Plan.html>

Volleyball Deck of Cards, PE Central, <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132664#.WjAgfktG1Bw>

Common Formative Assessment

Summative Assessments:
Volleyball Assessment, PE Central, <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=2104#.WjAgt0tG1Bw>

Volleyball Set Assessment, PE Central, <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=5963#.WjAhvEtG1Bw>

Volleyball Skills Rubric, Hawks PE, http://www.hawkspe.com/pdf/volleyball_skills_rubric.pdf.

Alternative Assessment:
PE Central, <http://www.pecentral.org/assessment/alternative/alternativevolleyballrubric.html>

Volleyball Assessments

PE Volleyball Assessment Rubric, Yukon Education Student Network, <http://fc.yesnet.yk.ca/~Dwayne.Stoker/FOV1->

and recommend strategies to enhance sportsmanship-like behavior.

2.5.6.C.2

Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.

2.6.6.A.2

Determine to what extent various activities improve skill-related fitness versus health-related fitness.

Comprehensive Health and Physical Education

2.5.6.A.1

Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

Students will write a reflection describing a time that they used teamwork while playing volleyball, and how they were successful.

Volleyball Battleships, PE Central,
<http://www.pecentral.org/lessons/ViewLesson.asp?ID=12206#.WjAg40tG1Bw>

Scrambled Eggs, PE Central,
<http://www.pecentral.org/lessons/ViewLesson.asp?ID=10577#.WjAhJ0tG1Bw>

Volleyball Lessons:
<https://docplayer.net/13775924-By-anne-and-mary-wenstrom.html>

<0004AA73/Volleyball%20Rubric.doc?Plugin=Lof>

Alternative Assessment:
Self-Reflection

Peer Assessment

Topics

Wiffleball

Objectives

- Complete a fitness warm-up with proper technique
- Demonstrate proper throwing technique
- Demonstrate proper catching technique
- Demonstrate proper batting technique

Students will listen to rules of the game and then demonstrate Do's and Don'ts.

Wiffleball Activities:

- Nellie Ball
- Four Base Run/Throw
- Four Line Throw
- Coneball

Fun Baseball Drills:

- Pitchers Ladder
- Play Catch Warm Ups

Equipment:

- Wiffleball
- Wiffleball bat
- Bases

Wiffleball Activities
<http://igreen.tripod.com/gerpe/id12.html>

Fun Baseball Drills:
<http://www.baseballzone.com/fun-baseball-drills>

Formative Assessments:

- Self-assessment
- Peer assessment
- Teacher observation of participation

Summative Assessments:

Wiffle Ball Skill Assessment, IRubric,
<https://www.rcampus.com/rubricshowc.cfm?sp=true&code=DX78578&>

Alternative Assessment:

Students will retell the rules of the game.

2.5.6.A.2

Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.

2.5.6.B.1

Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities

2.5.4.B.2

Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement.

2.5.4.C.1

Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.

2.5.6.C.2

Apply rules and procedures for specific games, sports, and other

- Demonstrate concepts of base running
- Explain the basic rules of the game of baseball
- Perform in game play with good sportsmanship and teamwork

- 5 Tennis Balls
- 3 High 3 Direct

Throwing and catching a wiffle ball.

Wiffle Ball Unit of Study, Woodland Hills School District, Allen Murray:

- Kickball/Wiffleball
- Base Running
- Catching

Students will read an article about add time limits to the game of baseball and decide if they are for or against this idea. (NJSLS RI 5.1)

Students will write an opinion piece supporting their point of view with evidence from the text. (NJSLS W 5.1)

Throwing and Catching:
<http://daveswiffleballtips.tripod.com/id8.html>

Wiffle Ball Unit of Study, Woodland Hills School District, Allen Murray,
www.whsd.k12.pa.us/userfiles/1708/Classes/29449/KickballWhiffleballUnit.doc

Teacher Resources:

Wiffle Ball Basics, Wiffle Boy 28, Youtube,
<https://youtu.be/aOkuOLQ4Aug>

Wiffle Ball Pitching Tutorial, MLM Wiffle Ball, Youtube,
<https://youtu.be/SH0TTEicFmY>

Student Text:
Faster Baseball
<https://newsela.com/read/faster-baseball/id/5827/>

Wiffle Ball Rules, RecSports, University of Florida,
<http://recsports.ufl.edu/images/uploads/docs/WiffleBall-SU15.pdf>.

competitive activities and describe how they enhance participation and safety.

2.6.6.A.2

Determine to what extent various activities improve skill-related fitness versus health-related fitness.

Comprehensive Health and Physical Education

2.5.6.A.1

Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.6.A.2

Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.

Topics	Students will listen to and demonstrate the rules of racquet use in class.	Equipment:	Formative Assessments:
Racquet Sports		<ul style="list-style-type: none"> • Racquets • Birdies • Balloons • Low nets 	<ul style="list-style-type: none"> • Teacher observation • Question and answer group discussion • Peer Feedback
Objectives	Badminton Unit of Study	Charts:	Summative Assessment:
<ul style="list-style-type: none"> • Students will learn rules for proper racquet use. • Students will demonstrate proper grip on racquet. • Students will demonstrate different skill shots (Drop Shot, volley, Overhand Clear, Forehand, Backhand) • Students will develop better hand-eye coordination • Students will apply learned skills in a game play setting • Students will create their own strategies while 	<ul style="list-style-type: none"> • Proper Grip of Racquet • Short and Long Serve Drill • Serving Game • Triangle Drill • Horizontal Hit • Forehand Drive Drill • Forehand Drive Game • Backhand Drive Drill • Backhand Drive Game 	<ul style="list-style-type: none"> • Physical Education Word Wall 	<ul style="list-style-type: none"> • Evaluation of grip and swing
		Badminton Unit of Study, Lampasas Independent School District, Texas https://www.lisdtx.org/cms/lib/TX02215761/Centricity/Shared/School%20Health/Badminton%204-5.pdf	Written Reflection
		USTA School Tennis Curriculum	Alternative Assessment: Self-Assessment
	Tennis Curriculum:	Racket Skills Circuit Station Cards, TES, https://www.tes.com/teaching-	
	<ul style="list-style-type: none"> • Switch-it-Up 		

2.5.6.B.1

Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities

2.5.4.B.2

Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement.

2.5.4.C.1

Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.

2.5.6.C.2

Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.

2.6.6.A.2

Determine to what extent various activities improve skill-related

playing with partners or as individuals

- Get a Racquet, Make a Friend
- Rock Paper Scissor Tag
- Toss-Catch Tag

Racket Skills Circuit Station Cards

Students will describe how racquet sports can promote fitness as a written reflection.

[resource/racket-skills-circuit-station-cards-6193352](https://youtu.be/nISsB8hnCDU)

Teacher Resource:

Balloons and Paddles to Learn and Practice Elementary Racquet Sports Skills, Rob Traquair, UMS PE, Youtube, <https://youtu.be/nISsB8hnCDU>

Key Vocabulary:

Volleyball

- **Ace** – A serve that results directly in a point, usually when the ball hits the floor untouched on the receiving team's side of the court
- **Assist** – Passing or setting the ball to a teammate who attacks the ball for a kill.
- **Block** – A defensive play by one or more front row players meant to intercept a spiked ball.
- **Dink** – A one-handed, soft hit into the opponent's court using the fingertips.
- **Hit** – To jump and strike the ball with an overhand, forceful shot.
- **Jump Serve** – The server uses an approach, toss, takeoff and serves the ball with a spiking motion while in the air.
- **Open-up** – To step away from the ball's path in receiving serve.
- **Overhand Pass** – A pass with both hands open, and controlled by the fingers, with the face below the ball.
- **Serve** – One of the six basic skills; used to put the ball into play.
- **Spike** – Also hit or attack. A ball contacted with force by a player on the offensive team who intends to terminate the ball on the opponent's floor or off the opponent's blocker.
- **Underhand Serve** – A serve performed with an underhand striking action.

Wiffleball

- **Ball** – Pitch that travels outside the strike zone that the batter does not swing at.
- **Bases Loaded** – Situation where there is a runner on every one of the bases.
- **Foul** – A ball hit outside the two foul lines or tipped behind the batter while batting. Foul = strike unless the batter has two strikes in which case they re-pitch.
- **Home Run** – Fair ball hit over the outfield fence and between the two foul poles. All runners on a base advance to home plate scoring a run.
- **Strike** – A ball that a batter swings at and misses, hits foul, or fails to swing at that crosses the strike zone. 3 strikes = 1 out.
- **Strike Out** – An out resulting from a batter getting 3 strikes.
- **Walk** – The batter automatically advances to 1st base after the pitcher throws 4 balls.

Racquet Sports

- **Backswing** - the motion of a swing that moves the racquet into position to swing forward and strike the ball. Baseline - the line indicating back of the court.
- **Court** - the area where a tennis game is played.
- **Crosscourt** - hitting the tennis ball diagonally into the opponent's court
- **Deuce** - when the score in a game is 40 to 40.
- **Drop volley** - a drop shot from a volley Fault - a service that is not in play.
- **Forehand** - a tennis swing where the player hits the tennis ball from behind their body. Often the forehand is the players best stroke.
- **Game point** - one point away to win the tennis game.
- **Love** - zero points in a tennis game.
- **Match point** - when one tennis player only needs one more point to win the entire match

Integration of 21st Century Standards:

9.2.8.B.3

Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA -

https://www.wida.us/standards/CAN_DOs/

This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements. This will include allowing more opportunities to demonstrate creativity.

English Language Learners

- Videos should include closed captions in student’s native language (as appropriate)

Special Education

- Utilize modifications & accommodations delineated in the student’s

At-Risk

- Using visual demonstrations, illustrations, and models

Gifted and Talented

- Students can “correct” peers math problems
- Students can create more

<ul style="list-style-type: none"> ● Speak and display terminology and movement ● Teacher modeling ● Peer modeling ● Label classroom materials ● Word walls ● Relate to sports in students home country if new-comer 	<p>IEP</p> <ul style="list-style-type: none"> ● Work with paraprofessional ● Provide prompts and reminders ● Break tasks into manageable chunks ● Use multi-sensory teaching approaches. Textured balls, and other props provide helpful visual, auditory, and tactile reinforcement of ideas. ● Work with a partner ● Provide concrete examples and relate all new movements to previously learned moves (practice kicking into the air first). ● Solidify and refine concepts through repetition. ● Change movement requirements ● Focus on student's attempts instead of precise form 	<ul style="list-style-type: none"> ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Reminders can be provided ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Review behavior expectations and make adjustments as needed. ● Oral prompts can be given. 	<p>complex word problems for teacher to solve</p> <ul style="list-style-type: none"> ● Inquiry-based instruction ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content (other sports) ● Real world scenarios ● Student Driven Instruction
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Interdisciplinary Connections:

ELA - NJSLS/ELA:

NJSLS RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

NJSLS RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

NJSLS RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

NJSLS W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Math:

5.NBT.A3. Read, write, and compare decimals to thousandths.

Integration of Technology Standards NJSLS 8:

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP12. Work productively in teams while using cultural global competence.