

**Board Authorized Course Rubric**

Course Name: Volleyball 10-12

Developed By: Jan Rahe

School: WJ Mavat Secondary

Principal: Linda Pollastretti

**1. Course Title:**

- Not the same as any other Ministry-developed courses
- Includes grade level 10, 11, 12 in the course name.

Comments:

**2. Grade level:**

- Reflects the appropriate level of instruction
- If part of a series of courses designed to address different aspects of a subject, it is reported as 11A, 11B, or 11C (ex. History 11A, History 11B, History 11C)

Comments:

**3. Number of credits:**

- Number of credits is indicated (1,2,3,4)
- Credit value accurately reflects the length and scope of the course
  - \* Arts Ed 11 or ADST 11 course written to meet the Arts Ed/ADST graduation requirements may be 2 or 4 credits.

Comments:

**4. Course Synopsis:**

- Course synopsis accurately describes what a student will have gained as a result of completing the course

Comments:

**5. Goals and Rationale:**

- Everything in the goals section connects to the Big Ideas, Curricular Competencies, Content
- Identifies 4 to 8 goals
- Rationale is a brief statement that explains the area of learning and the importance of the learning to students and to society
- Rationale may also include connections to cross-curricular competencies and to other curricular areas

Comments:

**6. Aboriginal Worldviews and Perspectives:**

- A clear connection and integration of First Peoples Principles of Learning and Aboriginal content is present in the course

Comments:

**7. Organizational Structure:**

- Content, competencies, and big ideas are assessable, observable, and understood by students and parents
- Content (*know*): includes essential topics and knowledge taught in the course
  - does not significantly overlap new Ministry curriculum content
- Curricular Competencies (*do*): clearly connect to the skills, strategies, and processes that students will develop
  - may have some or all of the curricular competencies of a Ministry-developed course
- Big Ideas (*understand*): clearly outline the generalizations of important principles, and key concepts in the course
  - may share some or all of the Big Ideas of a Ministry-developed course(s)

Comments:

**8. Recommended Instructional Component:** makes clear the intent of the learning standards

- there is a direct connection between the content, curricular competencies, the big ideas and methods of instruction (examples from the course are provided for each strategy listed)
  - Appropriate balance of various learning standards
  - Variety of approaches, including both innovative and “tried and true”
  - Activities that draw from and build on prior learning
  - Various learning styles
  - Activities that are transferable to other contexts

Comments:

**9. Recommended Assessment Component:**

- involves a wide variety of methods or tools (examples are provided)
- measures competency acquisition
- evaluates students’ progress toward meeting learning standards (know, understand, and do)
- is fair, transparent, meaningful and responsive
- is ongoing, timely, specific and embedded in day to day instruction



### Board Authorized Course Rubric

- provides varied and multiple opportunities for learners to demonstrate learning
- communicates clearly to the learner where the student is, what they are working towards, and the ways that learning can be supported

Comments:

#### 10. Learning Resources:

- Age appropriate
- Support learning standards
- Takes into account the needs of the learners
- Major learning resources are listed (teacher and student resources)

Comments:

Recommended as submitted:

- Yes
- No

Changes required before recommendation:

N/A

Rejected for the following reasons:

Recommended following required changes:


- Yes
- No

Date: April 30, 2024

Reviewer's Signature



**Board Authorized Course Rubric**

  
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BAA Committee Chair's Signature

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Date approved by the Board of Education:



## Board/Authority Authorized Course Volleyball 10-12

<b>School District/Independent School Authority Name:</b> Abbotsford School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD34
<b>Developed by:</b> Jon Rahe	<b>Date Developed:</b> December 1, 2023
<b>School Name:</b> WJ Mouat Secondary	<b>Principal's Name:</b> Linda Pollastretti
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Volleyball	<b>Grade Level of Course:</b> 10-12
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

**Board/Authority Prerequisite(s):** PHE 10

**Special Training, Facilities or Equipment Required:** Gymnasium, volleyball standards and antennae, volleyball nets, volleyballs, volleyball spike trainer, fitness equipment, and facility. The instructor should have Development Coach certification for grade 10, and Advanced Development Coach certification for grade 11/12.

**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.

- Understand high performance development pathway through high school volleyball and beyond
- Develop technical understanding of 5 core volleyball skills (Passing, Setting, Serving, Blocking, Digging)
- Develop tactical understanding of volleyball systems and apply to implementation of technical skills
- Understand the impact of nutrition, physical training and mental skills development on personal performance
- Develop leadership skills to positively contribute to the team environment

### **Aboriginal Worldviews and Perspectives:**

Inclusion of First Peoples' Principles of Learning:

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

Inclusion of Indigenous Worldviews and Perspectives:

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

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

### BIG IDEAS

Daily participation in volleyball activities influences our physical literacy, and personal health and fitness goals	Identify and perform key strategies and skills for success in volleyball	Communication is essential to successful Teamwork	Leadership development is an ongoing life skill
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### 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"> <li>• Execute specific aerobic and anaerobic fitness markers</li> <li>• Perform various tasks related to volleyball training</li> <li>• Demonstrate successful performance; using proper technique, control, and accuracy, with the following individual skills: setting, passing, serving, attacking, blocking and diving</li> <li>• Demonstrate successful performance of the player’s role in: serve reception, offensive play, direct contact, support play, defensive play.</li> <li>• Pursue personal activity goals related to health promoting components (see fitness component above)</li> </ul> <p><i>Critical Thinking</i></p> <ul style="list-style-type: none"> <li>• Demonstrate positions effectively</li> <li>• Demonstrate the principles of these systems of play; defensive and offensive</li> <li>• Respond appropriately in game situations</li> <li>• Describe effective methods of team preparation and Integrate fitness skills into practice and game.</li> </ul> <p><i>Communication and Social Responsibility</i></p>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• The difference between aerobic and anaerobic fitness</li> <li>• Training principles to enhance personal fitness</li> <li>• Proper warm up, prehab and stretching procedure and purpose</li> <li>• The mechanics involved in the following skills: setting, passing, hitting, serving, blocking</li> <li>• Common errors and error detection in skills</li> <li>• Basic offensive and defensive skills and strategies</li> <li>• Effective methods for individual preparation for competitive play</li> <li>• Positions, their purpose and coordinating skills set</li> <li>• Systems of play and their key components</li> <li>• Appropriate decision-making abilities in team play from 1 vs 1 up to 6 vs 6</li> <li>• The rules and regulations of the game</li> <li>• Refereeing: using proper rules and signals</li> <li>• How to self-assess and self-correct</li> <li>• How to communicate in team play and be effective team leaders</li> <li>• Local Indigenous protocols for relationship and community building through circle work</li> </ul>

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



## Big Ideas – Elaborations

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

Sample questions to support inquiry with students:

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

**Identify and perform key skills and strategies for success in volleyball:**

Sample questions to support inquiry with students:

- What are the key components for success in these skills: set, pass, serve, hit, block, etc?
- Am I successfully performing these factors in the skill?

**Communication is essential to successful teamwork**

Sample questions to support inquiry with students:

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

**Leadership development is an ongoing life skill**

Sample questions to support inquiry with students:

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

## Curricular Competencies – Elaborations

Samples of questions to support inquiry:

**Active Living**

- How can I set appropriate fitness goals and work to develop them beyond in-class sessions?

### **Critical Thinking**

- What do I need to do to perform the skills at the mastery level (self-assessment, reflection, and goal-setting)?
- How do I perform in practice situations? How can I promote 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 skills development and game knowledge to run drills and team-teach junior students
- Peer assessment of skills
- Team decisions to play 6-3, 4-2, or 5-1 system-based
- Leadership can take the form of leading small groups within the class, going to feeder schools to promote the sport, leading by example, leading warm-up, cool-down, facilitating interpersonal conversations, etc.

### **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 court 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
- Inclusion of guest speakers to discuss nutrition, mental skills training, high performance concepts, sport specific fitness.

### **Suggested Unit/Topic/Module Description**

*To be delivered in integrated and spiral format rather than independent units*

Sport Specific Fitness	10% (12 hours)
Basic Volleyball Skills	30% (36 hours)
Theory	10% (12 hours)
Positional/ System Play	20% (24 hours)
Team Play	20% (24 hours)
Refereeing	10% (12 hours)

**Total Hours 120 hours**

### **Unit 1: Overview**

Curricular Organizers and Learning Outcomes

#### **SPORT SPECIFIC FITNESS**

Students will be able to:

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

## **Unit 2: Overview**

Curricular Organizers and Learning Outcomes

### INDIVIDUAL SKILLS

Students will be able to:

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

## **Unit 3: Overview**

Curricular Organizers and Learning Outcomes

### THEORY

Students will be able to:

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

## **Unit 4: Overview**

Curricular Organizers and Learning Outcomes

## POSITIONAL AND SYSTEMS OF PLAY

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

### Unit 5: Overview

Curricular Organizers and Learning Outcomes

#### TEAM PLAY

Students will be able to:

- -Demonstrate appropriate decision-making abilities in team play from 1vs1 up to 6vs 6
- Respond appropriately in game situations
- Describe effective methods of team preparation
- Demonstrate an understanding of local Indigenous protocols for building relationships and community through circle work

### Unit 6: Overview

Curriculum Organizers and Learning Outcomes

#### REFEREEING

Students will be able to:

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

Instructional Component:

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

- On field lecture and drill on basic concepts and skills
- Class and group discussions of significant issues and topics
- Individual and group interpretations of volleyball in the media
- Analysis of volleyball media followed by class discussions of strategies
- Skill building drills that build volleyball strategy critical thinking

- Peer presentations
- Hands-on experiences analysis of video tapes and third party research

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

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

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

#### **Learning Resources:**

Volleyball Canada

[http://www.vcdm.org/global/images/misc/VC\\_Sample\\_Club\\_Manual.pdf](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/>

Gold Medal Squared

<https://goldmedalsquared.com/>