

**Physical Education
Unit 16: Tennis**

<p>Essential Understandings</p>	<ul style="list-style-type: none"> ▪ There are benefits to physical activity, cooperation, and teamwork. ▪ There are benefits of tennis as a physical activity and lifetime recreational activity.
<p>Essential Questions</p>	<ul style="list-style-type: none"> ▪ How does one serve? ▪ How does one volley? ▪ How does one score? ▪ How does one stand? ▪ What is the footwork for developing skills?
<p>Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ Basic Rules <ul style="list-style-type: none"> ○ Each player serves the whole game. ○ Scoring: love = 0; 15, 30, 40, game. Tie at 40 = deuce. ○ Must win by two points. ○ Ball must bounce once when receiving the serve. ○ Ball must only bounce once or not at all when returning any hit other than a serve. ○ Server must serve from right to left and left to right after points are scored. ○ Can play a singles match or a doubles match. ○ Serve cannot hit net. If it does, must replay serve, ▪ Holding racket for serve <ul style="list-style-type: none"> ○ Shake hands with racket forming a V with the thumb and forefinger. ○ Racket will be brought back behind shoulder ○ Racket will swing upward to full arm extension in order to contact ball at full height. ▪ Holding ball for serve toss <ul style="list-style-type: none"> ○ Ball is tossed with hand not holding racket. ○ Ball is tossed straight up over front racket side of body ○ Consistency of toss needs to be practiced. ▪ Footwork positioning for serve <ul style="list-style-type: none"> ○ Stand with non-racket shoulder towards the net, feet in a front-back stride position. ○ Weight will be evenly distributed to start, will go to back foot upon completion of toss and will transfer to front foot upon contact with ball and follow through. ▪ Executing a Volley <ul style="list-style-type: none"> ○ Using either a forehand or backhand stroke, return a ball before it bounces (while it is in the air). ○ Make contact with the racket firmly gripped and wrist locked. ○ Racket strings should be perpendicular to the floor upon contact with the ball. ○ Follow through to place the ball needs to go. ▪ Safety

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	<ul style="list-style-type: none"> ○ Students do not randomly swing rackets around without checking that other students may be too close. ○ Do not run to collect a ball. Ask student near it to pass it back. ○ Do not jump any nets or lines set up as nets.
	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ Serve, toss, racket extension, footwork, weight transfer, follow through, volley
<p>Essential Skills</p>	<ul style="list-style-type: none"> ▪ Demonstrate appropriate stance. ▪ Demonstrate good sportsmanship. ▪ Demonstrate appropriate grip. ▪ Demonstrate successful serve. ▪ Demonstrate successful volley. ▪ Demonstrate control of serve and volley, both speed and direction.
<p>Related Maine Learning Results</p>	<p><u>Health and Physical Education</u></p> <p>G. Movement/Motor Skills and Knowledge</p> <p>G1. Stability and Force</p> <p>Students change their motion and the motion of objects by applying the principles of stability and force during skill practice.</p> <ul style="list-style-type: none"> a. Demonstrate the principle of opposition. b. Demonstrate how the point of contact changes the path of an object. c. Demonstrate how the point of release changes the path of an object. d. Demonstrate lifts and actions that decrease risk for injury. <p>G2. Movement and Skills</p> <p>Students demonstrate motor skills and manipulative skills during drills or modified games/physical activities.</p> <ul style="list-style-type: none"> a. Demonstrate correct technique for motor skills and manipulative skills during drills or modified games/physical activities. b. Combine manipulative skills with motor skills during drills or modified games/physical activities. <p>G3. Skill-Related Fitness Components</p> <p>Students describe the following skill-related components: balance, coordination, agility, speed, and power.</p> <p>I. Personal and Social Skills and Knowledge</p> <p>I1. Cooperative Skills</p> <p>Students demonstrate cooperative and inclusive skills while Participating in physical activities.</p> <ul style="list-style-type: none"> a. Work together as a team. b. Respond appropriately to peer pressure. c. Manage conflict. d. Engage peers respectfully in activities.

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	<p>12. Students demonstrate responsible personal behaviors while participating in physical activities.</p> <p>13. Safety Rules and Rules of Play Students describe game/physical activity rules and safety rules and their purpose.</p> <ol style="list-style-type: none"> a. Explain the purpose for modifying playing rules in specified situations. b. Explain the safety rules and possible risks associated with specific games/physical activities.
<p>Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Skill instruction with everyone working individually. ▪ Skill instruction with partner; in groups of 4 – 6. ▪ Use foam ball to begin with and move up to low bounce balls as skills improve. ▪ Practice with partner. ▪ Practice on a court in groups of 4 with net.
<p>Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Classroom/field observation ▪ Skills checklist
<p>Sample Resources</p>	<ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ <u>Complete Physical Education Plans For Grades 7-12 – Kleinman</u> ○ <u>PE Games and Activities Kit for Grades 6 – 12 – Lumsden</u> ○ <u>Physical Education for Children – Lee, Thomas, Thomas</u> ○ <u>USTA Physical Educators Guide to Teaching Tennis in Schools – 9th Edition.</u>
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