DCSD Instructional Planning Instrument
Focus on Teaching and Learning

Peachtree Charter Middle School

Teacher	Savage	**Week of:**	**Unit Implementation:**
Course	Physical Education	**Unit Name:**	Volleyball

Priority Standard:	**PE 3:** Participates regularly in physical activity. **PE 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings
Supporting Standards	**PE 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. **PE 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. **PE 4:** Achieves and maintains a health-enhancing level of physical fitness. **PE 6:** Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.
Non-Content Standards WIDA, interdisciplinary standards, literacy	ELP Standard: 2 - Language of Language Arts **Level 1:** Identify words or phrases associated with adventures using visual support and word/phrase walls or banks **Level 2:** Answer WH-questions related to adventures using visual support (e.g., "Who is missing?") and share with a peer **Level 3:**Sequence plots of adventures using visual support and share with a peer **Level 4:** Summarize plots of adventures using visual support and share with a peer
Learning Targets	Students will be able to identify and perform the forearm "bump" pass, overhead set and underhand serve in volleyball skills activities and games. Students will improve their current volleyball skills.
Essential Question(s) address philosophical foundations; contain multiple answers; provoke inquiry	Why is it important to demonstrate proper technique in a game situation? What are the consequences in not executing correct safety measures at all times? How can someone exhibit knowledge of volleyball rules and officiating during play? What are the benefits of displaying appropriate volleyball skills in a game situation?
Big Idea(s) (main ideas, foundational understanding):	To get the student to understand the basic skills, rules, scoring and skills associated with the game of volleyball.
Academic Vocabulary Lesson vocabulary Unit vocabulary	Ready position, side out, out of bounds, end line, side line, match Side out, serve, rally scoring, rotation, forearm pass, overhead set, underhand serve, game point
STEM/STEAM (Interdisciplinary integration)	
Engaging Performance	

Research-Based Instructional Strategies (weekly strategies chosen to guide teaching and learning)										
	Opening	Activate prior knowledge	X	Questioning	X	Clarify previous lesson	X	Phenomenon	
		Provide feedback	X	Scaffold instruction	X	Create interest		Other	
	Work Period	Facilitate learning	X	Academic discussions	X	Cooperative learning	X	Other	
		Demonstrate mode	X	Generating and testing hypothesis		Independent learning	X	Other	
		Explain/apply extend concepts	X	High-level questioning	X	Interdisciplinary writing	X	Other	
	Closing	Summarize lesson	X	Provide alternative explanation	X	Respond to EQ	X	Review rituals & routines	X
		Student assess their own learning		Quick write		3-2-1 K-W-L		Other	

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21st Century Learning Skills (weekly strategies chosen to guide student engagement)						
	Teamwork and collaboration	X	Innovation and creativity	X	Accessing and analyzing information	X
	Initiative and leadership		Critical thinking and problem solving	X	Effective oral and written communication	
	Curiosity and imagination	x	Flexibility and adaptability	x	Other	

Intervention Strategies

Intervention Strategies (Tiers 1, 2, 3) Additional Support in Classroom		Specially Designed Instruction for Exceptional Education Students		Strategies for English Language Learners	
	Re-voicing	X	Conferencing	X	Visuals/reality
X	Explaining		Additional time		Front loading
X	Prompting for Participation	X	Small group collaboration	X	Echoing/ Choral response
X	Challenging or encountering	X	Modify quantity of work	X	Color coding
	Asking "why?" "how?"		Take student's dictation		Multiple exposures in different media
X	Reread	X	Scaffold information	X	Pair share
X	Practice new academic vocabulary		Differentiated Content/process/product	X	Modeling
	Assistive technology	X	Consistent reward system		Language scaffolds
X	Pre-teach & re-teach in a different way	x	Refer to student's IEP or 504		Deconstruct complex sentences
X	Use of manipulatives	X	Assistive technology	X	Increase student-to-student talk
x	Collaborative work			X	Strategies vocabulary instruction
	Create differentiated text sets			x	Additional think time

Gifted – Extensions for Learning

Tier 1

X	Flexible learning groups	X	Varied pacing with anchor options	X	Varied supplemental material
	Choice of books	X	Work alone or together		Computer mentors
	Homework options	X	Flexible seating	X	Think pair share
X	Use of reading buddies		Varied scaffolding	X	Open-ended activities
	Various journal prompts	X	Varied computer programs		Explorations by interest
X	Student/teacher goal setting	x	Design A-Day	x	Options for competition

Tier 2

	Gifted Ed. Cluster classes	X	Alternative assessments		Community mentorship
	Gifted Ed. Collaboration classes	X	Subject advancement within class	X	Stations
X	Tiered activities		Curriculum compacting	X	Group investigations
	Use of literature clubs		Tiered centers	X	Assess students in multiple ways
X	Multiple testing options		Spelling by readiness	X	Student choice
	Multiple texts		Varying organizers		Simulations

	Tier 3		Tier 4
	Advanced content (all core content)		Above grade level accelerated (all core content)
	Resource classes		Advanced placement classes
	Independent /directed study		International baccalaureate classes
	Socratic seminars		Internship/mentorship[

Differentiated Instruction (content, process, product)	Assessment evidence (formative, summative)
<u>Multi-Level Learners</u> **Beginner** – Students will practice passing the ball with a partner, stopping and catching if needed. Perform Level 1 task. **Intermediate** – On task. See work period. Perform Level 2 tasks **Advanced** – Students will play a game, keeping their own score. Perform Level 3 tasks	**Formative Assessments:** Teacher observation during activities

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Resources	Internet	X	Ipod	x	Mini basketballs	X
	Audio/visual aids	X	Course syllabus	X	Mats	X
	Handouts		Video clips	X	Hula hoops	X
	White boards	X	Ipod players	X	Basketballs	X
	Electronic devices		Floor tape for PACER test	X	Yoga mats	x

WEEK 1

Daily Lesson Plans for Monday	
Pre-Instructional Activity	Dress out – Roll call Students can stretch while they are sitting at roll call waiting.
Opening	
Work Period	CV DAY- Refer to "CV Day Lesson PLAN" tab
Closing (evaluate)	

Daily Lesson Plans for Tuesday	
Pre-Instructional Activity	Dress out Roll call Students can stretch while they are sitting at roll call waiting.
Opening	What are the types of skills needed to play volleyball?
Work Period	**Teacher will:** ● Set up nets, get balls out ● Introduce and demonstrate the forearm pass and overhead set ● Direct the activity **Student will:** ● Divide into 8 groups, selected by the teacher, to practice skills that were demonstrated ● Spread out around the gym and make a circle with the group with one person in the middle with the ball ● Start to perform the forearm pass and overhead set with one person in the middle tossing the ball to each person in the circle ● Switch the person out in the middle after they have tossed to everyone in the circle, repeat ● Continue to practice skills until the whistle is blown ● Demonstrate proper form for both skills
Closing (evaluate)	Review proper form of the skills that were introduced Review rituals and routines

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Daily Lesson Plans for Wednesday	
Pre-Instructional Activity	Dress out Roll call Students can stretch while they are sitting at roll call waiting.
Opening	Describe some strategies that will help you to perform better during volleyball skill drills.
Work Period	**Teacher will:** ● Set up nets, get balls out ● Review forearm pass and overhead set form ● Direct the activity **Student will:** ● Set up in same groups from previous day ● Show continuous play without the student in the middle to help keep the ball up ● Participate in a group competition at the end of the class to see which group can get the most consecutive hits
Closing (evaluate)	Review strategies for passing the ball Review rituals and routines
Daily Lesson Plans for Thursday	
Pre-Instructional Activity	Dress out Roll call Students can stretch while they are sitting at roll call waiting.
Opening	What is the significance of learning how to serve in volleyball?
Work Period	**Teacher will:** ● Set up nets, get balls out ● Introduce the proper form for the underhand serve **Student will:** ● Divide into 4 groups on all 4 sides of the courts ● Get into 4 lines on each side and attempt to serve the ball over the net ● Perform the proper technique for the underhand serve ● Move closer to net, if necessary
Closing (evaluate)	Review significance of the underhand serve Review rituals and routines
Daily Lesson Plans for Friday	
Pre-Instructional Activity	Dress out Roll call Students can stretch while they are sitting at roll call waiting.
Opening	
Work Period	CHOICE DAY- refer to "Choice Day Lesson Plan" tab
Closing (evaluate)	

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WEEK 2

Daily Lesson Plans for Monday	
Pre-Instructional Activity	Dress out Roll call Students can stretch while they are sitting at roll call waiting.
Opening	
Work Period	CV DAY- Refer to "CV Day Lesson PLAN" tab
Closing (evaluate)	

Daily Lesson Plans for Tuesday	
Pre-Instructional Activity	Dress out Roll call Students can stretch while they are sitting at role call waiting.
Opening	How do you keep score and rotate during a volleyball match?
Work Period	**Teacher will:** ● Set up nets, get balls out ● Create 6 skills stations- serving, serve-receive, passing, setting, team drills(2) ● Introduce and demonstrate rotation, scoring and rules of the game for volleyball ● Direct the activity **Student will:** ● Divide into 6 teams in preparation for the upcoming tournament ● Pick a team name ● Rotate to the 6 stations for 5 min. each with their team
Closing (evaluate)	Review rules, scoring and rotation Review rituals and routines

Daily Lesson Plans for Wednesday	
Pre-Instructional Activity	Dress out Roll call Students can stretch while they are sitting at roll call waiting.
Opening	What are the rules associated with playing a volleyball match?
Work Period	**Teacher will:** ● Set up nets, get balls out ● Create 6 team round robin tournament ● Direct the activity **Student will:** ● Participate in a round robin tournament to determine seeding for bracket play ● Keep track of score during matches ● Rotate properly during match play
Closing (evaluate)	Review game situations Review rituals and routines

Daily Lesson Plans for Thursday	
Pre-Instructional Activity	Dress out Roll call Students can stretch while they are sitting at roll call waiting.
Opening	How does the rotation work in a volleyball match?
Work Period	**Teacher will:** ● Set up nets, get balls out ● Update 6 team round robin tournament ● Direct the activity **Student will:** ● Participate in round robin tournament ● Keep track of score during matches ● Rotate properly during match play

Closing (evaluate)	Review proper rotation technique Announce seeds for tournament Review rituals and routines
Daily Lesson Plans for Friday	
Pre-Instructional Activity	Dress out Roll call Students can stretch while they are sitting at roll call waiting.
Opening	
Work Period	CHOICE DAY- refer to "Choice Day Lesson Plan" tab
Closing (evaluate)	
WEEK 3	
Daily Lesson Plans for Monday	
Pre-Instructional Activity	Dress out – Roll call Students can stretch while they are sitting at roll call waiting.
Opening	
Work Period	CV DAY- refer to "CV Day Lesson Plan" tab
Closing (evaluate)	
Daily Lesson Plans for Tuesday	
Pre-Instructional Activity	Dress out Roll call Students can stretch while they are sitting at roll call waiting.
Opening	How does a double elimination tournament work?
Work Period	**Teacher will:** ● Set up nets, get balls out ● Create 6 team double elimination tournament ● Direct the activity **Student will:** ● Participate in tournament ● Keep track of score in matches ● Demonstrate proper form for skills taught ● Rotate correctly
Closing (evaluate)	Review rules, scoring and rotation Review rituals and routines
Daily Lesson Plans for Wednesday	
Pre-Instructional Activity	Dress out Roll call Students can stretch while they are sitting at roll call waiting.
Opening	How does a double elimination tournament work?
Work Period	**Teacher will:** ● Set up nets, get balls out ● Update 6 team double elimination tournament ● Direct the activity **Student will:** ● Participate in tournament ● Keep track of score ● Maintain proper rotation
Closing (evaluate)	Review team standings Review rituals and routines
Daily Lesson Plans for Thursday	
Pre-Instructional	Dress out Roll call

Activity	Students can stretch while they are sitting at roll call waiting.
Opening	How does a double elimination tournament work?
Work Period	**Teacher will:** ● Set up nets, get balls out ● Update 6 team double elimination tournament ● Direct the activity **Student will:** ● Participate in tournament ● Keep track of score ● Maintain proper rotation
Closing (evaluate)	Announce tournament winner Review rituals and routines
Daily Lesson Plans for Friday	
Pre-Instructional Activity	Dress out Roll call Students can stretch while they are sitting at roll call waiting.
Opening	
Work Period	● CHOICE DAY- refer to "Choice Day Lesson Plan" tab
Closing (evaluate)	

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