

Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Okanagan Skaha	School District 67		
Developed by: John Buckley	Date Developed:		
School Name: Princess Margaret Secondary School	Principal's Name: Roger Wiebe		
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):		
Board/Authority Approval Date:	Board/Authority Chair Signature:		
Course Name: Volleyball	Grade Level of Course:		
Number of Course Credits: 2	Number of Hours of Instruction: 50		

Board/Authority Prerequisite(s):

PE 9 PE 10 Multisport or Volleyball 9,

Special Training, Facilities or Equipment Required:

Sports Specific Volleyball Course, Gymnasium, Volleyball Nets, Net Antennas, Referee Stands, Volleyballs

Course Synopsis:

To provide an elite volleyball course to serious, committed students interested in sport skill development.

To offer technical and strategic instruction specific to the sport of volleyball to interested students.

To develop athletes in the areas of: skill, systems, strategies, fitness, injury management, nutrition, and personal planning.

Goals and Rationale:

Students have the opportunities to focus on volleyball development in a school credit course.

Students will be challenged in a high level course with other elite athletes who share the same desire to excel.

The program will focus on skill building, systems offensive and defensive strategies and personal knowledge of the game.

To attract International students to the school from volleyball course selection.

Aboriginal Worldviews and Perspectives:

To develop a sport connection with cultures from around the world that shares a passion in the sport of volleyball.

Recognize First Peoples perspectives and knowledge to gain understanding of leadership in sport.

Course Name: Grade:

BIG IDEAS

Sport Specific Skill Development Sport Specific

Movement and Fitness

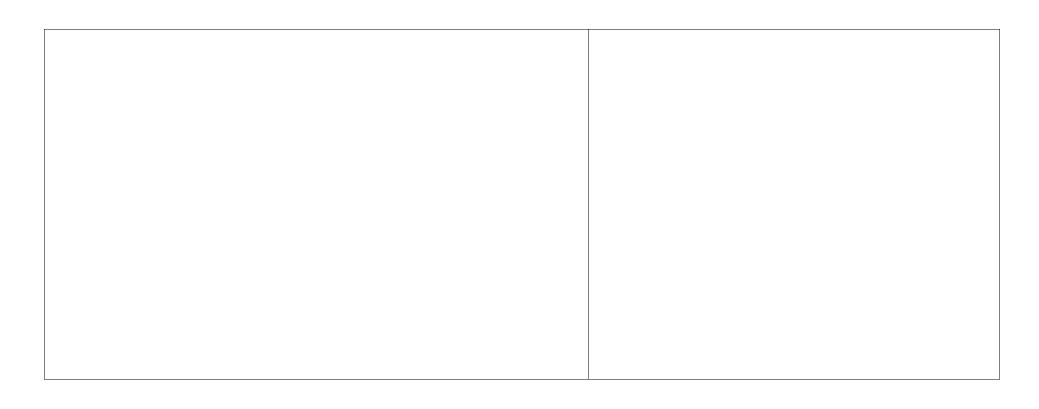
Offense and Defense Systems

Attacking and Defensive Strategies

Athlete, Nutrition, Hydration and Injury Management

Learning Standards

Curricular Competencies	Content	
Students are expected to do the following:	Students are expected to know the following:	
-Attend on time prepared to actively participate -Mentally focus to key instructional concepts -Intensely train in skill development -Actively transfer skill training and key concepts to game situations -Attend class if injured to acquire information -Assist in facility set-up and clean-up -Be responsible for any classes missed -Give back to the sport thru volunteer or coach experience. Intellectual Competencies: Sport Rules, Positions, Skill Components, Systems, Strategies Personal Competencies: Skill Development, Drill Execution, Game Play Performance,	Basic Skills – intro keys to skill Positions – setter, power, middle, rside Systems-4-2 and 6-2 basic Front Row- stay in zone attack Back Row – home stay- start defense Team Defense 6-up Team Offense-high ball straight approach Psychology of Sport – personal performance Rule Knowledge – school vs club age group related -Volleyball sports rules -Key sport concepts -Advanced defensive systems -Advanced offensive systems -Key attack strategies -Important defensive positioning and strategies -Basic sport skills	
Social Competencies: Class Interactions, Volunteer, Leadership, Emotional Competencies: Attitude, Control of Emotions, Psychology, Passion for Sport	-forearm pass -setting -serving -blocking -attacking -digging	



Big Ideas – Elaborations

Sports Skills- dig, block, spike, tip, roll, set, pass, dive, overhand serve, spike serve, jump float serve

Movement- defensive footwork, block jump, attack footwork, jump serve, diving.

Fitness- skipping, jump train, weight room, arm swing, shoulder power

Nutrition- athletic eating concepts and muscle development.

Hydration- H2O replenish, muscle recovery, maintenance, cramping.

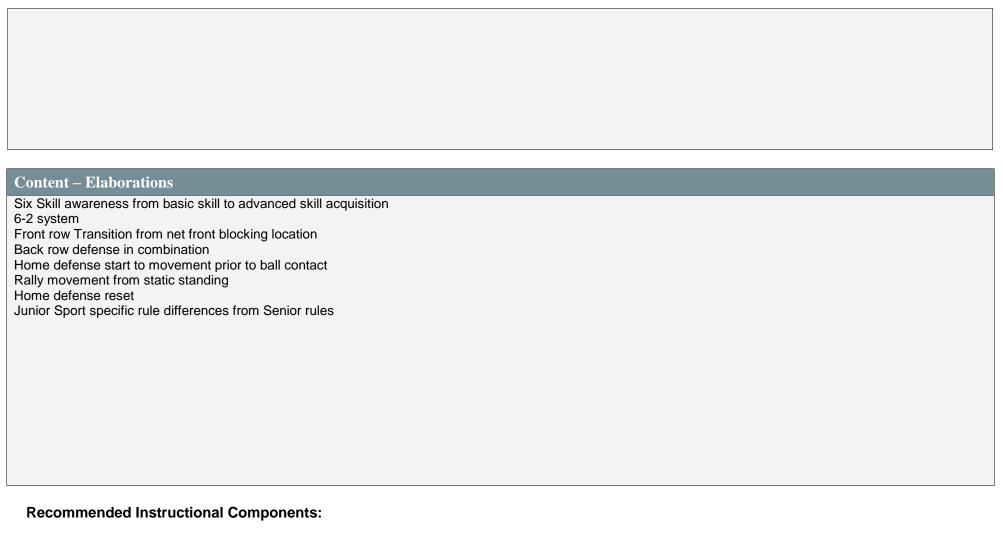
Injury Management- Ice, compression, elevation, taping, physio, stretch, foam rolling.

Curricular Competencies – Elaborations

Grade 10 - Curriculum Competencies

Intellectual – sport rules, positions, skill components, offensive systems, defensive systems, strategies, skill knowledge Personal – confidence in sport performance, drill execution, game play performance, skill development, skill acquisition Social – communication, team play, class interactions, volunteer, assist, leadership, respect of others, Emotional – attitude to self, peer, teacher, attitude to sport, control of emotions, psychology, dedication, role model

Key components of sport skills
Offensive and Defensive System Introduction
Video analysis of personal skills
On Court Communication
Sign language signals
Drill Intensity required for skill acquisition
Evolution of leadership



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

60% Participation Training Intensity

40% Skill Development and Improvement

Learning Resources:

Volleyball BC

Volleyball Canada

Long Term Athlete Development Program-Canada

BAA Course Framework Template

Additional Information: