Tennis

Content Area: **Health & Phys Ed**
Course(s): **Physical Education 9-12**
Time Period: **Semester 1 & 2**
Length: **3 weeks**
Status: **Published**

Standards

2.2.12.MSC	Movement Skills and Concepts
2.2.12.MSC.1	Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball).
2.2.12.MSC.3	Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).
2.2.12.MSC.4	Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.
2.2.12.MSC.5	Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.
2.2.12.PF.1	Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
2.2.12.PF.2	Respect and appreciate all levels of ability and encourage with care during all physical activities.
2.2.12.PF.3	Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.
2.2.12.PF.5	Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.
2.2.12.LF.1	Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.
2.2.12.LF.2	Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.
2.2.12.LF.3	Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.
2.2.12.LF.4	Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
2.2.12.LF.5	Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).
2.2.12.LF.7	Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.
2.2.12.LF.8	Identify personal and community resources to explore career options related to physical activity and health.

Enduring Understandings

1. Physical and cognitive skills are necessary to participate in tennis. **HE.9-12.2.2.12.MSC - Movement Skills and Concepts- [Core Idea] -** *Advanced technique and concepts will elevate students confidence,performance, skills, and participation in physical activity (e.g., games, sports,aerobics, fitness activities).*
2. Learning how to coordinate and control playing strategies that include cardiovascular endurance and agility, rather than strength and speed. **HE.9-12.2.2.12.MSC2- [Core Idea] -** *The quality of feedback from others, self-assessment as well as effort and repetition influences movement skills, concepts, and performance.*
3. Enhance knowledge and understaning of the rules and strategies in tennis to create a desire for lifelong fitness. **HE.9-12.2.2.12.LF - Lifelong Fitness- [Core Idea] -** *Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling,kayaking, ping-pong, cricket, hiking, biking, swimming).*
4. Positive experiences and decision-making that builds and develops team play, etiquette, communication, and cooperation. **HE.9-12.2.2.12.MSC3 - [Core Idea] -** *Individual and team execution requires interaction, respect, effort,and positive attitude.*
5. Tennis provides an opportunity for personal enjoyment, personal challenge, self-expression, stress outlet, and social interactions. **HE.9-12.2.2.12.PF - Physical Fitness [Core Idea] -** *Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.*

Essential Questions

1. What has influenced tennis popularity in society?
2. What are the rules and safety concerns for Tennis?
3. How can the various positioning for singles and double play influence strategy?
4. Why are basic Tennis skills essential for success?
5. How does Tennis promote a healthy lifestyle?

Knowledge and Skills

Performance expectations are:

- Acquire knowledge, skill and understanding of skill techniques of the game, necessary to continue this lifelong activity. **HE.9-12.2.2.12.LF - Lifelong Fitness**
- Improve and focus on their cardiovascular endurance and agility, rather than strength and speed. **HE.9-12.2.2.12.MSC - Movement Skills and Concepts**
- Explain knowledge of singles and doubles team strategies, including scoring procedures. **HE.9-12.2.2.12.MSC2**
- Enhance eye-hand coordination, sportsmanship and team play. **HE.9-12.2.2.12.MSC2**
- Develop proper safety procedures; team play and the ability to work well with other students along with creating avenues for stress relief and personal growth. **HE.9-12.2.2.12.PF - Physical Fitness**

Transfer Goals

1. Students will be able to learn the importance of strategy and skill, and gain an appreciation for Tennis. They will be able to appreciate and follow and appreciate the sport during the major tournaments, ie. Wimbledon.
2. Students will be able to independently rely on healthy outlets for stress, anger and anxiety.
3. Students will be able to use technology to assess techniques/mechanics of groundstrokes and serving.

Resources

1. Tennis for School Teachers: https://www.usta.com/en/home/coach-organize/organization-facilities/tennis-in-schools/national/k-12-pe-tennis.html
2. Tennis How To Teach: https://www.thepeproject.com/how-to-teach-tennis.html
3. Lesson Plan Strategies for High School PE : https://www.youtube.com/watch?v=4nFlVnjCn-I

Assessments

https://docs.google.com/document/d/1z90hu2-lCXoUTewriJPJTl5846tUuXMFSuMHD8is0yI/edit

Modifications for Diverse Learners

https://docs.google.com/document/d/1cUIE1QRfV7jJNjgU2NdcW1x91UAyDENe/edit