

**Englewood Public School District**  
**Physical Education**  
**Grade 4**

**Unit 3: Volleyball, Wiffleball, and Racquet Sports**

**Overview:** Games and activities, such as volleyball, wiffle ball and racquet sports, will assist students' development of motor skills and physical fitness. Team work is a focus as students must cooperate with peers and demonstrate sportsmanship. Lifelong fitness habits are developed as students engage in games that can be played as they grow and develop.

**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
<b><u>Comprehensive Health and Physical Education</u></b>  <b>2.5.4.A.1</b> <b>Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</b>	<p style="text-align: center;"><b>Topics</b></p> <p>Volleyball</p> <p style="text-align: center;"><b>Objectives</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Develop the skill of passing a volleyball</li> <li>• Develop the skill of setting a volleyball</li> </ul>	<p>Student will watch a video about the positions and rules of the game. Students will meet with a partner and share one thing they learned. Groups of 2 will meet (forming groups of 4) and share 1 thing each, and then share out as a class. (NJSLS SL 1, NJSLS SL 2)</p> <p>Y-Coach Volleyball Lessons:</p>	<p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>• Volleyballs</li> <li>• Nets</li> <li>• Standards</li> <li>• Scoreboards</li> <li>• Projector and laptop</li> </ul> <p>Positions in Volleyball:  <a href="https://www.youtube.com/watch?v=hgqbwMaa7wM">https://www.youtube.com/watch?v=hgqbwMaa7wM</a></p>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Teacher observation of participation</li> </ul> <p><b>Benchmark Assessment:</b>  Common Formative Assessment</p> <p><b>Summative Assessments:</b>  Volleyball Skills Rubric, Hawks PE,</p>

#### 2.5.4.A.2

Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.

#### 2.5.4.B.1

Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).

#### 2.5.4.B.2

Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.

#### 2.5.4.C.1

Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.

#### 2.5.4.C.2

Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

#### 2.6.4.A.2

Participate in moderate to vigorous age-appropriate

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

- 4 x 2 Pepper Drill
- 10 Ball Wash Drill
- Corner Drill
- Greed Drill
- Set-Set-Hit Drill
- Two vs. Two Drill
- Three Volleyball Passing Drills

Students will research the different countries where volleyball is played. Students will identify those locations on a map. (6.1.4.B.1)

4 x 2 Pepper Drill - <http://y-coach.com/CD/Volleyball - 4 X 2 Pepper Drill.htm>

10 Ball Wash Drill - <http://y-coach.com/CD/Volleyball - 4 X 2 Pepper Drill.htm>

Corner Drill - <http://y-coach.com/CD/Volleyball - Corner Killer Drill.htm>

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>

[http://www.hawkspe.com/pdf/volleyball\\_skills\\_rubric.pdf](http://www.hawkspe.com/pdf/volleyball_skills_rubric.pdf)

PE Volleyball Assessment Rubric, Yukon Education Student Network, <http://fc.yesnet.yk.ca/~Dwayne.Stoker/FOV1-0004AA73/Volleyball%20Rubric.doc?Plugin=Loft>.

#### Alternative Assessments:

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

activities that address each component of health-related and skill-related fitness.

## **Comprehensive Health and Physical Education**

### **2.5.4.A.1**

**Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).**

### **2.5.4.A.2**

**Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.**

### **2.5.4.B.1**

**Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).**

### **2.5.4.B.2**

**Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.**

Topics	Objectives	Equipment:	Formative Assessments:
<p>Wiffleball</p> <ul style="list-style-type: none"> <li>• Fitness warm-up</li> <li>• Proper throwing technique</li> <li>• Proper catching technique</li> <li>• Proper batting technique</li> <li>• Concepts of base running</li> <li>• Basic rules and strategies of the game of baseball</li> <li>• Learn and perform in game play</li> </ul>	<p>Students will pair with a peer and make a prediction about how throwing a ball is related to science. (NJSLS SL 1)( 4-PS3-1)</p> <p>Students will watch a video about how curveballs curve. Students will experiment throwing different types of pitches with a Styrofoam ball. Students will explain in small groups how science explains how a baseball is thrown in different ways. (4-PS3-1)(NJSLS SL 2)</p> <p>Wiffleball Activities, Tripod:</p> <ul style="list-style-type: none"> <li>• Two Ball</li> <li>• Two Ball Alternate</li> <li>• Two Base</li> <li>• Wall Ball</li> <li>• Nellie Ball</li> <li>• Four Base Run/Throw</li> <li>• Four Line Throw</li> <li>• Coneball</li> </ul> <p>Fun Baseball Drills, Baseball Zone:</p> <ul style="list-style-type: none"> <li>• Five Grounders in a Row</li> <li>• Wide Receiver</li> <li>• Line Drive Derby</li> <li>• Pitchers Ladder</li> <li>• Play Catch Warm Ups</li> </ul>	<p>Media:</p> <p>Video-How Curveballs Curve  <a href="http://www.exploratorium.edu/baseball/features/putting-something-on-the-ball.html">http://www.exploratorium.edu/baseball/features/putting-something-on-the-ball.html</a></p> <p>Pitching Experiment:  <a href="http://www.exploratorium.edu/baseball/activities/throw-for-a-curve.html">http://www.exploratorium.edu/baseball/activities/throw-for-a-curve.html</a></p> <p>Wiffleball, Tripod,  <a href="http://igreen.tripod.com/gerpe/id12.html">http://igreen.tripod.com/gerpe/id12.html</a></p> <p>Fun Baseball Drills, Baseball Zone,  <a href="http://www.baseballzone.com/fun-baseball-drills">http://www.baseballzone.com/fun-baseball-drills</a></p> <p>Wiffleball Lesson Plan, TeAchnology, <a href="http://www.teach-nology.com/lessons/lsn_pln_view_lessons.php?action=view&amp;catid=7&amp;lsn_id=28225">http://www.teach-nology.com/lessons/lsn_pln_view_lessons.php?action=view&amp;catid=7&amp;lsn_id=28225</a></p> <p>Wiffle Ball Unit of Study, Woodland Hills School District, Allen Murray,</p>	<ul style="list-style-type: none"> <li>• Teacher observation of identified wiffleball techniques</li> </ul> <p><b>Summative Assessments:</b>  Wiffleball Rubric  <a href="https://www.rcampus.com/rubricshowc.cfm?code=DX83BW5&amp;sp=yes&amp;">https://www.rcampus.com/rubricshowc.cfm?code=DX83BW5&amp;sp=yes&amp;</a></p> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Peer Assessment</li> <li>• Self-assessment</li> </ul>

#### 2.5.4.C.1

Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.

#### 2.5.4.C.2

Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

#### 2.6.4.A.2

Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.

### Comprehensive Health and Physical Education

#### 2.5.4.A.1

Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

#### 2.5.4.A.2

Use body management skills and demonstrate control when moving in

- 5 Tennis Balls
- 3 High 3 Direct

Wiffleball Lesson Plan, TeAchnology

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

- Kickball/Wiffleball
- Base Running
- Catching

[www.whsd.k12.pa.us/userfiles/1708/Classes/29449/KickballWhiffleballUnit.doc](http://www.whsd.k12.pa.us/userfiles/1708/Classes/29449/KickballWhiffleballUnit.doc)

#### Teacher Resource:

Wiffle Ball Rules, RecSports, University of Florida,  
[http://recsports.ufl.edu/images/uploads/docs/Wiffle\\_Ball\\_-\\_SU15.pdf](http://recsports.ufl.edu/images/uploads/docs/Wiffle_Ball_-_SU15.pdf).

Topics		Equipment:	Formative Assessments:
Racquet Sports	Students will read a text about Serena Williams and provide details to support the claim in the title, that she is a “star”. (NJSLS RI 4.2)	<ul style="list-style-type: none"><li>• Racquets</li><li>• Birdies</li><li>• Balloons</li><li>• Low nets</li></ul>	<ul style="list-style-type: none"><li>• Teacher observation</li><li>• Question and answer group discussion</li></ul>
Objectives		Charts:	Summative Assessments:
<ul style="list-style-type: none"><li>• Students will learn the different skill shots (Drop Shot, volley, Overhand Clear)</li><li>• Students will develop better hand-eye coordination</li><li>• Students will use previously learned skill in a game play setting</li><li>• Students will create their own strategies while</li></ul>	HPE Activities Racquet Sports Activities: <ul style="list-style-type: none"><li>• Keep Up</li><li>• Target Game</li><li>• Lead Up Games</li><li>• Singles Badminton Strategies</li><li>• Doubles Badminton Strategies</li><li>• Badminton Etiquette</li></ul>	<ul style="list-style-type: none"><li>• Physical Education Word Wall</li></ul> <p>Student Text: <a href="https://newsela.com/read/bio-sports-serena-williams/id/20028/">https://newsela.com/read/bio-sports-serena-williams/id/20028/</a></p> <p>PE Central Tennis Stations! <a href="http://www.pecentral.org/lessoni">http://www.pecentral.org/lessoni</a></p>	<p>Racket Skills Assessment, Nutley Schools, NJ, <a href="http://www.nutleyschools.org/userfiles/139/Classes/8684/Racket%20Skill%20Rubric.pdf">http://www.nutleyschools.org/userfiles/139/Classes/8684/Racket%20Skill%20Rubric.pdf</a>.</p> <p>Racquet Sports Skills, IRubric, <a href="https://www.rcampus.com/rubricshowc.cfm?sp=yes&amp;code=X8A86W&amp;">https://www.rcampus.com/rubricshowc.cfm?sp=yes&amp;code=X8A86W&amp;</a></p>

relation to others, objects, and boundaries in personal and general space.

#### 2.5.4.B.1

Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).

#### 2.5.4.B.2

Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.

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Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness

playing with partners or as individuals

PE Central Tennis Stations!

USTA School Tennis Curriculum, Quick Start Central:

- Toe to Toe
- Whistle Mixer
- Fall-in: Racquet Quickness Circle
- Home Base
- Switch-it-Up
- Get a Racquet, Make a Friend
- Rock Paper Scissor Tag
- Toss-Catch Tag

Racket Skills Circuit Station Cards, TES

Badminton Detail Lesson, SCRIBD

Students will watch a video about the “tennis ball picker upper” invention. Students will describe how the engineering process was used by the child who invented it. (NJSLS S2)(4-ETS1.B.2)

[deas/ViewLesson.asp?ID=132673#Wgxo\\_EdryX0](https://www.usta.com/deas/ViewLesson.asp?ID=132673#Wgxo_EdryX0)

USTA School Tennis Curriculum, Quick Start Central,

Racket Skills Circuit Station Cards, TES,  
<https://www.tes.com/teaching-resource/racket-skills-circuit-station-cards-6193352>

Badminton Detail Lesson, SCRIBD,  
<https://www.scribd.com/document/272044770/Badminton-Detail-Lesson-Plan>

#### Teacher Resource:

4 Simple Games for Racquet Sports, Kevin Peake, The PE and Sports Assessment Blog,  
<https://peandsportsassessment.wordpress.com/2016/03/23/4-simple-games-for-racquet-sports/>

Media:  
Invention  
<https://nj.pbslearningmedia.org/resource/phy03.sci.engin.design.ztennis/kid-inventor-tennis-ball-picker-upper>

Racquet Sport Rubric, Spokane Public Schools,  
[http://www.spokaneschools.org/cms/lib/WA01000970/Centricity/domain/3182/7th\\_fitness\\_curriculum/unit\\_3/Racquet%20Sport%20Rubric%201.1.5.docx](http://www.spokaneschools.org/cms/lib/WA01000970/Centricity/domain/3182/7th_fitness_curriculum/unit_3/Racquet%20Sport%20Rubric%201.1.5.docx).

Badminton Performance Assessment Rubric, SCRIBD,  
<https://www.scribd.com/document/363738146/Badminton-Performance-Assessment-Rubric>

Tennis Skills Cues & Rubric,  
[https://www.myhaikuclass.com/northportphysicaleducation/middleschoolphysicaleducation/cms\\_page/view/1807771](https://www.myhaikuclass.com/northportphysicaleducation/middleschoolphysicaleducation/cms_page/view/1807771).

#### Alternative Assessments:

- Self-Assessment
- Peer Assessment

## **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 1<sup>st</sup> 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:**

9.2.4.A.2 Identify various life roles and civic and work - related activities in the school, home, and community.

### **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/](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	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>Students will demonstrate understanding by acting it out (volleyball positions)</li> <li>Teacher will simplify terminology and movement</li> <li>Teacher modeling</li> <li>Peer modeling</li> <li>Label classroom materials</li> <li>Word walls</li> <li>Relate to sports in students home country if new-comer</li> <li>Provide lower level text</li> </ul>	<ul style="list-style-type: none"> <li>Utilize modifications &amp; accommodations delineated in the student’s IEP</li> <li>Provide lower level text</li> <li>Students will demonstrate understanding by acting it out (volleyball positions)</li> <li>Work with paraprofessional</li> <li>Break tasks into manageable chunks</li> <li>Use multi-sensory teaching approaches. Textured balls, and other props provide helpful visual, auditory, and tactile reinforcement of ideas.</li> <li>Work with a partner</li> <li>Provide concrete examples and relate all new movements to previously learned moves (swinging a racquet to hit a wiffle ball, and then using the wiffle bat).</li> <li>Solidify and refine concepts through repetition.</li> </ul>	<ul style="list-style-type: none"> <li>Increase one on one time</li> <li>Teachers may modify instructions by modeling what the student is expected to do</li> <li>Provide lower level text</li> <li>Review behavior expectations and make adjustments as needed.</li> <li>Oral prompts can be given.</li> <li>Using visual demonstrations, illustrations, and models</li> <li>Give directions/instructions verbally and in simple written format.</li> <li>Peer Support</li> </ul>	<ul style="list-style-type: none"> <li>Students can extend their experiments outside of class</li> <li>Students can research other “women in sports”</li> <li>Inquiry-based instruction</li> <li>Independent study</li> <li>Higher order thinking skills</li> <li>Adjusting the pace of lessons</li> <li>Interest based content (other sports)</li> <li>Real world scenarios</li> <li>Student Driven Instruction</li> </ul>

	<ul style="list-style-type: none"> <li>• Change movement requirements</li> <li>• Focus on student's attempts instead of precise form</li> </ul>		
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### **Interdisciplinary Connections:**

#### **ELA - NJSLS/ELA:**

NJSLS RI.4.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

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.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

#### **Social Studies:**

6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.

#### **NGSS:**

4-ETS1.B2 Testing a solution involves investigating how well it performs under a range of likely conditions

4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.

### **Integration of Technology Standards NJSLS 8:**

8.2.2.E.1 List and demonstrate the steps to an everyday task.

8.2.5.C.1 Collaborate with peers to illustrate components of a designed system.

8.2.5.D.6 Explain the positive and negative effect of products and systems on humans, other species and the environment, and when the product or system should be used.

8.2.5.A.4 Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.

8.2.5.B.6 Compare and discuss how technologies have influenced history in the past century.

### **Career Ready Practices:**

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills

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

CRP4. Communicate clearly and effectively and with reason.

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