

Physical Education Brunswick School Department
Grade 9
Tennis

Essential Understandings	<ul style="list-style-type: none"> Students will learn the benefits of tennis as a physical activity and a lifetime recreational activity.
Essential Questions	<ul style="list-style-type: none"> How to keep score? How to hold the racket? How to hit a forehand? How to hit a backhand? How to serve?
Essential Knowledge	<ul style="list-style-type: none"> Holding the racket for forehand shot <ul style="list-style-type: none"> Shake hands with the racket forming a V with the thumb and forefinger. Holding the racket for the backhand shot <ul style="list-style-type: none"> Same as the forehand except rotate the racket slightly inward. Ready Position <ul style="list-style-type: none"> Face the net with feet shoulder width apart, knees flexed and weight on the balls of your feet. Forehand <ul style="list-style-type: none"> Draw racket behind the shoulder, turn non racket shoulder to net and plant weight on back foot. Swing the racket forward by stepping into the ball, shift weight forward, lock the wrist and grip firmly. Backhand <ul style="list-style-type: none"> Flex your knees, backswing straight back taking the racket across your body, step on your back foot, and carry your non racket hand into the backswing before releasing. Serve <ul style="list-style-type: none"> Use a forehand grip and slightly rotate inward. Stand with your opposite hip and shoulder sideways to the net and opposite foot pointing to right or left net post. Hold the ball slightly in the fingers of opposite hand. Hold the racket head up and point to opponent's service court. Start the ball hand and racket downward together, swinging the racket hand away and behind the body. Contact the ball with full arm extension ahead of the forward foot, racket face slightly closed over descending ball and follow through swinging out, across and down while stepping forward with back foot. Basic Rules: <ul style="list-style-type: none"> Each player serves a full game. After a game the opponent serves. Scoring: love = 0, 15, 30, 40, game Must win by two points. Ball must bounce once when receiving the serve. Server must serve from right to left and left to right. Can play singles or doubles.

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Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ set, love, let, ace, volley
Essential Skills	<ul style="list-style-type: none"> ▪ Properly hold the racket and hit the ball with the forehand and the backhand. ▪ Serve. ▪ Keep score.
Related Maine Learning Results	<p><u>Health and Physical Education</u></p> <p>G. Movement/Motor Skills and Knowledge</p> <p>G1.Stability and Force</p> <p>Students change their motion and the motion of objects by applying the principles of stability and force to modify their performance in games/physical activities.</p> <p>b. Use the principle of opposition, point of contact, and point of release to change the path of an object during a game/physical activity.</p> <p>G2.Movement and Skills</p> <p>Students demonstrate a variety of specialized movement skills specific to a game/physical activity while participating in a game/physical activity.</p> <p>G3.Skill-Related Fitness Components</p> <p>Students explain the relationship of skill-related fitness components to specialized movement skills.</p> <p>G4.Skill Improvement</p> <p>Students design appropriate practice sessions, utilizing fundamental movement skills to improve performance.</p> <p>H. Physical Fitness Activities and Knowledge</p> <p>H3.Fitness Activity</p> <p>Students select and participate in physical activities that address their personal fitness plans and apply the five health-related fitness components.</p> <p>H4.Physical Activity Benefits</p> <p>Students explain the interrelationship of physiological responses and physical, mental/intellectual, emotional, and social benefits related to regular participation in physical activity.</p>

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<p>Related Maine Learning Results</p>	<p>I. Personal and Social Skills and Knowledge</p> <p>I1.Cooperative Skills Students demonstrate collaborative skills while participating in skill activities.</p> <ol style="list-style-type: none"> Accept constructive feedback. Give constructive feedback. Include peers respectfully in activities. <p>I2.Responsible Behavior Students demonstrate responsible and ethical personal behavior while participating in physical activities.</p> <p>I3.Safety Rules and Rules of Play Students predict how etiquette/rules improve games/activities.</p> <ol style="list-style-type: none"> Explain how etiquette/rules contribute to productive participation. Predict how modifications to the environment can impact safety during games/physical activities.
<p>Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Divide the class into pairs. Students practice hitting the ball with the forehand to their partner. They must let the ball bounce once. Repeat using the backhand
<p>Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Teacher observation of students hitting the ball to their partner
<p>Sample Resources</p>	<ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ <u>Quality Lesson Plans for Secondary Education</u> - Zakrajsek, Cares and Pettigrew