

9th & 10th Grade Physical Education Unit Plan

Lesson 1 – Rules and Regulations (2 weeks)

- Students will learn the rules and regulations of Volleyball
- Each Student will be responsible for a written test that will be handed out on the last day of Week 2 in order to test their knowledge of the rules

Lesson 2 – The Basics (1 Week)

- Students will be able to pass/bump and set the ball back and forth with a partner with 50% accuracy determined by teacher observation.

Lesson 3 – Pick it Up (1 Week)

- Students will be able to underhand/overhand serve over the net with 70% accuracy determined by teacher observation.
- Students will be able to apply a variety of movement concepts when playing in a game setting determined by teacher observation.
- Students will be able to call out the ball prior to hitting the ball within their area and leave room for teammates to play the ball.

Lesson 4 – Let Play Begin (2 Weeks)

- Students will play a game to 11 points in teams in order to show their working knowledge of the game of Volleyball.
- During the last week each group will reteach an aspect of the game of Volleyball to the class in order to show their knew knowledge of the game

Common Core Standards

- 1.1 Combine and apply movement patterns, simple to complex, in aquatic, rhythms/dance, and individual and dual activities.
- 1.2 Demonstrate proficient movement skills in aquatic, rhythms/dance, and individual and dual activities.
- 1.3 Identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in aquatic, rhythms/dance, and individual and dual activities.
- 1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies in aquatic and individual and dual activities.
- 1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, opposition, and buoyancy); apply the principles to achieve advanced performance in aquatic, rhythms/dance, and individual and dual activities; and evaluate the performance based on the use of the principles.

- 1.6 Examine the physical, emotional, cognitive, and scientific factors that affect performance and explain the relationship between those factors.
- 1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in aquatic, rhythms/dance, individual activities, and dual activities.

Lesson 1 (Monday) Week 1 & 2

GRADE	High School 9 th -10 th grade
SUBJECT	Physical Education Volleyball Unit
LESSON SUMMARY	Day 1 – Students will be given a packet of all the rules and regulations that we will be learning during this volleyball unit. It will include diagrams, illustrations, and links to pertinent videos related to this unit. Students will put their packets into their PE Binders which was given to them on the first day of class. We will then go over each of the rules and demonstrate each rule on the court of play.
How is Theory applied in this lesson?	Pedagogy method used in this lesson is the literacy development of each student. Reading and writing information on the sport of volleyball, making connections with vocabulary words, gaining understanding of specific skills used to understand the rules and regulations of the sport of volleyball.
OBJECTIVE. What will your students be able to do?	
Have the students understand in depth the rules and regulations of the sport in order to promote fair play and competition. Build up their previous knowledge of the sport in order to have game play move more smoothly. Incorporate what they see on paper into their activity by going through each rule with a demonstration of that rule.	
ASSESSMENT How will you know whether your students have made progress toward the objective? How and when will you assess mastery?	
Students will be assessed through a 15-question test that will require them to learn the rules of the game and be able to fill in the blank of the rules that have been explained to them. Each student will not only be able to show what they have learned through a written test but will also be able to show their knowledge throughout the gameplay.	
COMMON CORE How will you address Common Core standards?	
1.12 Demonstrate independent learning of movement skills.2.5 Improve and maintain physical fitness by adjusting physical activity levels according to the principles of exercise. 2.6 Identify the physical fitness requirements of an occupation.3.8 Recognize the value of physical activity in understanding multiculturalism.3.9 Recognize and evaluate the role of cooperation and positive interactions with others when participating in physical activity. 3.10 Identify and utilize the potential strengths of everyone in physical activities.	

California Department of Education. (2005). Physical Education Model Content Standards for California Public Schools. Retrieved from <https://www.cde.ca.gov/be/st/ss/documents/pestandards.pdf>

DIFFERENTIATION

How will you differentiate your instruction to reach the diversity of learners in your classroom?

How will you address your English Learners?

List the specific strategies you will use.

I will differentiate my instruction to reach each diverse learner in the classroom by grouping those students who struggle in reading and writing English with the students who excel so they may help each other. For some students who need extra help understanding the packet, the teacher and/or TA will help direct them through the packet and help gain understanding of volleyball.

Special Needs- If there is a student that doesn't quite understand or is having a hard time because of learning abilities, I accommodate for them by transforming them to a special class where they can get one on one time and learn slower.

English Language Learners- ELL students will be put in groups where there are other students who can help them read and understand the English as it presents information on the sport of volleyball. I will be using loud and clear words so that every student can understand the objectives, tasks, and concepts of the lesson.

At-risk- Chunking or masking, repeated instructions, and prompting will be utilized with students requiring these supports.

Gifted- These students will help their group members who are struggling with understanding or reading the material in the packet so that every student is set up to succeed in this literacy lesson.

OPENING (10 minutes – suggested)

How will you communicate *what* is about to happen? I will communicate with the class using loud and clear words that we are beginning a two-week volleyball unit where we will learn the importance of the sport, gain knowledge of concepts of the sport, and how to play the sport. Communicating with the class that the goal of this unit is to learn the sport so that they can express physical fitness throughout their entire lives.

How will you communicate *how* it will happen? I will communicate with the class that each day we will cover a new set of skills that are needed to participate in the sport.

How will you communicate its *importance*? I will communicate with the class of what the literacy packet consists of and express the importance of learning and understanding the sport so they will be prepared to practice playing volleyball.

How will you communicate *connections* to previous & future lessons?

I will communicate the connections between previous and future lessons by expressing that in order to play volleyball, they must be able to serve the ball. After serving the ball, they will need to be able to complete a forearm pass to get the ball in the air. Once that concept is expressed, understating how to set the ball to a teammate so they may score is the next objective. Furthermore, understanding how to block and spike the ball for points is the next objective.

MATERIALS/STRATEGIES

- Cones
- Whistle
- Attendance sheet
- Pencils
- Volleyball packets
- Correct shoes and clothes

<p>How will you engage students and capture their interest? Engaging students and capturing their interest will be done by interacting with them and making it fun. Participating in physical activities is extremely important, making this sports unit fun will encourage them to try their hardest and do better.</p>			
<p>TIME 10 minutes</p>	<p>TEACHER I will open the class up with taking attendance from their attendance groups. I will introduce the start of the new volleyball unit they will be participating in. Next, the teacher will put them through a dynamic warm-up (moving stretches that are designed to loosen the muscles)</p>	<p>STUDENTS The students are quietly listening to the attendance and the teacher's instructions. They will participate in a warmup and stretch.</p>	
<p>INTRODUCTION OF NEW MATERIAL (10 minutes – suggested) What key points will you emphasize and reiterate? Information will be presented to the students on the groups they will be in as well and informational instructions on the literacy packet. Instructions on reading through the packet as a group, each student a chance to read. Then filling in the questions on the back of the packet as correctly as possible. How will you ensure that students actively take-in information? I will ensure students are taking in information by walking around the gym listening to the students reading out loud. I will have understanding that the students are making progress in the packet. How will you vary your approach to make information accessible to all students? I will vary my approach and make sure information is accessible to each student by placing students who need extra help with other students who understand or making a separate group of those students and having my TA work through the packet with them. Which potential misunderstandings will you anticipate? Potential misunderstandings I anticipate would be each group not reading out loud or students goofing around with each other. Why will students be engaged and interested? Students will be engaged and interested because they will be helping each other understand how to play the sport of volleyball. The students who have a far better understanding can encourage those students who need to learn more.</p>			<p>Cones Whistle Pencils Volleyball packets Groups Correct shoes and clothes PE Binder</p>
<p>TIME 10 minutes</p>	<p>TEACHER The teacher will hand out their rules and regulation packets that are three-hole punched in order to go into their PE Binders. Students will be broken up into groups of 6 in</p>	<p>STUDENTS Students will be in groups of five students or so while listening to the instructions as well as</p>	

	order to field their team (ideally 6 groups of 6)	following along with the teacher.	
<p>GUIDED PRACTICE (15 minutes – suggested)</p> <p>How will you clearly state and model behavioral expectations? Behavioral expectations will be stated at the beginning on the school year in our rules and expectations agreement that was signed by the students and guardians. There will also be posters hung up in the gym to remind every student.</p> <p>How will you ensure that all students have multiple opportunities to practice? Students will have multiple opportunities to read throughout the packet and answer questions.</p> <p>How will you scaffold practice exercises from easy to hard?</p> <p>How will you monitor and correct student performance? I will monitor and correct student performance by walking around to each group and checking on them.</p> <p>Why will students be engaged and interested? Students will be engaged and interested because they will be helping each other understand how to play the sport of volleyball. The students who have a far better understanding can encourage those students who need to learn more.</p>			<p>Cones Whistle Pencils Volleyball packets Groups Correct shoes and clothes PE Binder</p>
<p>TIME 20 minutes</p>	<p>TEACHER Each Group will read through one page of the packet out loud to and then that group will be placed on the court to demonstrate the rule guided by the instructors.</p>	<p>STUDENTS The students will be in groups of six, their groups will be on the sideline of the court reading out loud to their classmates, and getting up to demonstrate the rule</p>	
<p>INDEPENDENT PRACTICE (25 minutes – suggested)</p> <p>How will you clearly state and model behavioral expectations? Behavioral expectations will be stated at the beginning on the school year in our rules and expectations agreement that was signed by the students and guardians. I will also express the rules of the relay race. Each student must run once and answer a question before another group member goes. Time is allowed for group discussion before answering the question.</p> <p>In what ways will students attempt to demonstrate independent mastery of the objective? Each student will be allowed several attempts to run across the gym and answer a question for their team.</p> <p>How will you provide opportunities for extension? There will be several opportunities for students to gain knowledge and understanding of the sport of volleyball through this two-week unit.</p> <p>Why will students be engaged and interested? Students will be engaged because they are working as a group, competing against other groups, and running and answering volleyball questions.</p>			<p>Cones Whistle Stopwatch Literacy Packets Pencils Correct shoes and clothes</p>

TIME 15 minutes	TEACHER Students will then get on the court of play while and go through each rule by themselves in order to make sure that all group members know the rules of the game. Other students who are not actively on the court will be participating in free time.	STUDENTS Students will be on the court demonstrating each rule to their team in order to achieve understanding. While others will have free time	
CLOSING (5 minutes – suggested) How will students summarize what they learned? There will be a class discussion on what they learned and the importance behind it. How will students be asked to state the significance of what they learned? There will be a ball tossed in their direction, the student that catches the ball must answer the question asked by the teacher. How will you provide all students with opportunities to demonstrate mastery of (or progress toward) the objective? Each student will have opportunities to demonstrate mastery by answering a question correctly about volleyball.			Cones Whistle Pencils Volleyball packets Groups Correct shoes and clothes PE Binder
TIME 5 minutes	TEACHER The students are circled around me, each student has an opportunity to express their thoughts on the class and ask questions or answer questions the teacher asked.	STUDENTS The students are circled around the teacher, expressing their thoughts and opinions on the class.	
HOMEWORK (if appropriate). How will students practice what they learned?			
If a student was absent during this lesson, they will have an opportunity to make up the participation points by writing a one-page paper on either a specific importance of volleyball or on a volleyball player. The paper will be due the next day that student is in class.			

Lesson 2 (Tuesday-Wednesday) Week 1 & 2

GRADE	9 th and 10 th Grade
SUBJECT	Physical Education

LESSON SUMMARY	<p>Students will teach and assess their classmates on how to pass/bump and set the ball back and forth with a partner with 50% accuracy.</p> <p>Students will teach and assess their classmates on how to a variety of movement concepts when playing in a game setting.</p> <p>Students will teach and assess their classmates on how to call out the ball prior to hitting the ball within their area and leave room for teammates to play the ball.</p>
OBJECTIVE. What will your students be able to do?	Students will be able to pass and set the volleyball correctly 50% of the time. Students will show good form and technique in order to achieve the goal of not having the volleyball hit the ground 50 % of the time that they try to pass it to a teammate.
<p>Passing: when arms come together at the hands to form a flat platform for the ball to bounce off</p> <p>Setting: using hands above one's head to push the ball upward</p> <p>Serving: using dominant arm/hand to propel the ball over the net into play</p>	
ASSESSMENT How will you know whether your students have made progress toward the objective? How and when will you assess mastery?	
Students will record how many passes they attempted and completed during the class and then turn in their sheet in order to document what percent of their passes they were able to complete. They will make ten passes back and forth for a total of 20 passes and record how many passes out of 20 were completed.	
DIFFERENTIATION How will you differentiate your instruction to reach the diversity of learners in your classroom? How will you address your English Learners? List the specific strategies you will use.	
Throughout this lesson there are many ways that I can allow for accommodations. To make different things easier during the lesson I can break the students up into groups. The students would be able to choose which part of game they would like to teach, and how to apply it in either a competitive or non-competitive scenario for the warm-up game. This allows some students to just get the overview of what the activity they are teaching or allows for students with a higher skill level to show their classmates some advanced skills. Another source of accommodations is to make the activity more challenging for the students. For students who are English learning I can create separate handouts with material in different languages in order for the students to understand the lesson and then also have a student in class who maybe bilingual to translate the movements for me.	
OPENING (10 minutes – suggested) How will you communicate <i>what</i> is about to happen? How will you communicate <i>how</i> it will happen? How will you communicate its <i>importance</i> ? How will you communicate <i>connections</i> to previous & future lessons? How will you engage students and capture their interest?	
Teacher take attendance in their groups and then will start with dynamic warmup and then will review what we will be doing today during class	MATERIALS/STRATEGIES Cones Whistle Attendance sheet Pencils Volleyball packets

			Correct shoes and clothes
	Students will be broken up in their groups listening to their instructions for the day and participating in the warmup		
GUIDED PRACTICE (15 minutes – suggested) How will you clearly state and model behavioral expectations? How will you ensure that all students have multiple opportunities to practice? How will you scaffold practice exercises from easy to hard? How will you monitor and correct student performance? Why will students be engaged and interested?	TEACHER The teacher will introduce the 3 main skills (passing, setting, serving) at the beginning of the class period	STUDENTS Students will be able to listen to the directions given to them by their classmate running the lesson in order to know how to proceed in class	MATERIALS/STRATEGIES Cones Whistle Attendance sheet Pencils Volleyball packets Correct shoes and clothes
INDEPENDENT PRACTICE (25 minutes – suggested) How will you clearly state and model behavioral expectations? In what ways will students attempt to demonstrate independent	TEACHER The students will be broken up into teams of 6 students Each student will have a partner and begin working on passing and setting the volleyball Once broken up the students will be designated to a certain area on the court	STUDENTS Students will focus on good form and technique while they pass and set the ball back and forth to each other.	MATERIALS/STRATEGIES Cones Whistle Attendance sheet Pencils Volleyball packets Correct shoes and clothes

mastery of the objective? How will you provide opportunities for extension? Why will students be engaged and interested?	From there we will begin to play a game to popcorn.		
CLOSING (5 minutes – suggested) How will students summarize what they learned? How will students be asked to state the significance of what they learned? How will you provide all students with opportunities to demonstrate mastery of (or progress toward) the objective?			TEACHER Keep authority in the classroom Answer any questions posed by the students
	Cones Whistle Stopwatch Literacy Packets Pencils Correct shoes and clothes	STUDENTS Will ask any clarifying questions about the lesson	

Lesson 3 (Thursday) Week 1 & 2

GRADE	9th and 10th Grade
SUBJECT	Physical Education
LESSON SUMMARY	Students will teach and assess their classmates on how to pass/bump and set the ball back and forth with a partner with 70% accuracy. Students will teach and assess their classmates on how to underhand/overhand serve over the net with 70% accuracy. Students will teach and assess their classmates on how to a variety of movement concepts when playing in a game setting. Students will teach and assess their classmates on how to call out the ball prior to hitting the ball within their area and leave room for teammates to play the ball. Students will now be able to play popcorn for time; each group will pass back and forth if the ball hits the ground the team is eliminated
OBJECTIVE. What will your students be able to do?	
Passing: when arms come together at the hands to form a flat platform for the ball to bounce off Setting: using hands above one's head to push the ball upward	

Serving: using dominant arm/hand to propel the ball over the net into play		
ASSESSMENT		
How will you know whether your students have made progress toward the objective? How and when will you assess mastery?		
We will play a round robin tournament for teams that can maintain their passing through Popcorn. The teams with the highest timed scored will be able to move on in the tournament to demonstrate that they are learning the correct way to pass the ball to their teammate.		
DIFFERENTIATION		
How will you differentiate your instruction to reach the diversity of learners in your classroom? How will you address your English Learners? List the specific strategies you will use.		
Throughout this lesson there are many ways that I can allow for accommodations. To make different things easier during the lesson I can break the students up into groups. The students would be able to choose which part of game they would like to teach, and how to apply it in either a competitive or non-competitive scenario for the warm-up game. This allows some students to just get the overview of what the activity they are teaching or allows for students with a higher skill level to show their classmates some advanced skills. Another source of accommodations is to make the activity more challenging for the students. For students who are English learning I can create separate handouts with material in different languages in order for the students to understand the lesson and then also have a student in class who maybe bilingual to translate the movements for me.		
OPENING (10 minutes – suggested)		MATERIALS/STRATEGIES
How will you communicate <i>what</i> is about to happen? How will you communicate <i>how</i> it will happen? How will you communicate its <i>importance</i> ? How will you communicate <i>connections</i> to previous & future lessons? How will you engage students and capture their interest?		
TIME 10	Teacher will take attendance and then put the students through a dynamic warm up in order to loosen their muscles. Review previous lesson	If the students do not know how to complete a skill, I will have another student demonstrate the skill to they can have a visual representation of what is expected I will also demonstrate if the students do not know how to complete the skill I will explain what is expected for the day ahead so the students know what the class will entail

<p>INTRODUCTION OF NEW MATERIAL (10 minutes – suggested)</p> <p>What key points will you emphasize and reiterate? How will you ensure that students actively take-in information? How will you vary your approach to make information accessible to all students? Which potential misunderstandings will you anticipate? Why will students be engaged and interested?</p>		
TIME	<p>TEACHER</p> <p>The teacher will review the 3 main skills (passing, setting, serving) at the beginning of the class period</p>	<p>STUDENTS</p> <p>Students will be able to listen to the directions given to them by their classmate running the lesson in order to know how to proceed in class</p>
<p>GUIDED PRACTICE (15 minutes – suggested)</p> <p>How will you clearly state and model behavioral expectations? How will you ensure that all students have multiple opportunities to practice? How will you scaffold practice exercises from easy to hard? How will you monitor and correct student performance? Why will students be engaged and interested?</p>		
TIME	<p>TEACHER</p> <p>The students will be broken up into teams of 6 students Once broken up the students will be designated to a certain area on the court From there we will begin to play a game being practicing their serving During this time the teacher will be able to observe students struggling to continue the correct form, one will be able to observe that students begin to open their hands up when passing and not having their hands together either. Another thing is the students will begin to spike the ball or punch it up since it has time to float up in the air</p>	<p>STUDENTS</p> <p>Will focus on good form and technique in order to make sure that they are able to accurately and efficiently serve the volleyball</p>
<p>INDEPENDENT PRACTICE (25 minutes – suggested)</p> <p>How will you clearly state and model behavioral expectations? In what ways will students attempt to demonstrate independent mastery of the objective?</p>		

How will you provide opportunities for extension? Why will students be engaged and interested?		
TIME	TEACHER Keep time Maintain authority Make sure teams are spaced out correctly If we do not complete the tournament we will continue it in week 2	STUDENTS Students will begin playing popcorn for time. Making sure that they do not let the ball hit the ground unless their time will stop. Teams will play against other teams in order to move ahead in the predetermined tournament bracket.
CLOSING (5 minutes – suggested) How will students summarize what they learned? How will students be asked to state the significance of what they learned? How will you provide all students with opportunities to demonstrate mastery of (or progress toward) the objective?		
TIME	TEACHER Right after the students put the volleyballs away, I will bring them all together to ask them a question or two. Did you have to cheer on your team to give each other encouragement? Was it difficult to keep your hands together when passing while using the ball?	STUDENTS

Lesson 4 (Friday) Week 1 & 2

GRADE	High School 9 th -12 th grade
SUBJECT	Physical Education Volleyball Unit
LESSON SUMMARY	Lesson 4 - Will close our volleyball unit, each student has made progress by practicing the underhand serve, the forearm pass, setting the ball, blocking, and spiking. Each student has given the opportunity to be assessed of the mastery of each of the objectives. Each team and student have been given multiple opportunities to achieve each set of skills through live games. This last day will consist of more games, however the teams have been grouped in either intermediate or advanced levels. The intermediate will play on courts one and two, where the team sitting out is the line judge. The advanced teams will play

each other in courts three and four to show their abilities to play volleyball. This will make the games fairer and at the same level.

OBJECTIVE.

What will your students be able to do? Students will continue to demonstrate their abilities to perform the underhand serve, the forearm pass, setting the ball, blocking, and spiking during their live games. The main goal of this unit is to prepare the students for physical fitness outside of high school. Teaching them the knowledge, understanding, critical thinking, and technical skills to play a game of volleyball will help them accomplish this goal. They are showing their abilities to play a live game of volleyball as well as express their abilities to learn new information.

ASSESSMENT

How will you know whether your students have made progress toward the objective? As my students are performing during a live game, they making progress towards the objective of using the correct body positioning, using proper techniques, and working as a team to play a game.
 How and when will you assess mastery? I will be assessing the teams during their live games, each team can earn up to ten points by the way they perform the technical skills covered in class, on the way they work together as a team, and how hard they participate during each game.

Students will complete their rules and regulation test and then will play a game to 11 in order to see which teams have progressed in the class.

COMMON CORE

How will you address Common Core standards?

1.12 Demonstrate independent learning of movement skills.2.5 Improve and maintain physical fitness by adjusting physical activity levels according to the principles of exercise. 2.6 Identify the physical fitness requirements of an occupation.3.8 Recognize the value of physical activity in understanding multiculturalism.3.9 Recognize and evaluate the role of cooperation and positive interactions with others when participating in physical activity. 3.10 Identify and utilize the potential strengths of each individual in physical activities.

DIFFERENTIATION

How will you differentiate your instruction to reach the diversity of learners in your classroom?
 How will you address your English Learners?
 List the specific strategies you will use.

Throughout this lesson there are many ways that I can allow for accommodations. To make different things easier during the lesson I can break the students up into groups. The students would be able to choose which part of game they would like to teach, and how to apply it in either a competitive or non-competitive scenario for the warm-up game. This allows some students to just get the overview of what the activity they are teaching or allows for students with a higher skill level to show their classmates some advanced skills. Another source of accommodations is to make the activity more challenging for the students. For students who are English learning I can create separate handouts with material in different languages in order for the students to understand the lesson and then also have a student in class who maybe bilingual to translate the movements for me.

OPENING (10 minutes – suggested)

How will you communicate *what* is about to happen? I will communicate with the students that we will be playing more games today. I will also divide the teams into intermediate and advanced so they know what courts they’re playing on.
 How will you communicate *how* it will happen? I will communicate with the class that if there is a team sitting out, they will be the line judge. They will be 5-minute games.

MATERIALS/STRATEGIES

- Volleyballs
- Volleyball courts and nets
- Whistle
- Cones
- Speakers
- Correct shoes and clothes

<p>How will you communicate its <i>importance</i>? I will express to the students that it is important to take each point serious, the games go by fast and points are hard to earn.</p> <p>How will you communicate <i>connections</i> to previous & future lessons? Lessons from serving the ball underhand to lessons on spiking the ball, all lessons tie together when playing a live game.</p> <p>How will you engage students and capture their interest? Students will be engaged and interested in the preparation of playing games.</p>			
<p>TIME 10 minutes</p>	<p>TEACHER I will have the students sat down in their roll call lines, then attendance will be taken. Following this will be a quick warm up, a job around the gym 5 times then a stretch to warm up the muscles. I will then express to the students our game plan for today.</p>	<p>STUDENTS The students will pay attention for attendance and get ready for a warmup. They will participate in the warmup and stretch before they practice their skills.</p>	
<p>GUIDED PRACTICE (10 minutes – suggested)</p> <p>How will you clearly state and model behavioral expectations? I express the importance of working hard and participating the entire class time as well as treat each other with respect.</p> <p>How will you ensure that all students have multiple opportunities to practice? Each student will have multiple opportunities to practice and score by using the technical skills learned during the unit.</p> <p>How will you scaffold practice exercises from easy to hard? Practice will be set on easy as the warm up and practice their skills then turn to hard when they start their games.</p> <p>How will you monitor and correct student performance? I will be walking around observing each team’s ability to work together as well as perform skills, feedback will be given out as needed.</p> <p>Why will students be engaged and interested? Students will be engaged when they are playing a live game, they will be trying hard to win.</p>			<p>Volleyballs Volleyball courts and nets Whistle Cones Speakers Correct shoes and clothes</p>
<p>TIME 5-minute games than switch</p>	<p>TEACHER Teacher will have students warm up by playing 10 mins of popcorn with their teams in order to make sure they are ready to play the game.</p>	<p>STUDENTS Will be in their groups warming up in order to get ready to participate in competition</p>	
<p>INDEPENDENT PRACTICE (25 minutes – suggested)</p>			<p>Volleyballs Volleyball courts and nets</p>

<p>How will you clearly state and model behavioral expectations? I express the importance of working hard and participating the entire class time as well as treat each other with respect.</p> <p>In what ways will students attempt to demonstrate independent mastery of the objective? Students will attempt mastery by performing the skills they learned during the games.</p> <p>How will you provide opportunities for extension? Opportunities for extension on assessments will be given at the end of the unit, every student may retake a demonstration test if pleased.</p> <p>Why will students be engaged and interested? Students will be engaged when they are playing a live game, they will be trying hard to win.</p>		<p>Whistle Cones Speakers Correct shoes and clothes</p>	
<p>TIME</p>	<p>TEACHER</p> <p>I will observe the games assessing each team on their ability to work together as a team with a positive attitude as well as perform the skills we learned during the unit. I will help any student who need it.</p>	<p>STUDENTS</p> <p>The students will be performing in a live game to 11. They will be working together as a team while working on ways to score on the opposing team.</p>	
<p>CLOSING (5 minutes – suggested)</p> <p>How will students summarize what they learned? We will group together at the end of the period and discuss what everyone’s favorite thing about volleyball as well as what was everyone’s least favorite thing.</p> <p>How will students be asked to state the significance of what they learned? The students will be asked by the teacher in a fast pace to get through everyone.</p> <p>How will you provide all students with opportunities to demonstrate mastery of (or progress toward) the objective? I provided every student with multiple opportunities during the lives games they played. I recorded their overall record and gave each team 5 points of extra credit for winning one game.</p>		<p>Students Group circled up Sharing experiences</p>	
<p>TIME</p> <p>5 minutes</p>	<p>TEACHER</p> <p>I will gather the class around me and ask each person what their favorite part about the sport was, then I asked what their least favorite thing was about volleyball.</p>	<p>STUDENTS</p> <p>Students are sharing with each other their thoughts and experiences of the volleyball unit.</p>	