

Tennis Unit Plan

9th & 10th Grade Physical Education

Paige Anderson

History of Tennis Background:

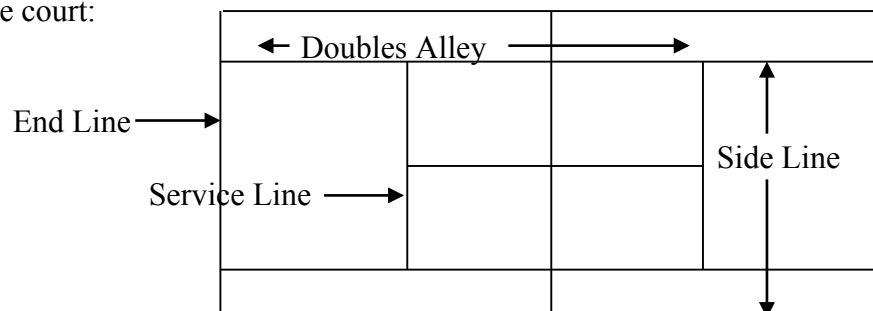
- Monks in Southern France played a tennis-like game in their cloisters around 1000 ad. They developed rackets and a net and soon the game spread to noblemen who added the four-point scoring system. The game continued to develop for centuries, for example, some courts had walls, some boundaries shaped like an hourglass, and some nets which were 4-5 feet high. In 1876, the All-England Croquet Club (later called Wimbledon) developed rules for their first tennis tournament, most of which are unchanged today. Today, there are two professional tennis organizations, the Association of Tennis Professional's Tour (ATP tour) for men and the Women's Tennis Association Tour (WTA Tour). Tennis professionals play various tournaments but focus on four major tournaments collectively known as the Grand Slam which consists of the Australian Open, the French Open, Wimbledon, and the U.S. Open.
- ✓ Tennis has been through boom and bust periods in America, most notably the boom of the 70's which included John MacEnroe, Jimmy Connors, and Chris Evert. Today, the highest ranked American man is Pete Sampras at #1 in the world and Monica Seles at #4.
- Tennis is a mixture of aerobic work during long rallies and anaerobic work during vigorous spurts.
- ✓ Tennis is an excellent lifetime sport enjoyed by millions of Americans throughout the age spectrum.

Rules of the Game

1. General Information:

- One hit to advance the ball over the net.
- Players may not touch the net.
- Play begins by serving to the left service box and alternating thereafter between the left and right boxes.
- Two chances are granted to successfully serve the ball into the service box.

2. Lines of the court:



3. Scoring: One point is 15, two is 30, three is 40, and four is game. If each player has three points, the score is deuce. After deuce, terms instead of numbers are used to keep score. For example, following deuce, the player who wins the next point has the “advantage”. If that person with advantage wins the next point, they win the game, if not the score is again deuce. A player must win six games, win by two, to win the set. If the score becomes six, six, a tie breaker is played. During tie breakers, the first player to seven points, win by two, wins the set. A player must win two of three sets to win a match. The score of the person serving is always read first followed by the opponent’s score.

4. Tennis etiquette is a standard of conduct expected on the court. Examples include not yelling while the opposition is hitting, not throwing your racket, not swearing, shaking hands following a match, showing your opponent when serving with new balls, and not arguing line calls.

5. Strategies incorporated to help win points include moving your opponent around the court (hitting to open areas), attacking your opponents weaknesses, and/or using one of the three styles of play.

6. Terms:

- a) Let - Serve which strikes the net but still enters the service box. Player gets to serve again without penalty.
- b) Service break - Winning the game when your opponent is serving.
- c) Unforced error - A mistake or error made during normal circumstances. Your opponent did not cause the error.
- d) Winner - groundstroke which lands in the court and the opponent fails to touch it with his or her racket.
- e) Ace - Successful serve which your opponent does not touch with his or her racket.

7. Changing Ends

- a) Normal scoring - change ends when the total of games is an odd number. For example, after the first, third, fifth etc....game. For example, if the score is 5-2, the total is 7, an odd number, therefore, change ends.
- b) Tie breakers - change ends when the total of points adds up to 6 or a multiple thereof.

8. Styles of Play:

- a) Serve and Volley Players - Follow a serve directly to the net and prepare to volley.
- b) Baseline Players - Serve and strike ground strokes from the baseline. Baseline players normally don’t approach the net unless forced to by the opposition.
- c) Opportunists - Serve and strike ground strokes at the baseline but advance to the net on short balls to volley.

Curriculum Being Taught:

- Rules, History, Strategies, Forehand, Backhand, Volley, and Serve.

Equipment Needed:

- Tennis rackets and tennis balls.

Classroom Safety:

- Be conscious of swinging rackets in close proximity to you.
- Athletic shoes must be worn to participate on the tennis courts.
- The courts should not be used unless completely dry.
- Hitting in an aggressive, out of control manner and racket throwing are not allowed.
- Check equipment before starting out.
- Dress appropriately for the weather conditions.
- Play under control at all times and in a manner that will prevent injury for everyone involved.

Modified Conditions:

- Show a video pertaining to historical matches and/or development of the Grand Slam format in the pool or wrestling room.
- Tennis conditioning day consisting of agility cardiovascular, and muscular endurance training in the wrestling or weight room.

Non-Participation Activities:

- Line judge - stand beside the net post and call balls in or out and call out the score prior to each point.
- Ball person - stand beside the net post and retrieve balls which strike the net or stray from the court. Return the balls to the server before the next.
- Equipment manager - Any person functioning as a ball person or line judge will also be an equipment manager. Duties include passing out equipment prior to play and collecting equipment once play is completed.

STANDARDS & OBJECTIVES:

***Cognitive**

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

- ✓ The students will demonstrate knowledge of the rules of tennis by selecting the appropriate answer on a multiple choice test with a minimum of 75% accuracy.
- ✓ The students will demonstrate knowledge of the skills of tennis by selecting the appropriate answer on a multiple choice test with a minimum of 75% accuracy.

***Affective**

Standard 5: Students will exhibit responsible personal and social behavior that respects the self and others in physical activity settings.

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

1. *The students will demonstrate safe practices by following tennis regulations, 100% of the time.*

***Psychomotor**

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

Standard 3: Students will participate regularly in physical activity.

Standard 4: Students will achieve and maintain a health-enhancing level of physical fitness.

SKILLS BREAKDOWN:

***Forehand Shot**

- ✓ Shake hands with racket
- ✓ Feet shoulder width apart
- ✓ Knees flexed
- ✓ Weight on balls of feet
- ✓ Grip with dominant hand
- ✓ Draw racket behind shoulder, turning non racket side toward net
- ✓ Swing racket forward shifting weight
- ✓ Contact just in front of body
- ✓ Follow through with racket head high over opposite shoulder

***Backhand Shot**

- ✓ Shake hands with racket
- ✓ Racket side facing the net
- ✓ Take racket across body
- ✓ Lock wrist
- ✓ Swing through the ball
- ✓ Follow through away from body

***Serve**

- ✓ Shake hands with racket
- ✓ Non racket shoulder facing the net
- ✓ Have ball in opposite hand of racket

- ✓ Toss ball up, lean slightly forward and begin to lift racket upward behind the back
- ✓ Lead with the elbow
- ✓ Extend body upward on balls of feet
- ✓ Contact ball with full arm extension
- ✓ Racket should be vertical when contacted
- ✓ Follow through swinging outward, across, and then downward
- ✓ Like throwing motion

***Lob Shot**

- ✓ Racket head low and pointed upward
- ✓ Contact ball low to lift
- ✓ Follow through high
- ✓ Weight back on heels to lift the ball and swing through the ball

***Drop Shot**

- ✓ Shake hands with racket
- ✓ Approach the ball with non racket shoulder
- ✓ Let up your swing just before contact with the ball
- ✓ Drop the ball just over the net
- ✓ No follow through

***Smash**

- ✓ Racket head behind head
- ✓ Shift weight forward rotating shoulders and hips
- ✓ Fully extend arm on contact

- ✓ Contact ball in front and swing downward at the ball
- ✓ Snap racket powerfully through the ball
- ✓ Similar to serve

Quick Drills & Activities:

A.) Forehand Drive

1. Crazy 8

a. There are four players on the court at one time, two on each side. The players are just in front of the service line, directly across from one another. Player 1 will hit the ball diagonally across the net to player 2. Player 2 will hit it directly across to player 3, who will then hit it directly across to player 4. This keeps everyone involved and is very fast paced.

2. Through the Target

a. This activity will increase accuracy for the students. Each student will have the opportunity to hit the tennis ball using a forehand drive at a target on the other side of the net. This target could be a cone, hula hoop, tire, etc. The teacher hits the ball over the net to the student, and the student is to return the ball back over towards a target.

B.) Backhand Drive

1. Backhand the Target

a. This activity will increase accuracy for the students. Each student will have the opportunity to hit the tennis ball using a backhand drive at a target on the other side of the net. This target could be a cone, hula hoop, tire, etc. The teacher hits the ball over the net to the student, and the student is to return the ball back over towards a target.

2. Baseline Backhand Drill

- a. Students are in groups of four. One will be hitting, one will be dropping, and two will be retrieving. Hitters are on the baseline ready to hit the ball and the tosser is in front of them about four or five feet. The tosser will drop the ball and move out of the way, once cleared; the hitter will move up and backhand it across the net.

C. Serve

1. Shadow Serve

- a. Shadow serve is a drill used to perform perfect technique of serving. Each student will spread out and will begin to serve without a ball. Each student will watch one another and correct each other on their technique.

2. Serve and Rally Game

- a. Serve and Rally is a continuous game for a server and their partner. One student will be behind the service line serving to their partner. The other partner works on their forehand or backhand by returning the balls. Every time the server serves, he/she picks up a new ball to serve.

D.) Lob Shot

1. Deep Lob

- a. One partner stands on his/her side of the court while the other partner is on the opposite side, four to five feet in front of the service line with his/her racket held straight up into the air. Partner 1 tries to lob the ball up over their partner's racket, yet within the boundaries. Partner 2 cannot move vertically but may move horizontally. If partner 2 can reach the ball without jumping, he/she receives that point. If not, the point goes to player 1.

2. Lob Shot

- a. This drill is to return the lob high back into the air. Each student has a ball and a racket and is positioned at a wall. They are about 15 feet away from the wall. Each student will hit the ball at least 20 feet high on the wall. This helps students return the ball high into the air.

E.) Drop Shot

1. Drop and Lob

a. Drop and lob starts out with a volley. Player 1 hits the ball to player 2 who drops the ball over back to player 1. Player 1 is then to lob the ball back over to player 2. This sequence continues over and over.

2. 1/4 Court Tennis

a. This drill is a fast paced drill using only drop shots. Each player is lined up just behind the service box so the court is minimized. The players just volley the ball back and forth using only drop shots.

F.) Smash

1. Rally Smash

a. Students are all lined up in a line behind the service box. The teacher is at the net tossing balls straight up into the air for the students to smash over the net. This is a continuous hitting drill.

2. Lob-Smash Drill

a. One partner is positioned in the back of one court, while the other partner is up front on the other side of the court. The partner positioned in the back works on lobbing the ball up while the person on the opposite side smashes the ball back.

DAILY WARMUP FITNESS ACTIVITY

***Four Corners:**

✓ This game consists of four stations. At each station, there will be an activity for the group to do. Students will spread out evenly at each station. The students will then perform that activity for a selected amount of time, and then rotate to the next station. After all the stations are completed the activity is over.

TENNIS BLOCK PLAN

FIT: Warmup/Fitness Activity **SKL**: Introduce Daily Skill and Review

ACT: Drill, Lead-up, Test

Steps	Monday	Tuesday	Wednesday	Thursday	Friday
FIT	Four Corners	Four Corners	Four Corners	Four Corners	Four Corners
SKL	Tennis Rules	Introduce Forehand Grip and Forehand Drive	Introduce Backhand Grip and Backhand Drive	Introduce Serve	Review Serve, Forehand, and Backhand drives
ACT	Introduction to Tennis	Crazy 8	Through the Target	Shadow Serve	Serve and Rally Game
FIT	Four Corners	Four Corners	Four Corners	Four Corners	Four Corners
SKL	Introduce Smash	Introduce Lob Shot	Review Lob Shot and Introduce Drop Shot	Introduce Slice	Review Skills
ACT	Rally Smash	Deep Lob	Drop and Lob	Monkey See Monkey Do	Station Work
FIT	Four Corners	Four Corners	Four Corners	Four Corners	Four Corners
SKL	Skill Test	Lead Up Activity	Written test	Tennis Game	Tennis Game

DAY 1

Grade: 9 th & 10 th	Subject: PE
Materials: tennis rackets, tennis balls	Technology Needed: none
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Explain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard(s) <ul style="list-style-type: none"> ✓ S1.H3: Demonstrate competency in one or more specialized skills in fitness activities. ✓ S2.H2: Applies movement concepts and principles to analyze and improve performance of self and others in a self-selected skill in fitness activities. ✓ S4.H3.L1 Uses communication skills and strategies that promote team or group dynamics. ✓ S4.H5.L1* Applies best practices for participating safely in physical activity, exercise and rhythmic activities/dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). ✓ S4.H2.L1* Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance (e.g., respect for self and others, knowledge of rules, avoidance of inappropriate language, anger management, etiquette, fair play). 	Differentiation <p>Below Proficiency:</p> <ul style="list-style-type: none"> • Students will have the opportunity to focus on the fundamentals more-so than the accuracy of where they are hitting the ball. That will come after we first fine-tune connecting with the ball and swing and follow through. I will also allow for them to move in closer to the net so they aren't as worried about being able to hit it over. • While having to answer the questions after selecting a shot, I will allow a student to “phone a friend” if they are in need of help answering the question. <p>Above Proficiency:</p> <ul style="list-style-type: none"> • Students who already show advanced fundamental skills of tennis shots will be given a variety of more difficult shots to practice throughout the lesson. They will also be asked to hit into more specific areas, making it more challenging <p>Approaching/Emerging Proficiency:</p> <ul style="list-style-type: none"> • I will also challenge these particular students with slightly harder shots or speed adjustments and shot placement.
Objective(s) <ul style="list-style-type: none"> ✓ Students will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. ✓ Students will exhibit responsible personal and social behavior that respects the self and others in physical activity settings. ✓ Students will value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. ✓ Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. 	Modalities/Learning Preferences: <ul style="list-style-type: none"> - Any worksheets, quizzes or assessments that are given will be modified to meet the abilities of each student. Depending on each particular individual and their particular need, a specific plan will be created for that student so they are able to still gain the skills and fundamentals associated with the game of tennis.

<ul style="list-style-type: none"> ✓ Students will achieve and maintain a health-enhancing level of physical fitness. 	
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> • <i>Each day of the unit will begin the same:</i> <ol style="list-style-type: none"> 1. <i>Warm-up/Stretch/Review</i> 2. <i>Attendance and departure to courts.</i> 3. <i>Skills review and demonstration of activities.</i> • <i>I will always post my lesson objective on the large white board in the gyms the students will be able to see the purpose of our lesson for that particular day, as well as who the “captain” of the day is. The captain will be the leader for the day acting as both head organizer and referee during the game.</i> • <i>Since we will be going back and forth from indoors to outdoors, it will be crucial that we use the “buddy system” and always do a final headcount and buddy check when going to and coming from.</i> 	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <p><u>EVERYDAY RULES:</u></p> <ul style="list-style-type: none"> ✓ <i>All students dress for class unless previously pre-excused for specific reason</i> ✓ <i>Every student starts class with 5 participation points and will only lose points if they break one of the “golden rules” posted on the gym wall.</i> ✓ <i>Whenever music stops, everyone freezes and waits for further instruction</i> ✓ <i>RESPECT: Yourself, Others, Equipment</i> ✓ <i>Participation: For the ENTIRE activity</i> ✓ <i>Win without gloating-lose without blaming</i> ✓ <i>Attempt new things and always try your best, and learn from you mistakes</i>
Minutes	Procedures
	<p>Set-up/Prep: soccer balls will be in a bucket.</p>
	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p><u>Warmup/Fitness Activity</u></p> <p>✓ This game consists of four stations. At each station, there will be an activity for the group to do. Students will spread out evenly at each station. The students will then perform that activity for a selected amount of time, and then rotate to the next station. After all the stations are completed the activity is over.</p> <p><u>SKILL: FOREHAND</u></p> <ul style="list-style-type: none"> ✓ Demonstrate and have students assume the forehand grip. ✓ Demonstrate skill cues of forehand. <p><u>ACTIVITIES:</u></p> <p>1. <u>Crazy 8</u></p> <p>a. There are four players on the court at one time, two on each side. The players are just in front of the service line, directly across from one another. Player 1 will hit the ball diagonally across the net to player 2. Player 2 will hit it directly across to player 3, who will then hit it directly across to player 4. This keeps everyone involved and is very fast paced.</p> <p>2. <u>Through the Target</u></p> <p>a. This activity will increase accuracy for the students. Each student will have the opportunity to hit the tennis ball using a forehand drive at a target on the other side of the net. This target could be a cone, hula hoop, tire, etc. The teacher hits the ball over the net to the student, and the student is to return the ball back over towards a target.</p>
	<p>Explain: (concepts, procedures, vocabulary, etc.)</p>

	<ul style="list-style-type: none"> ✓ Handout on the rules and Skill cue sheet to help them learn the breakdown of each specific skill we will be practicing. This will be an aid for their testing/assessment at the end of the unit.
	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> ✓ Students will make the connection to every- day life by working on their fine motor skills and hand-eye coordination.
	<p>Review (wrap up and transition to next activity): <u>Closure:</u></p> <ul style="list-style-type: none"> • All equipment will be gathered and everyone will meet in the center court where we will have a brief breakdown of how the day went. • Prepare and cover about what will be expected of the students the next time we meet. • Buddy Check: <i>(headcount) and then our routine “clap-down” before heading back inside to the gym.</i>
<p>Formative Assessment: (linked to objectives)</p> <ul style="list-style-type: none"> • Monitoring throughout the lesson to check understanding of skill shot. • The students will be assessed on how well they follow the skill cues for the “shot of the day.” • They will be assessed on how their attitudes were towards the task and towards their classmates. The daily participation grades will have a scale of 1-5. <p>Consideration for Back-up Plan:</p> <p>-Move inside and set up makeshift tennis courts on the basketball courts.</p>	<p>Summative Assessment (linked back to objectives)</p> <ul style="list-style-type: none"> • When is the best time to use the forehand shot? • What was your favorite part about today? <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <ul style="list-style-type: none"> • <u>Today I....</u> <ul style="list-style-type: none"> - Did I state my objectives clearly? - Did I actively engage students? - Did I provide time for interaction? - Did I give constructive and beneficial feedback? - Did I keep the lesson structured and aligned? 	

DAY 2

Grade: 9 th & 10 th	Subject: PE
Materials: tennis rackets and tennis balls	Technology Needed: none
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Explain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
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enhancing level of physical fitness.	
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> • <i>Each day of the unit will begin the same:</i> <ol style="list-style-type: none"> 4. <i>Warm-up/Stretch/Review</i> 5. <i>Attendance and departure to courts.</i> 6. <i>Skills review and demonstration of activities.</i> • <i>I will always post my lesson objective on the large white board in the gyms the students will be able to see the purpose of our lesson for that particular day, as well as who the “captain” of the day is. The captain will be the leader for the day acting as both head organizer and referee during the game.</i> • <i>Since we will be going back and forth from indoors to outdoors, it will be crucial that we use the “buddy system” and always do a final headcount and buddy check when going to and coming from.</i> 	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <u>EVERYDAY RULES:</u></p> <ul style="list-style-type: none"> ✓ <i>All students dress for class unless previously pre-excused for specific reason</i> ✓ <i>Every student starts class with 5 participation points and will only lose points if they break one of the “golden rules” posted on the gym wall.</i> ✓ <i>Whenever music stops, everyone freezes and waits for further instruction</i> ✓ <i>RESPECT: Yourself, Others, Equipment</i> ✓ <i>Participation: For the ENTIRE activity</i> ✓ <i>Win without gloating-lose without blaming</i> ✓ <i>Attempt new things and always try your best, and learn from you mistakes</i>
Minutes	Procedures
	Set-up/Prep: soccer balls will be in a bucket.
	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <u>Warmup/Fitness Activity</u> ✓ This game consists of four stations. At each station, there will be an activity for the group to do. Students will spread out evenly at each station. The students will then perform that activity for a selected amount of time, and then rotate to the next station. After all the stations are completed the activity is over.</p> <p><u>SKILL: BACKHAND</u></p> <ul style="list-style-type: none"> ✓ Demonstrate and have students assume the backhand grip. ✓ Demonstrate skill cues for the one and two handed backhand. <p><u>ACTIVITIES:</u></p> <ol style="list-style-type: none"> 1. <u>Backhand the Target</u> <ol style="list-style-type: none"> a. This activity will increase accuracy for the students. Each student will have the opportunity to hit the tennis ball using a backhand drive at a target on the other side of the net. This target could be a cone, hula hoop, tire, etc. The teacher hits the ball over the net to the student, and the student is to return the ball back over towards a target. 2. <u>Baseline Backhand Drill</u> <ol style="list-style-type: none"> a. Students are in groups of four. One will be hitting, one will be dropping, and two will be retrieving. Hitters are on the baseline ready to hit the ball and the tosser is in front of them about four or five feet. The tosser will drop the ball and move out of the way, once cleared; the hitter will move up and backhand it across the net.
	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> • Brief overview of the 2 shots we have learned so far and have them explain the skill breakdown from their handout they were given. This will help prepare them for the end of unit assessment by breaking down the elements each day.

	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> ✓ Students will make the connection to every- day life by working on their fine motor skills and hand-eye coordination. 	
	<p>Review (wrap up and transition to next activity):</p> <p><u>Closure:</u></p> <ul style="list-style-type: none"> • All equipment will be gathered and everyone will meet in the center court where we will have a brief breakdown of how the day went. • Prepare and cover about what will be expected of the students the next time we meet. • Buddy Check: <i>(headcount)</i> and then our routine “clap-down” before heading back inside to the gym. 	
<p>Formative Assessment: (linked to objectives)</p> <ul style="list-style-type: none"> • Monitoring throughout the lesson to check understanding of skill shot. • The students will be assessed on how well they follow the skill cues for the “shot of the day.” • They will be assessed on how their attitudes were towards the task and towards their classmates. The daily participation grades will have a scale of 1-5. <p>Consideration for Back-up Plan:</p> <p>-Move inside and set up makeshift tennis courts on the basketball courts.</p>	<p>Summative Assessment (linked back to objectives)</p> <ul style="list-style-type: none"> • When is the best time to use the backhand shot? • What was your favorite part about today? <p>If applicable- overall unit, chapter, concept, etc.:</p>	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <ul style="list-style-type: none"> • <u>Today I....</u> <ul style="list-style-type: none"> - Did I state my objectives clearly? - Did I actively engage students? - Did I provide time for interaction? - Did I give constructive and beneficial feedback? - Did I keep the lesson structured and aligned? 		

DAY 3

Grade: 9 th & 10 th	Subject: PE
Materials: tennis rackets and tennis balls	Technology Needed: none
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Explain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard(s) <ul style="list-style-type: none"> ✓ S1.H3: <i>Demonstrate competency in one or more specialized skills in fitness activities.</i> ✓ S2.H2: <i>Applies movement concepts and principles to analyze and improve performance of self and others in a self-selected skill in fitness activities.</i> ✓ S4.H3.L1 <i>Uses communication skills and strategies that promote team or group dynamics.</i> ✓ S4.H5.L1* <i>Applies best practices for participating safely in physical activity, exercise and rhythmic activities/dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).</i> ✓ S4.H2.L1* <i>Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance (e.g., respect for self and others, knowledge of rules, avoidance of inappropriate language, anger management, etiquette, fair play).</i> 	Differentiation <p>Below Proficiency:</p> <ul style="list-style-type: none"> • <i>Students will have the opportunity to focus on the fundamentals more-so than the accuracy of where they are hitting the ball. That will come after we first fine-tune connecting with the ball and swing and follow through. I will also allow for them to move in closer to the net so they aren't as worried about being able to hit it over.</i> • <i>While having to answer the questions after selecting a shot, I will allow a student to "phone a friend" if they are in need of help answering the question.</i> <p>Above Proficiency:</p> <ul style="list-style-type: none"> • <i>Students who already show advanced fundamental skills of tennis shots will be given a variety of more difficult shots to practice throughout the lesson. They will also be asked to hit into more specific areas, making it more challenging</i> <p>Approaching/Emerging Proficiency:</p> <ul style="list-style-type: none"> • <i>I will also challenge these particular students with slightly harder shots or speed adjustments and shot placement.</i>
Objective(s) <ul style="list-style-type: none"> ✓ Students will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. ✓ Students will exhibit responsible personal and social behavior that respects the self and others in physical activity settings. ✓ Students will value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. ✓ Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. ✓ Students will achieve and maintain a health- 	<p>Modalities/Learning Preferences:</p> <p><i>Any worksheets, quizzes or assessments that are given will be modified to meet the abilities of each student. Depending on each particular individual and their particular need, a specific plan will be created for that student so they are able to still gain the skills and fundamentals associated with the game of tennis.</i></p>

enhancing level of physical fitness.	
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> • <i>Each day of the unit will begin the same:</i> <ol style="list-style-type: none"> 7. <i>Warm-up/Stretch/Review</i> 8. <i>Attendance and departure to courts.</i> 9. <i>Skills review and demonstration of activities.</i> • <i>I will always post my lesson objective on the large white board in the gyms the students will be able to see the purpose of our lesson for that particular day, as well as who the “captain” of the day is. The captain will be the leader for the day acting as both head organizer and referee during the game.</i> • <i>Since we will be going back and forth from indoors to outdoors, it will be crucial that we use the “buddy system” and always do a final headcount and buddy check when going to and coming from.</i> 	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <p><u>EVERYDAY RULES:</u></p> <ul style="list-style-type: none"> ✓ <i>All students dress for class unless previously pre-excused for specific reason</i> ✓ <i>Every student starts class with 5 participation points and will only lose points if they break one of the “golden rules” posted on the gym wall.</i> ✓ <i>Whenever music stops, everyone freezes and waits for further instruction</i> ✓ <i>RESPECT: Yourself, Others, Equipment</i> ✓ <i>Participation: For the ENTIRE activity</i> ✓ <i>Win without gloating-lose without blaming</i> ✓ <i>Attempt new things and always try your best, and learn from you mistakes</i>
Minutes	Procedures
	Set-up/Prep: soccer balls will be in a bucket.
	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p><u>Warmup/Fitness Activity</u></p> <p>✓ This game consists of four stations. At each station, there will be an activity for the group to do. Students will spread out evenly at each station. The students will then perform that activity for a selected amount of time, and then rotate to the next station. After all the stations are completed the activity is over.</p> <p><u>SKILL: SERVE</u></p> <ul style="list-style-type: none"> ✓ Demonstrate and have students assume the service grip. ✓ Demonstrate skill cues of the serve. <p><u>ACTIVITIES:</u></p> <ol style="list-style-type: none"> 1. <u>Shadow Serve</u> <ul style="list-style-type: none"> • Shadow serve is a drill used to perform perfect technique of serving. Each student will spread out and will begin to serve without a ball. Each student will watch one another and correct each other on their technique. 2. <u>Serve and Rally Game</u> <ul style="list-style-type: none"> • Serve and Rally is a continuous game for a server and their partner. One student will be behind the service line serving to their partner. The other partner works on their forehand or backhand by returning the balls. Every time the server serves, he/she picks up a new ball to serve.
	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> • Brief overview of the 3 shots we have learned so far and have them explain the skill breakdown from their handout they were given. This will help prepare them for the end of unit assessment by breaking down the elements each day.

	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> ✓ Students will make the connection to every- day life by working on their fine motor skills and hand-eye coordination.
	<p>Review (wrap up and transition to next activity):</p> <p><u>Closure:</u></p> <ul style="list-style-type: none"> • All equipment will be gathered and everyone will meet in the center court where we will have a brief breakdown of how the day went. • Prepare and cover about what will be expected of the students the next time we meet. • Buddy Check: <i>(headcount) and then our routine “clap-down” before heading back inside to the gym.</i>
<p>Formative Assessment: (linked to objectives)</p> <ul style="list-style-type: none"> • Monitoring throughout the lesson to check understanding of skill shot. • The students will be assessed on how well they follow the skill cues for the “shot of the day.” • They will be assessed on how their attitudes were towards the task and towards their classmates. The daily participation grades will have a scale of 1-5. <p>Consideration for Back-up Plan:</p> <p>-Move inside and set up makeshift tennis courts on the basketball courts.</p>	<p>Summative Assessment (linked back to objectives)</p> <ul style="list-style-type: none"> • What is the most critical sill cue for a serve shot? • What was your favorite part about today? <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p><u>• Today I....</u></p> <ul style="list-style-type: none"> - <i>Did I state my objectives clearly?</i> - <i>Did I actively engage students?</i> - <i>Did I provide time for interaction?</i> - <i>Did I give constructive and beneficial feedback?</i> - <i>Did I keep the lesson structured and aligned?</i> 	

DAY 4

Grade: 9th & 10th	Subject: PE
Materials: tennis rackets and tennis balls	Technology Needed: none
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Explain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard(s) <ul style="list-style-type: none"> ✓ S1.H3: <i>Demonstrate competency in one or more specialized skills in fitness activities.</i> ✓ S2.H2: <i>Applies movement concepts and principles to analyze and improve performance of self and others in a self-selected skill in fitness activities.</i> ✓ S4.H3.L1 <i>Uses communication skills and strategies that promote team or group dynamics.</i> ✓ S4.H5.L1* <i>Applies best practices for participating safely in physical activity, exercise and rhythmic activities/dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).</i> ✓ S4.H2.L1* <i>Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance (e.g., respect for self and others, knowledge of rules, avoidance of inappropriate language, anger management, etiquette, fair play).</i> 	Differentiation <p>Below Proficiency:</p> <ul style="list-style-type: none"> • <i>Students will have the opportunity to focus on the fundamentals more-so than the accuracy of where they are hitting the ball. That will come after we first fine-tune connecting with the ball and swing and follow through. I will also allow for them to move in closer to the net so they aren't as worried about being able to hit it over.</i> • <i>While having to answer the questions after selecting a shot, I will allow a student to "phone a friend" if they are in need of help answering the question.</i> <p>Above Proficiency:</p> <ul style="list-style-type: none"> • <i>Students who already show advanced fundamental skills of tennis shots will be given a variety of more difficult shots to practice throughout the lesson. They will also be asked to hit into more specific areas, making it more challenging</i> <p>Approaching/Emerging Proficiency:</p> <ul style="list-style-type: none"> • <i>I will also challenge these particular students with slightly harder shots or speed adjustments and shot placement.</i>
Objective(s) <ul style="list-style-type: none"> ✓ Students will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. ✓ Students will exhibit responsible personal and social behavior that respects the self and others in physical activity settings. ✓ Students will value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. ✓ Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. ✓ Students will achieve and maintain a health- 	<p>Modalities/Learning Preferences:</p> <p><i>Any worksheets, quizzes or assessments that are given will be modified to meet the abilities of each student. Depending on each particular individual and their particular need, a specific plan will be created for that student so they are able to still gain the skills and fundamentals associated with the game of tennis.</i></p>

enhancing level of physical fitness.	
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> • <i>Each day of the unit will begin the same:</i> <ol style="list-style-type: none"> 10. <i>Warm-up/Stretch/Review</i> 11. <i>Attendance and departure to courts.</i> 12. <i>Skills review and demonstration of activities.</i> • <i>I will always post my lesson objective on the large white board in the gyms the students will be able to see the purpose of our lesson for that particular day, as well as who the “captain” of the day is. The captain will be the leader for the day acting as both head organizer and referee during the game.</i> • <i>Since we will be going back and forth from indoors to outdoors, it will be crucial that we use the “buddy system” and always do a final headcount and buddy check when going to and coming from.</i> 	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <p><u>EVERYDAY RULES:</u></p> <ul style="list-style-type: none"> ✓ <i>All students dress for class unless previously pre-excused for specific reason</i> ✓ <i>Every student starts class with 5 participation points and will only lose points if they break one of the “golden rules” posted on the gym wall.</i> ✓ <i>Whenever music stops, everyone freezes and waits for further instruction</i> ✓ <i>RESPECT: Yourself, Others, Equipment</i> ✓ <i>Participation: For the ENTIRE activity</i> ✓ <i>Win without gloating-lose without blaming</i> ✓ <i>Attempt new things and always try your best, and learn from you mistakes</i>
Minutes	Procedures
	Set-up/Prep: soccer balls will be in a bucket.
	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p><u>Warmup/Fitness Activity</u></p> <p>✓ This game consists of four stations. At each station, there will be an activity for the group to do. Students will spread out evenly at each station. The students will then perform that activity for a selected amount of time, and then rotate to the next station. After all the stations are completed the activity is over.</p> <p><u>SKILL: DROP SHOT, LOB SHOT</u></p> <ul style="list-style-type: none"> ✓ Discuss key times to utilize the drop and lob shots. ✓ Demonstrate skill cues of the drop and lob shots. <p><u>ACTIVITIES:</u></p> <p><i>Lob Shot</i></p> <ol style="list-style-type: none"> 1. <u><i>Deep Lob</i></u> <ol style="list-style-type: none"> a. One partner stands on his/her side of the court while the other partner is on the opposite side, four to five feet in front of the service line with his/her racket held straight up into the air. Partner 1 tries to lob the ball up over their partner’s racket, yet within the boundaries. Partner 2 cannot move vertically but may move horizontally. If partner 2 can reach the ball without jumping, he/she receives that point. If not, the point goes to player 1. 2. <u><i>Lob Shot</i></u> <ol style="list-style-type: none"> a. This drill is to return the lob high back into the air. Each student has a ball and a racket and is positioned at a wall. They are about 15 feet away from the wall. Each student will hit the ball at least 20 feet high on the wall. This helps students return the ball high into the air. <p><i>Drop Shot</i></p> <ol style="list-style-type: none"> 1. <u><i>Drop and Lob</i></u>

	<p>a. Drop and lob starts out with a volley. Player 1 hits the ball to player 2 who drops the ball over back to player 1. Player 1 is then to lob the ball back over to player 2. This sequence continues over and over.</p> <p>2. <u>1/4 Court Tennis</u></p> <p>a. This drill is a fast paced drill using only drop shots. Each player is lined up just behind the service box so the court is minimized. The players just volley the ball back and forth using only drop shots.</p>
	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> Brief overview of the 4 shots we have learned so far and have them explain the skill breakdown from their handout they were given. This will help prepare them for the end of unit assessment by breaking down the elements each day.
	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> ✓ Students will make the connection to every- day life by working on their fine motor skills and hand-eye coordination.
	<p>Review (wrap up and transition to next activity):</p> <p><u>Closure:</u></p> <ul style="list-style-type: none"> All equipment will be gathered and everyone will meet in the center court where we will have a brief breakdown of how the day went. Prepare and cover about what will be expected of the students the next time we meet. Buddy Check: <i>(headcount)</i> and then our routine “clap-down” before heading back inside to the gym.
<p>Formative Assessment: (linked to objectives)</p> <p>Progress monitoring throughout lesson- clarifying questions, check- if they do the technique properly. in strategies, etc.</p> <ul style="list-style-type: none"> The students will be assessed on how well they follow the skill cues for the “shot of the day.” They will be assessed on how their attitudes were towards the task and towards their classmates. The daily participation grades will have a scale of 1-5. <p>Consideration for Back-up Plan:</p> <p>-Move inside and set up makeshift tennis courts on the basketball courts.</p>	<p>Summative Assessment (linked back to objectives)</p> <ul style="list-style-type: none"> When is the best time to use the drop and lob shots? What was your favorite part about today? <p>If applicable- overall unit, chapter, concept, etc.:</p>

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

• Today I....

- *Did I state my objectives clearly?*
- *Did I actively engage students?*
- *Did I provide time for interaction?*
- *Did I give constructive and beneficial feedback?*
- *Did I keep the lesson structured and aligned?*

DAY 5

Grade: 9 th & 10 th	Subject: PE
Materials: tennis rackets and balls	Technology Needed: none
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Explain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard(s) <ul style="list-style-type: none"> ✓ S1.H3: <i>Demonstrate competency in one or more specialized skills in fitness activities.</i> ✓ S2.H2: <i>Applies movement concepts and principles to analyze and improve performance of self and others in a self-selected skill in fitness activities.</i> ✓ S4.H3.L1 <i>Uses communication skills and strategies that promote team or group dynamics.</i> ✓ S4.H5.L1* <i>Applies best practices for participating safely in physical activity, exercise and rhythmic activities/dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).</i> ✓ S4.H2.L1* <i>Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance (e.g., respect for self and others, knowledge of rules, avoidance of inappropriate language, anger management, etiquette, fair play).</i> 	Differentiation <p>Below Proficiency:</p> <ul style="list-style-type: none"> • <i>Students will have the opportunity to focus on the fundamentals more-so than the accuracy of where they are hitting the ball. That will come after we first fine-tune connecting with the ball and swing and follow through. I will also allow for them to move in closer to the net so they aren't as worried about being able to hit it over.</i> • <i>While having to answer the questions after selecting a shot, I will allow a student to "phone a friend" if they are in need of help answering the question.</i> <p>Above Proficiency:</p> <ul style="list-style-type: none"> • <i>Students who already show advanced fundamental skills of tennis shots will be given a variety of more difficult shots to practice throughout the lesson. They will also be asked to hit into more specific areas, making it more challenging</i> <p>Approaching/Emerging Proficiency:</p> <ul style="list-style-type: none"> • <i>I will also challenge these particular students with slightly harder shots or speed adjustments and shot placement.</i>
Objective(s) <ul style="list-style-type: none"> ✓ Students will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. ✓ Students will exhibit responsible personal and social behavior that respects the self and others in physical activity settings. ✓ Students will value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. ✓ Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. ✓ Students will achieve and maintain a health- 	<p>Modalities/Learning Preferences:</p> <p><i>Any worksheets, quizzes or assessments that are given will be modified to meet the abilities of each student. Depending on each particular individual and their particular need, a specific plan will be created for that student so they are able to still gain the skills and fundamentals associated with the game of tennis.</i></p>

enhancing level of physical fitness.	
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> • <i>Each day of the unit will begin the same:</i> <ol style="list-style-type: none"> 13. <i>Warm-up/Stretch/Review</i> 14. <i>Attendance and departure to courts.</i> 15. <i>Skills review and demonstration of activities.</i> • <i>I will always post my lesson objective on the large white board in the gyms the students will be able to see the purpose of our lesson for that particular day, as well as who the “captain” of the day is. The captain will be the leader for the day acting as both head organizer and referee during the game.</i> • <i>Since we will be going back and forth from indoors to outdoors, it will be crucial that we use the “buddy system” and always do a final headcount and buddy check when going to and coming from.</i> 	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <p><u>EVERYDAY RULES:</u></p> <ul style="list-style-type: none"> ✓ <i>All students dress for class unless previously pre-excused for specific reason</i> ✓ <i>Every student starts class with 5 participation points and will only lose points if they break one of the “golden rules” posted on the gym wall.</i> ✓ <i>Whenever music stops, everyone freezes and waits for further instruction</i> ✓ <i>RESPECT: Yourself, Others, Equipment</i> ✓ <i>Participation: For the ENTIRE activity</i> ✓ <i>Win without gloating-lose without blaming</i> ✓ <i>Attempt new things and always try your best, and learn from you mistakes</i>
Minutes	Procedures
	Set-up/Prep: soccer balls will be in a bucket.
	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p><u>Warmup/Fitness Activity</u></p> <p>✓ This game consists of four stations. At each station, there will be an activity for the group to do. Students will spread out evenly at each station. The students will then perform that activity for a selected amount of time, and then rotate to the next station. After all the stations are completed the activity is over.</p> <p><u>INCLEMENT WEATHER LESSON</u></p> <p><u>SKILL:</u></p> <ul style="list-style-type: none"> • Knowledge and skill review • Rules and history of tennis. <p><u>ACTIVITIES:</u></p> <ul style="list-style-type: none"> • Tennis jeopardy with teams and related categories. • Show a skill improvement video or a video from a professional or high school match.
	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> • Brief overview of all 5 shots we have learned throughout the unit and have them explain the skill breakdown from their handout they were given. This will help prepare them for the end of unit assessment by breaking down the elements each day.
	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> ✓ Students will make the connection to every- day life by working on their fine motor skills and hand-eye coordination.

	<p>Review (wrap up and transition to next activity): Closure:</p> <ul style="list-style-type: none"> • All equipment will be gathered and everyone will meet in the center court where we will have a brief breakdown of how the day went. • Prepare and cover about what will be expected of the students the next time we meet. • Buddy Check: (<i>headcount</i>) and then our routine “clap-down” before heading back inside to the gym.
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- if they do the technique properly. in strategies, etc.</p> <ul style="list-style-type: none"> • The students will be assessed on how well they follow the skill cues for the “shot of the day.” • They will be assessed on how their attitudes were towards the task and towards their classmates. The daily participation grades will have a scale of 1-5. <ul style="list-style-type: none"> • Students will be informed of the Quiz they will be taking when they come to the next class and it will cover skill components along with, rules and history of the game of tennis. <p>Consideration for Back-up Plan:</p> <p>-Move inside and set up makeshift tennis courts on the basketball courts.</p>	<p>Summative Assessment (linked back to objectives)</p> <ul style="list-style-type: none"> • End of lesson: What is your favorite shot that we learned and why? (verbal) • Out of all the skills we learned, which one challenged you the most, and why do you think that is? <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	

Physical Education

Tennis Quiz

Name _____ Date _____

1. What are the names of the four tournaments referred to as the Grand Slam? (4pts)

2. List five of the critical elements for two of the four skills taught: forehand, backhand, serve, and volley. (5pts)

Skill One:

Skill Two:

3. Label the lines and region on the following court. (1 point each)

4. Fill in the score for the following scenarios. Each scenario is independent of the others. (1)

Server has one point, receiver has none. _____

Server has two points, receiver has one. _____

Each player has three points. _____

Receiver has four points, server has three. _____

Server has four points, returnee has two. _____

Each player has five points. _____

5. List two examples of proper tennis etiquette. (2pts)

6. Name two strategies which were identified to help you win points. (4pts)

7. Define the following terms: (1 point each)

a) let

b) service break

c) unforced error

8. In high school tennis, excluding win by two scenarios, (3pts)

a) How many points ~~2828~~ _____ are required to win a game?

b) How many games are required to win a set? _____

c) How many sets are required to win a match? _____

9. When should you and your opponent change ends during..... (2pts)

a) the first set?

b) a tie breaker?

10. People who follow their serve to the net are called _____ . (1pt)

People who play from where they serve are called _____ . (1pt)

Student Handout

Tennis Skill Cues

Forehand:

- Prepare racket early.
- Position body parallel to the path of the ball.
- Position body at proper distance from incoming ball during contact.
- Knees slightly flexed.
- Step with opposite foot.
- Maintain eye contact until striking the ball.
- Contact the ball forward of the body.
- Follow through.

Backhand:

- Prepare racket early.
- Position body parallel to the path of the ball.
- Position body at proper distance from incoming ball during contact.
- Knees slightly flexed.
- Step with opposite foot.
- Maintain eye contact.
- Contact the ball in front of the body.
- Follow through across body for 2 handed and in front for 1 handed backhand.

Serve:

- Stagger feet at line.
- Bend knees slightly.
- Start with racket in ready position.
- Ball toss is as high or higher than person plus racket.
- Ball is tossed off serving shoulder.
- Ball is struck with all joints fully extended.
- Wrist follows through.
- Feet are stationary during serve.

Volley:

- Crouch to accommodate height of incoming ball.
- Punch the ball (don't swing).
- Racket head is above wrist.
- Step into the ball.
- Keep eyes on ball until contact.
- Attempt to create a low trajectory.