

Tennis Unit Plan



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Contextual Factors

Frontier School Corporation is located in Chalmers, Indiana in White County. Frontier School Jr-Sr. High School is a rural community school outside MSA (Mid-size city) of West Lafayette and Lafayette. The population of Frontier Jr-Sr. High School is 404. In the 2000 Census there were 513 people living in Chalmers, Indiana.

Frontier School Corporation is a small school with limited resources to its availability. Frontier is a nice school, but it does not have all the resources that a larger school would have. Since it is a small school there is a lot of parent involvement in school activities on a daily basis. Frontier has a traditional schedule type for its students; their schedule consists of seven periods that are fifty minutes long. Class sizes at Frontier range from normally 20-30 students in a given class.

Frontier Jr-Sr. High School is 99% White, 1% Hispanic, 0% Multiracial, and 0% Black. The students are 82% paid for lunch, 10% free, and 8% reduced. The students that you will find at Frontier are predominately from families that farm a lot. The students whose families farm usually do not have any socioeconomic issue because their families make good money farming the thousands of acres of farmland in White County. Since Frontier is a predominately White school then there is little to no cultural diversity inside the school. Many of these students do not care of physical activity because they feel that it does not affect them because they are going to go farm with their families after they graduate from high school. The students are highly skilled in mechanical activities because of their farming backgrounds.

Since Frontier is located in a primarily White ethnic setting in a rural community, these types of contextual factors will have an implication on the lessons that I will

develop for my students. Since my students live in a rural setting I will not be able to effectively teach them the same way that I would teach a class in an inner city school. I will have different games that the students will be interested in playing more in a rural school than an inner city school, for example the students at Frontier are highly interested and skilled at playing baseball. In my units that I will teach the students I will try to relate all activities that we do to their real lives and their future lives to offer them some relevance.

Speaking more specifically about this tennis unit, since Frontier High School is a small school they do have limited resources, especially when it comes to tennis courts and equipment. Frontier High School has two tennis courts and a limited amount of equipment to use for tennis. As a teacher, when teaching at a small school such as Frontier it is important to gather community involvement in your lessons. You can do this by requesting the use or donation of equipment from community families, sporting stores, etc. Once the equipment has been taken care of then a teacher will be able to work with the facilities they have. Another factor specifically directed towards tennis is the weather. Tennis should be played early in the first semester and later in the second semester to give students the opportunity to play in the best weather possible. It is always good to remember to have alternative ideas for lessons available if the weather does not permit you to go outside to play tennis. You can always set up tennis inside the gym if need be.

Unit Plan Global Goals

Psychomotor:

Students will be able to execute forehand, backhand, overhead and drop shots successfully while playing in singles and doubles matches.

Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.

Benchmarks:

9.1.3 Develop outdoor and lifelong leisure pursuits.

Example: Participate in tennis as a recreational lifelong sport.

9.1.4 Develop specific skills at an advanced or skilled performance level.

Example: When practicing tennis strokes, execute a drop shot, overhead smash, forehand drive and backhand drive successfully 8 out of 10 times for each stroke.

Cognitive:

Students will be able to analyze and evaluate the correct strokes that will lead them to be more successful.

Standard 2: Applies movement concepts and principles to the learning and development of motor skills.

Benchmarks:

9.2.2 Analyze and evaluate information about complex motor activities that lead to improved physical performance.

Example: Assess the proper strokes for tennis to help them become more successful during game play.

Standard 3: Exhibit a physically active lifestyle.

Benchmarks:

9.3.2 Identify physical activities that contribute to the improvement of specific fitness components.

Example: List tennis as a lifelong activity that will enhance cardiovascular and body composition.

Affective:

Students will be able to follow proper tennis etiquette and rules during game play with peers.

Standard 5: Demonstrate responsible personal and social behavior in physical activity settings.

Benchmarks:

9.5.1 Demonstrate safe and appropriate use and care of equipment and facilities.

Example: Place tennis racquets down softly when asked to prevent damage to racquet.

9.5.2 Understand benefits of physical education on social and emotional well-being.

Example: Participate in a non-scoring match with friends to relieve stress and share healthy movement activities with friends.

Unit Plan Objectives

Lesson 1:

- *Cognitive:* SWBAT state and discuss a minimum of four etiquette and game rules in their journals at the end of class.
- *Affective:* SWBAT show respect for the students and games around them by incorporation tennis etiquette into the No Racket Tennis Game.

Lesson 2:

- *Fitness:* SWBAT achieve a heart rate in their THRZ while performing the push up routine during the fitness activity of the lesson.
- *Psychomotor:* SWBAT perform the forehand stroke with correct form during the forehand singles ladder matches.

Lesson 3:

- *Fitness:* While playing dribble tag, SWBAT get at least eight hundred steps while either walking or running.
- *Psychomotor:* SWBAT use the backhand stroke with correct form to rally to each other for one minute.

Lesson 4:

- *Fitness:* During TOG, SWBAT use their heart rate monitors to ensure that they are participating in their THRZ.
- *Cognitive:* SWBAT to describe how to perform the ground strokes in their journal by listing a minimum of two skill cues for each stroke.

Lesson 5:

- *Affective:* SWBAT examine how a challenging tennis match can be a way to express their feelings and emotions in their journal.
- *Psychomotor:* SWBAT perform the full serve with correct form during the full serve for accuracy activity.

Lesson 6:

- *Fitness:* SWBAT achieve a heart rate in their THRZ while performing in the Fitness Race.
- *Psychomotor:* SWBAT perform the forehand, backhand, and full serve with correct form while playing in the Singles Ladder Matches.

Lesson 7:

- *Psychomotor:* During doubles matches game play, SWBAT demonstrate their ability to use skills (serves, forehand, backhand, and lob).
- *Fitness:* SWBAT increase their muscular and CV endurance while performing at dumbbell and jump rope stations for 1:30 each.

Lesson 8:

- *Fitness:* SWBAT calculate their THRZ and then perform their jump rope routine in this zone.
- *Affective:* Students will be able to work effectively with their team mate during doubles play to communicate who is going to take the ball.

Lesson 9:

- *Affective:* While assessing another player, students will examine another player's performance and give feedback to help the player improve.
- *Cognitive:* SWBAT write in their journals to describe the importance of moving back to the base line in between ground strokes while playing a singles game.

Lesson 10:

- *Affective:* During doubles game play in the tournament, each team member will contribute to the team and cooperate with each other and later record about their experiences in their journal.
- *Psychomotor:* SWBAT use previously learned tennis skills of serving, forehand, backhand, and the lob to show competency in them during doubles game play.

Lesson 11:

- *Cognitive:* SWBAT complete the tennis exam to the best of their ability by recalling previous knowledge learned in class.
- *Psychomotor:* SWBAT apply skills and strategies learned in previous lessons to play in the doubles tournament.

Lesson 12:

- *Affective:* SWBAT support one another by cheering and encouraging fellow classmates during the championship game and awards presentation.
- *Psychomotor:* SWBAT use proper form and technique while executing certain shots during their skills assessment

Block Plan

<u>Day One</u>	<u>Day Two</u>	<u>Day Three</u>	<u>Day Four</u>
<p>Intro Activity Tennis Video</p>	<p>Intro Activity Hand TOW</p>	<p>Intro Activity Forehand Stroke Review</p>	<p>Intro Activity Backhand Stroke Review</p>
<p>Fitness Crazy Push Ups</p>	<p>Fitness Intense Intervals</p>	<p>Fitness Double T</p>	<p>Fitness Close Pin Tag</p>
<p>Focus of Lesson Introduction Etiquette/Rules Racket/Court Awareness GPAI</p>	<p>Focus of Lesson Forehand Intro to singles play</p>	<p>Focus of Lesson Backhand Stroke</p>	<p>Focus of Lesson Ground Strokes & Punch Serving</p>
<p>Culminating Zero Racket Tennis Game</p>	<p>Culminating Forehand Singles Ladder Matches</p>	<p>Culminating Rally Game</p>	<p>Culminating Punch Serving for Accuracy</p>

Block Plan

<u>Day Five</u>	<u>Day Six</u>	<u>Day Seven</u>	<u>Day Eight</u>
<p>Intro Activity Punch Serve Review</p>	<p>Intro Activity Full Serve Review</p>	<p>Intro Activity Singles Ladder Matches</p>	<p>Intro Activity Doubles Ladder Matches Review Lob</p>
<p>Fitness Four Corner Fitness</p>	<p>Fitness Race Track Fitness</p>	<p>Fitness Two by Two Fitness</p>	<p>Fitness Jump For Fitness</p>
<p>Focus of Lesson Full Serve</p>	<p>Focus of Lesson Serves</p>	<p>Focus of Lesson Lob and Doubles Introduction</p>	<p>Focus of Lesson Volley and Game play</p>
<p>Culminating Full Serve For Accuracy</p>	<p>Culminating Singles Ladder Matches</p>	<p>Culminating Doubles Ladder Matches</p>	<p>Culminating Doubles Tennis Baseball</p>

Block Plan

<u>Day Nine</u>	<u>Day Ten</u>	<u>Day Eleven</u>	<u>Day Twelve</u>
Intro Activity Volley Review	Intro Activity Review Singles/Doubles Strategy	Intro Activity Review Doubles Strategy and Rules of Tennis	Intro Activity Review Doubles Strategy and Rules of Tennis
Fitness Scooter Bring Back	Fitness USA Fitness	Fitness Flag Tag	Fitness Rapid Relays
Focus of Lesson Singles and Doubles Strategy	Focus of Lesson Doubles Round Robin Tournament	Focus of Lesson Doubles Round Robin Tournament	Focus of Lesson Skills Testing
Culminating Full Serve For Accuracy	Culminating Review for Tennis Exam	Culminating Tennis Exam	Culminating Championship and Presentations

Daily Block Plans

Day One

Lesson Summative Objective: SWBAT demonstrate tennis rules and etiquette throughout the entire lesson and during Zero Racket Tennis.

Introductory Activity: Tennis Video

Fitness Activity: Crazy Push-Ups

Lesson Focus: Introduction to tennis rules and etiquette. Skills Pre-assessment checklist. Racket and court awareness.

Culminating Activity: Zero Racket Tennis

Lesson Objectives:

Cognitive: SWBAT state and discuss a minimum of four etiquette and game rules in their journals at the end of class.

Affective: SWBAT show respect for the students and games around them by incorporation tennis etiquette into the Zero Racket Tennis Game.

Fitness: SWBAT perform push-ups to their maximum fatigue during the push-up routine.

National Standards:

Standard 2: Applies movement concepts and principles to the learning and development of motor skills

Standard 5: Demonstrates responsible personal and social behavior in physical activity settings.

Benchmarks:

9.2.2 Analyze and evaluate information about complex motor activities that lead to improved physical performance.

9.5.1 Demonstrate safe and appropriate use and care of equipment and facilities.

Assessment:

Teacher checklist

Teacher evaluation of journal

Technology:

DVD and DVD player, projector and screen or TV, Heart Rate Monitors

Adaptations:

Place students with disabilities with other students who do not have disabilities. Larger faced rackets

Equipment:

DVD, DVD player, TV or projector, 1 racket per student, 1 ball for each pair of students, larger faced rackets if necessary,

Day Two

Lesson Summative Objective: SWBAT demonstrate the proper technique for the forehand stroke during the forehand singles ladder matches

Introductory Activity: Hand TOW

Fitness Activity: Intense Intervals

Lesson Focus: Forehand ground stroke and an introduction to Singles play

Culminating Activity: Forehand Singles Ladder Matches

Lesson Objectives:

Cognitive: SWBAT view any errors their partner may have in their forehand ground stroke and share them with their partner to help them to improve.

Psychomotor: SWBAT execute the forehand stroke with the proper form during the culminating activity of the lesson

Fitness: SWBAT achieve a heart rate of more than 120 BPM during the interval workout.

National Standards:

Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.

Standard 2: Applies movement concepts and principles to the learning and development of motor skills

Benchmarks:

9.1.1 Demonstrate the ability to use and appreciate activity-specific skills.

9.2.2 Analyze and evaluate information about complex motor activities that lead to improved physical performance.

Assessment:

Peer assessment using skill cue checklist

Student self check their heart to make sure they are at the minimum 120 BPM during the fitness activity

Technology:

Heart Rate Monitors

Adaptations:

Larger tennis balls, outline court with cones, use no net or lower the net, rackets with a larger face,

Equipment:

12 cones, 12 exercise signs, Fitness CD, CD player, 1 ball for each pair of students, 1 racket for each student, larger faced rackets if necessary, large tennis ball if necessary, 4 brighter colored tennis balls if necessary.

Day Three

Lesson Summative Objective: SWBAT display the proper form of the backhand stroke during the Rally Game.

Introductory Activity: Forehand Stroke Review

Fitness Activity: Double T

Lesson Focus: Backhand Stroke

Culminating Activity: Rally Game

Lesson Objectives:

Affective: SWBAT write in their journal about an idea they have to advocate for physical fitness to their family members.

Psychomotor: SWBAT use correct form while performing the backhand stroke while rallying to their partners for thirty seconds.

Fitness: SWBAT obtain a minimum heart rate of 120 BPM with either walking or running while playing Double T

National Standards:

Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.

Standard 7: Understands that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction.

Benchmarks:

9.1.4 Develop specific skills at an advanced or skilled performance level.

9.7.1 Identify positive aspects of participation in several different physical activities.

Assessment:

Peer assessment checklist on skill cues for the backhand shot.

Teacher will evaluate journals at the end of class

Technology:

Heart Rate Monitors

Adaptations:

Larger tennis balls, outline court with cones, use no net or lower the net, rackets with a larger face, allow extra bounces, give more rest time

Equipment:

1 racket and ball per student

Day Four

Lesson Summative Objective: SWBAT perform the basic serve with correct form during the serve for accuracy activity.

Introductory Activity: Backhand stroke review

Fitness Activity: Cloth Pins Tag

Lesson Focus: Basic Punch Serve

Culminating Activity: Basic Punch Serve for Accuracy

Lesson Objectives:

Psychomotor: SWBAT use the basic or punch serve to serve to the correct box 3 out of 4 times.

Cognitive: SWBAT identify the three phases of serve in their journal

Fitness: SWBAT obtain a minimum heart rate of 120 BPM while playing Double T

National Standards:

Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.

Standard 2: Applies movement concepts and principles to the learning and development of motor skills.

Benchmarks:

9.1.1 Demonstrate the ability to use and appreciate activity-specific skills.

9.2.2 Analyze and evaluate information about complex motor (movement) activities that lead to improved physical performance.

Assessment:

Teacher serve accuracy checklist

Teacher will check students HR during fitness activity

Technology:

Heart Rate Monitors

Adaptations:

Larger tennis balls, outline court with cones, use no net or lower the net, rackets with a larger face, allow extra bounces, increase target sizes

Equipment:

1 racket and ball per student, 20 hula hoops, 20 poly spots

Day Five

Lesson Summative Objective: SWBAT utilize the correct form while performing the full serve during the culminating activity.

Introductory Activity: Basic/Punch serves review

Fitness Activity: Push up review

Lesson Focus: Full Serve

Culminating Activity: Full serve for Accuracy

Lesson Objectives:

Psychomotor: SWBAT perform the full serve with correct form during the full serve during the culminating activity.

Affective: SWBAT examine how a challenging tennis match can be a way to express their feelings and emotions in their journal.

Fitness: SWBAT demonstrate the importance of warming up by increasing their Heart Rates through low-intensity activities.

National Standards:

Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.

Standard 7: Understands that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction.

Benchmarks:

9.1.1 Demonstrate the ability to use and appreciate activity-specific skills.

9.7.2 Demonstrate comfort in personal expression.

Assessment:

Teacher full serve competition rubric checklist

Teacher will evaluate journals after class

Technology:

Heart Rate Monitors

Adaptations:

Larger tennis balls, outline court with cones, use no net or lower the net, rackets with a larger face, allow extra bounces, increase target sizes

Equipment:

1 racket and ball per student, 20 hula hoops, 20 poly spots

Day Six

Lesson Summative Objective: SWBAT utilize and integrate both of the ground strokes and serves while using the correct form into the single ladder matches.

Introductory Activity: Full serve review

Fitness Activity: Race Track Tennis

Lesson Focus: Ground Strokes and Serves

Culminating Activity: Singles Ladder Matches

Lesson Objectives:

Psychomotor: SWBAT perform the forehand, backhand, and full serve with correct form while playing in the Singles Ladder Matches.

Cognitive: SWBAT analyze a student's forehand, backhand, and full serve during video playback for form errors.

Fitness: SWBAT achieve a heart rate in their THRZ while performing the Race Track Tennis.

National Standards:

Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.

Standard 2: Applies movement concepts and principles to the learning and development of motor skills.

Benchmarks:

9.1.4 Develop specific skills at an advanced or skilled performance level.

9.2.2 Analyze and evaluate information about complex motor (movement) activities that lead to improved physical performance.

Assessment:

Teacher checklist for use of both ground strokes and serves during singles play
Students will self assess their HR to make sure they are in their THRZ

Technology:

Heart Rate Monitors

Adaptations:

Larger tennis balls, outline court with cones, use no net or lower the net, rackets with a larger face, allow extra bounces, increase target sizes

Equipment:

1 racket and ball per student, 20 hula hoops, 20 poly spots

Day Seven

Lesson Summative Objective: SWBAT display their knowledge of the rules, etiquette, and skills and put them in to play during the doubles game play.

Introductory Activity: Singles Ladder Matches

Fitness Activity: Two by Two Fitness

Lesson Focus: Introduction to Doubles and Lob shots

Culminating Activity: Doubles Matches Game Play

Lesson Objectives:

Psychomotor: During doubles matches game play, students will be able to demonstrate their ability to use skills and rules that they have previously learned while playing the game.

Affective: Students will cooperate together by using communication in order to successfully keep the ball in play during a doubles match.

Fitness: SWBAT increase their muscular strength and CV endurance while performing at dumbbell and jump rope stations for one minute each.

National Standards:

Standard 1: De

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Benchmarks:

9.1.1 Demonstrate the ability to use and appreciate activity-specific skills.

9.1.4 Develop specific skills at an advanced or skilled performance level.

9.2.1 Synthesize previously learned strategies into advanced game strategies

9.5.1 Demonstrate safe and appropriate use and care of equipment and facilities.

Assessment:

Teacher checklist for use of both ground strokes and serves during singles play

Technology:

Heart Rate Monitors

Adaptations:

Larger tennis balls, outline court with cones, use no net or lower the net, rackets with a larger face, allow extra bounces, increase target sizes

Equipment:

1 racket and ball per student, 20 hula hoops, 20 poly spots

Day Eight

Lesson Summative Objective: SWBAT use the volley in doubles play to increase their ability to play tennis.

Introductory Activity: Review Lob/doubles ladder matches

Fitness Activity: Jump for Fitness

Lesson Focus: Volley and Singles/Doubles Play

Culminating Activity: Doubles Tennis Baseball

Lesson Objectives:

Psychomotor: Students will be able to use the volley shot at least 3 times as a team while playing tennis keep away.

Affective: Students will be able to work effectively with their team mate during doubles play to communicate who is going to take the ball.

Fitness: SWBAT calculate their THRZ and then perform jump rope routine in this zone.

National Standards:

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Benchmarks:

9.1.1 Demonstrate the ability to use and appreciate activity-specific skills.

9.1.4 Develop specific skills at an advanced or skilled performance level.

9.5.1 Demonstrate safe and appropriate use and care of equipment and facilities.

Assessment:

Teacher will use a rubric checklist to assess the student's ability to volley

Students will self monitor their HR to be sure they are in their THRZ during the jump rope routine

Technology:

Heart Rate Monitors

Adaptations:

Larger tennis balls, outline court with cones, use no net or lower the net, rackets with a larger face, allow extra bounces, increase target sizes

Equipment:

1 racket and ball per student, pennies

Day Nine

Lesson Summative Objective: SWBAT use various singles strategies to play a game of tennis.

Introductory Activity: Volley Review

Fitness Activity: Scooter Bring Back

Lesson Focus: Singles and Doubles Strategy

Culminating Activity: Singles Straight Point Games

Lesson Objectives:

Psychomotor: Students will be able to demonstrate the use of serving, ground, strokes, volley, and lob strategies while playing a game of tennis while being assessed by a peer.

Cognitive: Students will be able to write in their journals to describe the importance of moving back to the base line in between ground strokes while playing a singles game.

Fitness: SWBAT increase their Heart Rate to 120 BPM during the Scooter Bring Back.

National Standards:

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Benchmarks:

9.2.1 Synthesize previously learned strategies into advanced game strategies.

9.5.1 Demonstrate safe and appropriate use and care of equipment and facilities.

Assessment:

Peers will assess one another on their tennis etiquette, ground strokes, and serves during singles matches

Teacher will assess students HR during the fitness activity to make sure they are above 120 BPM

Technology:

Heart Rate Monitors

Adaptations:

Larger tennis balls, outline court with cones, use no net or lower the net, rackets with a larger face, allow extra bounces, increase target sizes

Equipment:

1 racket and ball per student, pennies

Day Ten

Lesson Summative Objective: SWBAT apply tennis skills and knowledge into doubles tournament play

Introductory Activity: Doubles Strategy

Fitness Activity: USA Fitness

Lesson Focus: Doubles Round Robin Tournament

Culminating Activity: Review for Tennis Exam

Lesson Objectives:

Psychomotor: Students will be able to use previously learned tennis skills of serving, forehand, backhand, etc. to show competency in them during doubles game play.

Affective: During doubles game play in the tournament, each team member will contribute to the team and cooperate with each other and later record about their experiences in their journals.

Fitness: SWBAT increase their Heart Rate to 120 BPM during the USA Fitness.

National Standards:

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Benchmarks:

9.2.1 Synthesize previously learned strategies into advanced game strategies.

9.5.1 Demonstrate safe and appropriate use and care of equipment and facilities.

Assessment:

Peers will assess one another's teams during doubles play for tennis etiquette, ground strokes, and serves.

Technology:

Heart Rate Monitors

Adaptations:

Court size can be changed to accommodate all students' skill levels. Also, tennis rackets of different size and weight rackets are need for students based on skill level. If needed, students can have extra bounces in order to hit the ball.

Equipment:

Tennis Rackets for each student, tennis balls, and posters with tournament schedules, 5 tennis courts,

Day Eleven

Lesson Summative Objective: SWBAT apply tennis skills and knowledge into doubles tournament play

Introductory Activity: Doubles Strategy and Tennis Rules

Fitness Activity: Flag Tag

Lesson Focus: Doubles Round Robin Tournament

Culminating Activity: Tennis Exam

Lesson Objectives:

Psychomotor: Students will be able to apply skills and strategies learned in previous lessons to play in the doubles tournament.

Cognitive: Students will be able to complete the tennis exam to the best of their ability by recalling previous knowledge learned in class.

Fitness: SWBAT increase their Heart Rate to 120 BPM during flag tag.

National Standards:

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Benchmarks:

9.1.1 Demonstrate the ability to use and appreciate activity-specific skills.

9.1.3 Develop outdoor and lifelong leisure pursuits.

9.1.4 Develop specific skills at an advanced or skilled performance level.

9.2.1 Synthesize previously learned strategies into advanced game strategies.

Assessment:

Teacher will use a written assessment to test the student's knowledge of tennis.

Students will use a self assessment handout to determine what cues helped them during the tennis unit.

Technology:

Heart Rate Monitors

Adaptations: Court size can be changed to accommodate all students' skill levels. Also, tennis rackets of different size and weight rackets are need for students based on skill level. If needed, students can have extra bounces in order to hit the ball.

Equipment: Tennis Rackets for each student, tennis balls, posters with tournament schedules, 5 tennis courts, exams for each student, Yoga mats, music, CD player

Day Twelve

Lesson Summative Objective: SWBAT use proper form and technique during skills testing.

Introductory Activity: Review of Tennis Skills

Fitness Activity: Rapid Relays

Lesson Focus: Skills Testing

Culminating Activity: Championship game play and awards presentation

Lesson Objectives:

Psychomotor: Students will be able to use proper form and technique while executing certain shots during their skills assessment.

Affective: During the championship game and awards presentation students will support one another by cheering and encouraging fellow classmates.

Fitness: SWBAT increase their Heart Rate to 120 BPM during Rapid Relay's

National Standards:

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Benchmarks:

9.1.1 Demonstrate the ability to use and appreciate activity-specific skills.

9.1.3 Develop outdoor and lifelong leisure pursuits.

9.1.4 Develop specific skills at an advanced or skilled performance level.

9.2.1 Synthesize previously learned strategies into advanced game strategies.

Assessment:

Teacher will use a post assessment (GPAI) to assess how well the students have improved through the unit. Teacher will evaluate the student's journals at the end of the unit.

Technology:

Heart Rate Monitors

Adaptations: Court size can be changed to accommodate all students' skill levels. Also, tennis rackets of different size and weight rackets are need for students based on skill level. If needed, students can have extra bounces in order to hit the ball.

Equipment: Tennis Rackets for each student, tennis balls, posters with tournament schedules, 5 tennis courts, rubrics for skills testing, awards, clip boards

Intro Activities

Day 1:

- **Introduction to Tennis Video**
 - Students will watch video on tennis which will cover the overall basics of tennis. “Beginning Tennis”

Day 2:

- **Hand Tug of War**
 - Students will compete against each other in a hand tug of war matches. This is done in a King of Court type of format. Winning teams will move to the left and the non winning teams will move to the right. Teams will be switched several times throughout the warm-up.

Day 3:

- **Review of Forehand Stroke**
 - Teacher will review the cues of the forehand stroke while demonstrating the stroke to the students. Students will participate as well by shadowing the teacher and playing a short forehand rally game with a partner.

Day 4:

- **Review of Backhand Stroke**
 - Teacher will review the cues of the backhand stroke and then the students will participate in a backhand partner hitting against the wall.

Day 5:

- **Review ground strokes/punch serves.**
 - Students will critique their partner’s serves and review the cues for the serves. Partners will then warm up by hitting basic and punch serves back and forth exaggerating each major cue.

Day 6:

- **Review of Full Serve**
 - Students will warm up by playing partner matches. Teacher will use observation to refine full serve form.

Day 7:

- **Singles Ladder Matches**

- Students will start by playing singles ladder matches, emphasizing ground strokes and serves during their matches. Teacher will use cue checklist for formative assessment of progress.

Day 8:

- **Review Lob and Doubles Ladder Matches**

- Students will demonstrate the Lob to the class. Teacher will review the Lob using cues while students perform. Students will play Doubles Ladder Matches with partner emphasizing integration of Lob into matches.

Day 9:

- **Review of Volley**

- Teacher will use a video analysis of volley technique for the students. Students will write the correct cues of the volley. Students will warm up with volleying it to each other.

Day 10:

- **Review of Doubles Strategy**

- Teacher will review the doubles strategy. Teacher will then use students to demonstrate the strategy to the class.

Day 11:

- **Review of Doubles Strategy**

- More advanced doubles strategy is reviewed. Teacher will review tennis rules and etiquette.

Day 12:

- **Review Doubles Strategy and Tennis Rules**

- Further doubles strategy review and more reviews of rules and etiquette of tennis.

Culminating Activities

Day One: Zero Racket Tennis Game

- **Purpose:** To teach scoring and positioning of players on a tennis court during a game of tennis.
- **Materials:** Tennis courts and 1-2 tennis balls per court.
- **Description:** Before doing this activity make sure to spend time in the classroom on scoring and court positioning in a tennis match. This activity allows students to play a tennis game just like if they had rackets, but they aren't allowed to have rackets. Arrange the student's on each court with a doubles team on each side. The game begins with a serve, but the server throws the ball over the net into the proper service box using an overhand throwing motion. The returning team must catch the ball with their hands and while standing in their own self space they throw the ball using an underhand throwing motion back over the net. Underhand throws are exchanged for the rest of the point. The ball must hit inside the court where the other team must now catch the ball and return it. This will continue until one team scores a point. A point is awarded when the ball does not hit within the court or the ball is dropped by the team catching it, or it bounces twice on the court. You can even alter this scoring system more for those classes/players that don't throw and catch very well. This can be done by allowing two bounces or changing the size and type of the ball. The score is then called out and the server now changes sides of the court. The game is played just like a tennis match. Teams change sides of the court after odd games. Play as many sets as you want in the time allowed.

Day Two: Forehand Singles Ladder Matches

- **Purpose:** To practice using the forehand shot.
- **Materials:** Two rackets and two balls per court
- **Description:** Nine tennis courts will be used to play games. All tennis rules and etiquette will be used to play ladders matches. Students will play against each other to see who can get to three points first. The first person to get three points will move to the next court. If a person loses they stay on that court and wait for the next winner. Students will be focusing on using their forehand primarily. The game is started off of a forehand shot. The goal of the game is to make it to the

winning far court. The game continues until everyone has made it down to the far court.

Day Three: Rally Tennis

- **Purpose:** To practice the ground strokes.
- **Materials:** Two rackets and two balls per court
- **Description:** Students will play rally singles games. The only shots that can be taken are the forehand and backhand strokes. In this game, there will be no serving, but the players will start the game off of a forehand serve to their opponent. Points are scored 1,2,3,4...etc. The person that reaches eight first is the winner. Points are scored no matter if you score or not. The teacher will rotate people who are playing each other after a certain amount of time.

Day Four: Punch Serving for Accuracy

- **Purpose:** To practice using the punch serves.
- **Materials:** Five hoola hoops per courts. 1 racket per students, 6 balls per student.
- **Description:** Teacher will place different size hoops throughout the tennis court. After learning the correct serving technique, students will practice aiming to these spots. After practicing students will compete in teams to see who can hit the most targets.

Day Five: Full Serve for Accuracy

- **Purpose:** To practice using the full serves.
- **Materials:** Five hoola hoops per courts. 1 racket per students, 6 balls per student.
- Teacher will place different size hoops throughout the tennis court. After learning the correct serving technique, students will practice aiming to these spots. After practicing students will compete in teams to see who can hit the most targets.

Day Six: Singles Ladder Matches

- **Purpose:** To practice serving, and ground strokes.
- **Materials:** Two rackets and balls per court
- **Description:** Nine tennis courts will be used to play games. All tennis rules and etiquette will be used to play ladders matches. Students will play against each other to see who can get to three points first. The first person to get three points will move to the next court. If a person

loses they stay on that court and wait for the next winner. Students will be using the ground strokes and starting the game with serves. The goal of the game is to make it to the winning far court. The game continues until everyone has made it down to the far court.

Day Seven: Doubles Ladder Matches

- **Purpose:** To practice serving, ground strokes, and lobs.
- **Materials:** Two rackets and balls per court
- **Description:** Nine tennis courts will be used to play games. All tennis rules and etiquette will be used to play ladders matches. Students will play doubles matches against each other to see who can get to three points first. The first group to get three points will move to the next court. If a group loses they stay on that court and wait for the next winner. Students will be using the ground strokes and starting the game with serves and they will use lob shots as well. The goal of the game is to make it to the winning far court. The game continues until everyone has made it down to the far court.

Day Eight: Doubles Tennis Baseball

- **Purpose:** This is an alternative way for students to practice accuracy of their tennis strokes. The purpose is to hit the ball away from your opponents, but within the lines.
- **Materials:** Tennis courts, 2-4 tennis balls per court, 1 tennis racket per court.
- **Description:** At each court there should be four students. 1 racket and 1 ball. Team A is the offensive team, with the racket. Team B is the fielding team with the ball. The student with the racket stands between the service line and the baseline. His/Her teammate stands behind the baseline and acts as a catcher. The students on the fielding team stand on the opposite side of the net. It would be good to have the defense spread out so they can cover the entire court. The pitcher tosses the ball so that it bounces in front of the batter. The batter hits a groundstroke over the net. The fielders try to catch the ball before it bounces. It is an out if, the batter doesn't hit the ball over the net, the ball does not fall within the tennis court lines, or if the fielding team catches the ball before it bounces. The offense scores a run when the ball bounces within the tennis court lines, on the other side of the net. Switch offense and defense after three outs or use a three pitch limit rule.

Day Nine: Singles Straight Point Games

- **Purpose:** Practice the Ground Strokes
- **Materials:** Two rackets and balls per court
- **Description:** Students will play rally singles games. The only shots that can be taken are the ground strokes. In this game, there will be no serving, but the players will start the game off of a forehand serve to their opponent. Points are scored 1,2,3,4...etc. The person that reaches four first is the winner. The teacher will rotate people who are playing each other after a certain amount of time.

Day Ten: Review for Tennis Exam

- **Purpose:** Prepare students for exam
- **Materials:** Study guide
- **Description:** Teacher will review with the student's important information that they will need to know for the test. Let the student's know the test format and the number of questions. If you would like you may pass out a study guide.

Day Eleven: Tennis Exam

Day Twelve: Championship Game Play and Presentations

- Play the championship game of the round robin tournament. Create awards for each students participating in the tournament.

Fitness Activities

Days 1-12

Fitness Activity

Day 1: *Crazy Push-Ups* (PE Central)

Purpose of Activity: Push-ups are one component of most fitness tests and the only way to improve scores is to use activities to improve upper body strength. The purpose of this activity is for students to improve upper body strength (push-ups). Can be used as part of a strength warm-up or as a fitness station.

Materials Needed: If used as a station, a print out of the directions is helpful

Description of Activity:

Students work with one partner. Explain and demonstrate some movements students can do from a push-up position synchronized with a partner. With two people facing one another in push-up position, demonstrate:

- Shake hands (right hand)
- Shake hands (left hand)
- High five (right hand)
- High five (left hand)
- Pat the floor with right hand
- Pat the floor with left hand
- Lift right foot
- Lift left foot

Let them practice some of these and encourage them to create their own movements. Have students make a routine with their partners. The movements should be synchronized and they must remain in a push-up position. You may want to make an acceptable timetable, so students know how long the routine should last. When students have had time to prepare their routine, have them perform it for the class.

Teaching Suggestions:

Use groups of 3 or 4 to create different routines.

Have students do this as part of their warm-up.

Offer props such as small balls (tennis sized foam balls for example) to use as part of the routine.

Adaptations for Students with Disabilities:

Students with physical challenges should be included in groups with the goal of improving everyone's upper body strength while including all students in the routine.

Fitness Activity

Day 2: *Intense Intervals* (PE Central)

Purpose of Activity: To learn how interval training works by having students perform activities that involve alternating short bursts of high intensity with lower intensity activities.

Materials Needed: To learn how interval training works by having students perform activities that involve alternating short bursts of high intensity with lower intensity activities.

Description of Activity:

After warming up your class adequately (move them first to get muscles warm, then lead through appropriate exercise), lead your students through the interval workout. The number of seconds for each activity may be varied depending on the fitness level of the group. After students complete the activity make a task card for them so they can work with a partner of similar fitness level and work independently. This will help develop student self responsibility. The workout proceeds as follows:

1. Sprint 30 seconds, Walk briskly 60 secs. to recover
2. Tuck Jumps for height for 30 seconds (tuck knees to chest, land with bend in knees), Walk briskly 60 secs. to recover
3. Push-ups for 30 seconds, Walk briskly 60 secs.
4. High Knee Sprint for 30 seconds, Walk briskly 60 secs.
5. Wall Push-up 30 seconds (bend elbows, keep body straight), Walk briskly 60 secs.
6. Sprint 30 seconds, Walk briskly 60 secs. to recover
7. Grapevine sprint 30 seconds (keep shoulder pointing forward), Walk briskly 60 secs.
8. Alternating Lunges 30 seconds (make sure knees do not go past toes), Walk briskly 60 secs.
9. High Knee Skipping 30 seconds, Walk briskly 60 secs.
10. Crunches for 30 seconds, WALK to cool down
11. Stretch all muscle groups

Teaching Suggestions:

If you have some students who are injured or who are unable to do some of these due to previous injuries you may consider having a station for jump roping.

Fitness Activity

Day 3: *Double T (Tennis Tag)*

Purpose of Activity: To get students warmed up for the tennis unit by incorporating tennis balls.

Materials Needed: 30-50 Tennis Balls and cones for boundaries

Description of Activity:

Each student will have a tennis ball to dribble with. Only a third of the class will be dribblers and the rest of the class will be taggers. The taggers, while still dribbling, will move throughout the area trying to tag other students who are also dribbling a ball. Players who get tagged have to hold the ball over their head. They are able to be set free after a free dribbler tags them.

Teaching Suggestions:

If a student loses the ball, they have to stand with ball over head as if they were tagged.
Slow the game down by having them walk.
Speed the game up by having them go backwards or skip.

Fitness Activity

Day 4: *Cloth Pin Tag*

Purpose of Activity: To get students heart rates raised so their muscles will get warm, which will prevent injury during lesson.

Materials Needed: 2 cloth pins per person, 4 cones to mark boundaries

Description of Activity:

Students will each have 2 cloth pins, which they will attach to the bottom sides of their t-shirts. When the teacher says go, the students will try to get as many cloth pins as possible from classmates. They will get the cloth pins by grabbing them from their peers t-shirts. Once the student has stolen a close pin, they have to put it on their t-shirt next to the other cloth pins they have. Students are to go for cloth pins only, therefore avoiding torn clothing.

Teaching Suggestions:

Have student play with one hand behind their back

Fitness Activity

Day 5: *Four Corner Fitness*

Purpose of Activity: To get students heart rates up so they are prepared for the tennis lesson.

Materials Needed: One deck of playing cards, 4 signs, one bucket, CD player

Description of Activity:

Place four different color posters in the four corners of the gym. On each poster there is a list of the numbers and letters corresponding to a deck of cards and each card has an exercise associated with it. It helps to put up pictures of the exercises and draw colored symbols matching the written exercise with the picture for those with reading or English difficulties.

When the students come in, hand them a card and tell them a color to begin at. After they finish the activity at their station they rotate to the next on their own and do the next exercise. Turn on the music as soon as the last card is handed out and let them go for a song or two, 3-6 mins.

After the students complete one full rotation around the gym they exchange their card in the bucket in the center of the gym.

Ex. Exercises; crunches, push-ups, jumping jacks, line jumps, ect...

Teaching Suggestions:

Enforce the students to do the exercises correctly not quickly

Have students work in pairs

Adaptations for Students with Disabilities:

Use colored symbols to tie the written exercise to the pictures.

Do the circuit as a whole class

Pair a disabled student with a non-disabled student and have them work as a team.

Fitness Activity

Day 6: Race Track Fitness (PE Central)

Purpose of Activity: To teach proper exercise techniques and to increase cardiovascular endurance

Materials Needed: Large open area that can be made into a square measuring approximately 40 X 40 feet, Cones to be placed in the corners of the square, Signs that have a list of 7-10 different exercises, that will be attached to the cones, high energy music.

Description of Activity:

Have each student get a partner and go to one of the corners of the square where the exercises are listed. (Limit the number of groups per corner, i.e. no more than 4 groups per corner.) The students need to decide which one will be the runner and which will be the exerciser.

Have all students take their resting heart rate and record that. Then have them estimate and record what they think their heart rate will be when they are done with the activity. When the music starts (or on the teachers signal) the student who chose running will run around the square while their partner does the first exercise on the list. When the runner gets back to the corner in which he/she started he/she does the first exercise on the list and the partner that was doing the exercise will run around the square. When the second runner gets back to his corner he does the second exercise on the list and the other partner runs, etc. Continue until all exercises on the list have been completed by each partner. After the partners have completed the tasks have them students take their heart rate again and record it. See if they were close to their estimation at the beginning of the activity. Have the students walk around inside the square until their classmates have finished the activity. This is a good time for them to stretch their warmed up muscles on the inside of the track.

Possible Stations:

- Push-Ups (modified or regular)
- Crunches
- Bell Jumps (Student jumps back and forth side to side over a line or rope)
- Pumping up a flat bicycle tire with a hand pump
- Crab Walk
- Student Choice of one of the other activities for that day
- Jump roping
- Dynabands
- Safe appropriate stretching
- Hopping on one foot 20 times and then alternate to other foot, etc.

Teaching Suggestions:

Make sure that the students doing the exercises are completely inside of the square and the runners run around the outside of the square.

If inside make sure runners aren't running too close to walls and outside equipment on the ground.

Fitness Activity

Day 7: *Two by Two Fitness* (PE Cenral)

Purpose of Activity: To help improve students muscular strength, while at the same time giving students the opportunity to work together in an attempt to complete a common goal.

Materials Needed: 4 jump ropes, 20 five pound dumbbells, 1 gymnastic mat, a pencil and one copy of the two by two's worksheet for each student

Description of Activity:

Provide each student with a copy of the following two by two's worksheet. Listed on the handout are 15 different tasks. While teaming with a new partner for each task each student is to attempt to complete the entire sheet of fitness activities. Each time a task is completed the two partners should sign each others sheet. After the completion of one task the students should find someone new to do a different task with. Add music if you can.

Fitness Activity

Day 8: *Jump For Fitness*

Purpose of Activity: To improve students cardio vascular endurance and muscular endurance by showing them different ways to do so.

Materials Needed: 30 jump ropes

Description of Activity:

Students will complete each jump for 1 ½ minutes

- Straddle Jump
- Basic Jump
- Side Swing Jump
- Rocker Jump
- Jog Jump

Fitness Activity

Day 9: *Scooter Bring Back* (PE Central)

Purpose: A fun way to work on strength by carrying objects, can be included as a station or one component of a strength workout.

Materials Needed: 1 scooter for each team of 2, various sized equipment of differing weights. E.g., 50 tennis balls, aerobic steps, car tire, large cones, ping pong balls, any objects will work

Description of Activity:

Split your class into groups of two or three. (You can have a lot of groups spread out across the floor.) Each team will have a scooter. Have students use the scooter to travel to the other side of the gym and pick up one of the objects that has been placed there. They will attempt to bring it back. If the object is dropped, they must go back to the place they picked it up and start over. This is why you would want large objects. The students work on muscular strength when carrying the objects, and while they are pushing themselves on the scooter. It's good to have the students talk in their groups, so they have a plan of who will pick up what item. This is a great warm-up, and should only take 5-10 minutes.

Teaching Suggestions:

Spread the lighter equipment farther from where groups start than the heavy equipment.

Have students hold the objects straight out in front of their bodies.

Adaptations for Students with Disabilities:

Student in a wheelchair could just use his/her chair, and have a buddy help pick up the objects if necessary. Other students (visually impaired) can have a partner talk them through the activity.

Fitness Activity

Day 10: *USA Fitness* (PE Central)

Purpose: The purpose of the activity is to have students improve their physical fitness while practicing the geography of the United States of America.

Materials Needed: 20 cones, station signs, 2 jump ropes, chair, pull up bar and station cards (City and an exercise)

Description of Activity:

This is a station-based activity filled with fitness objectives at each station. Each station has a sign, labeled with the name of a city, fitness objective, and directions to the next city. Once they get to the city, they are to perform the fitness activity at that city then move on to the next city (listed on the sheet). Make sure you go over safety instructions before starting. Stop the stations if you see any unsafe behavior/practices.

1. Tape the station signs to the cones and set up according to a map of the USA. Have one wall be the "Atlantic Ocean" and the opposite wall be the "Pacific Ocean" to help with direction.
2. Once the cones have been put in place, divide the students evenly, and position at each station; this will be their "home city."
3. Each student is to perform the activity listed on each station card.* There is no time limit.
4. A group is finished when they make it around the USA and back to their "home city."

Teaching Suggestions:

Have high expectations for safety and proper behavior at each station.

Students have to repeat the exercise if they went to the incorrect city.

Fitness Activity

Day 11: *Flag Tag*

Purpose: The purpose of the activity is to have students improve their physical fitness while fleeing from their peers.

Materials Needed: Hula hoops (number of taggers varies), 2 flags per student, and cones for boundaries.

Description of Activity:

Place cones for boundaries. Place hula hoops around the perimeter of the area. Hand out two flags to all students except 2-4 students. The students with the flags will be the runners. The runners will drag the flags behind them while moving in the designated area. The taggers, will then tag the runners by stepping on their flags with their feet. Once runner has his/her flag stepped on, they must release the stepped on flag. The tagger then takes the stepped on flag and places it inside one of the hula hoops. The runner continues to participate in the game until his/her flag is stepped on. When a runner has no flags left, he/she must step outside of playing area and do 5 jumping jacks before retrieving two flags from the hula hoops to rejoin the game.

Teaching Suggestions:

Switch taggers often.

Flags must be long enough for students to drag 3 feet behind them.

Flags can be made from trash bags or anyother similar object.

Fitness Activity

Day 12: *Rapid Relays*

Purpose: The purpose of the activity is to have students improve their cardiovascular endurance so they will have an increased heart rate to start the tennis lesson.

Materials Needed: Pyramid Cards, Exercise Cards, Music, Each team needs (one step, one jump rope, one carpet square)

Description of Activity:

Group students in groups of four

Each group will have: 1) jump rope 2) curl-up or crab dip 3) aerobic step and 4) runner

Three of the students in each line perform a designated exercise while the fourth student runs (3 lengths of the gym) first to the jump rope teammate at the opposite side of gym, back to the stepper and then back to the jump rope teammate, where there is an exercise pyramid sheet and exercise cards. Once the runner has reached the end line, he/she picks an activity card and places it on the corresponding category. After finishing this task, the runner high fives the number one student who is jumping rope and then takes his/her place. The number 1 student then runs to the number 2 student who is performing curl-ups and high fives and the number two student and then takes his/her place. Then the number 2 student runs to the number 3 student who is performing an aerobic basic step, high fives him/her and then takes his/her place. Then the number 3 student runs to the pyramid to start the relay over again. Continue.

Ground Stroke: Forehand Drive Assessment (Day 2)

(Each partner gets 10 attempts for Assessment)

Student Name: _____	Ready Position	Eastern Forehand Grip	Wrist Locked, Rotate Shoulders	Focus on Oncoming Ball, Follow Through
(√) If Yes (x) If No				
Overall Score Circle (1 worst-5 best)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Student Name: _____	Ready Position	Eastern Forehand Grip	Wrist Locked, Rotate Shoulders	Focus on Oncoming Ball, Follow Through
(√) If Yes (x) If No				
Overall Score Circle (1 worst-5 best)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Ground Stroke: Backhand Drive Assessment (Day3)

(Each partner gets 10 attempts for Assessment)

Student Name: _____	Two- Handed backhand grip	Eastern Grip	Wrist Locked, Shoulders Perpendicular to Target	Focus on Oncoming Ball, Follow Through
(√) If Yes (x) If No				
Overall Score Circle (1 worst-5 best)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Student Name: _____	Two- Handed backhand grip	Eastern Grip	Wrist Locked, Shoulders Perpendicular to Target	Focus on Oncoming Ball, Follow Through
(√) If Yes (x) If No				
Overall Score Circle (1 worst-5 best)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Assessment for Peers during Singles Match (Day 9)

Student Observing: _____

Student being Observed: _____

Objectives	Positive Feedback	Corrective Feedback
Etiquette		
Forehand		
Backhand		
Serve		

Assessment for Peers during Doubles Match (Day 10)

(Teacher record and give to team at end of match)

Team Observing: _____

Team being Observed: _____

Objectives	Positive Feedback	Corrective Feedback
Team Etiquette		
Forehand		
Backhand		
Serve		

Tennis Written Test

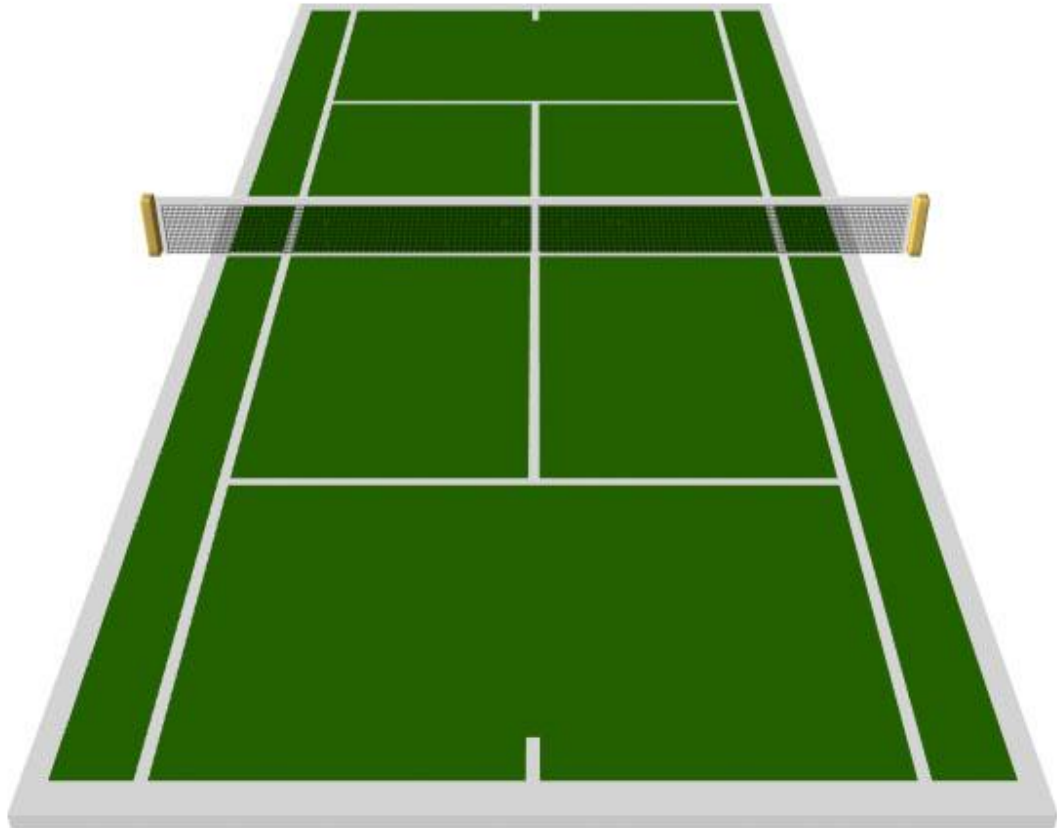
Student Name: _____

Choose the Best Possible Answer

- 1) What is the best grip to use during a serve?
 - a) Continental Grip
 - b) Forehand Grip
 - c) Eastern Grip
 - d) Western Grip
- 2) When the score is at a tie 30-all or 40-all, what is the term used?
 - a) Advantage Server
 - b) Tied Up
 - c) Love
 - d) Deuce
- 3) Proper etiquette in a singles match would NOT consist of:
 - a) Shaking hands before match
 - b) Calling correct shots in or out, honesty
 - c) Saying curse words when you hit ball into net
 - d) Staying quiet during opponents serve
- 4) When hitting a forehand ground stroke, you should NOT:
 - a) Watch oncoming ball and move into position
 - b) Keep eyes on racket at all times
 - c) Keep wrist stiff during movement
 - d) Follow through
- 5) Which is the best grip for the forehand drive stroke?
 - a) Northern
 - b) Western
 - c) Two Handed
 - d) Eastern
- 6) How high is the top of the net from the ground?
 - a) 2 ft
 - b) 12 inches
 - c) 5 feet
 - d) 3.5 feet
- 7) Which tournament isn't a famous tournament?
 - a) U.S. Open
 - b) French Open
 - c) China Open
 - d) Wimbledon

Court Knowledge

Label the following: Singles sidelines, doubles sidelines, service court, net, service line and baseline



Self Assessment Tennis Unit (Day 11)

Student: _____

Skills	Cues that helped improve skills during game play
Forehand Stroke	
Backhand Stroke	
Serve	

List 3 ways you used proper etiquette during tennis matches

-

-

-

What have you improved most on now, 11th day of tennis, from the 1st day?

Student Journals

Students are to keep a daily journal during the tennis unit. Each day of the tennis unit there will be a question given to them to take home, think about and then write an entry in their personal journal. The students are to turn in their journal at the end of the unit, the same day of the written test. The grading rubric is simple and as follows; full points (2) if they answered the questions fully, half points (1) if they answered the questions partially and no points for no entry.

- **Day 1:** Describe what you know about the etiquette of tennis and why is etiquette important in tennis and all sport?
- **Day 2:** What is the correct grip for the forehand stroke and list 3 cues for the forehand stroke.
- **Day3:** List at least 3 cues to keep in mind when using a backhand stroke.
- **Day4:** Tennis is a lifelong sport. In what ways can you make tennis a part of your post schooling? Explain why tennis would be important.
- **Day 5:** Draw a small diagram of a tennis court and label the different parts that are important when serving.
- **Day 6:** In the tennis matches today, what things did you succeed doing and what aspects need improvement? What made your game play have proper etiquette?
- **Day 7:** Do you enjoy playing singles games or doubles games better? Why or why not?
- **Day 8:** What are the four major tennis tournaments and where are they played?
- **Day 9:** Explain to the best of your abilities how scoring works in tennis.
- **Day 10:** What did you do to contribute to your team mate for doubles play that made you both successful?
- **Day 11:** Written Test
- **Day 12:** Skills Test

Technology

Technology is becoming essential for many subjects and aspects in school. Technology is becoming just as big in the physical education setting as it is in other subjects. Technology in physical education can help improve the success of the students and the physical educator. In our tennis unit for physical education class, we will be using a variety of technology to help improve the success of the students, including;

- Heart Rate Monitors (HRM) - these will record the student's average heart rate for the time in class. This is good for the students because they will each of a target heart rate zone, and if they aren't performing in that zone they will be able to tell right away by looking at their watch, and then pick up the pace so they can get in their target heart rate zone. Also, as the teacher, I will be able to record the average heart rates for each student to assess if they are working to their potential.
- Videos and Projection - We will have videos shown on a projector that will help them learn different strokes and parts of tennis that they may have trouble understanding otherwise. Showing good videos also help students get motivation to play tennis.
- Music – We will be playing music periodically which, I believe, helps students get motivated to keep moving.