

PHYSICAL EDUCATION TENNIS CURRICULUM



STANDARDS-BASED, COMPREHENSIVE,
TURNKEY LESSON PLANS

7TH GRADE – 12TH GRADE





WELCOME TO NET GENERATION!

On behalf of the USTA, we thank you for supporting our exciting new youth tennis brand. You help shape the future of the kids you teach every day, and tennis is an excellent sport to help you in that mission. Not only is tennis a healthy lifetime sport, it's an activity that helps in key development areas—mental skills and problem solving, accountability and sportsmanship, cardiovascular health, muscle strength, and eye-hand coordination—not to mention it's more fun to play than ever before. We make tennis easy for kids to play and easy for you to teach, supplying you with all you need to get started.

Net Generation is a comprehensive platform and development program for kids ages 5 through 18. By creating a single platform for tennis in America—supported at every step of the way by the USTA—we believe we can grow tennis participation, instill the love of the game in future generations, and ensure that tennis remains a vibrant sport in our communities for years to come.

As a former Harvard student and world No.4 tennis player, I'm a Net Generation ambassador because I experienced the benefits of tennis firsthand—it helped me succeed in school, in my career and in my life. Through Net Generation—with your help—we will positively impact thousands of kids across the country and inspire each of them to live a healthier lifestyle.

By registering and becoming an active part of Net Generation, you will get access to the very best in curricula, with turnkey lesson plans created in conjunction with SHAPE America, a leading organization that sets the standards for health and physical education across the country. You'll also gain access to free equipment when you partner with a local coach or tennis organization, as well as digital tools and resources that make teaching, coaching, planning and playing easy. The USTA created Net Generation with you in mind, so we look forward to your feedback and input along the way. With your help, we can inspire kids to get in the game—and stay in it!

Again, I thank you for being a part of Net Generation! Together, we will shape the future of tennis!

A handwritten signature in black ink, appearing to read "Jim Blake".

James Blake

Net Generation Ambassador
USTA Foundation Chairman
Former World #4 Tennis Player





DEAR EDUCATOR:

As President of SHAPE America - Society of Health and Physical Educators - it is my pleasure to write this letter in support of the Net Generation school tennis program. I believe this program truly recognizes the important role that physical education plays in introducing students to the game of tennis.

Through the collaborative effort between SHAPE America and the USTA, the Net Generation school tennis program represents a standards-based, comprehensive curriculum that all teachers can easily implement into K-12 school settings. By aligning with the SHAPE America National Standards and Grade-Level Outcomes for K-12 Physical Education, the Net Generation curriculum provides a foundation for tennis instruction that can meet the needs of all students.

SHAPE America looks forward to the success of the Net Generation program and its commitment to ensuring physical education plays a central role in introducing and engaging students in the game of tennis.

Welcome to Net Generation!

A handwritten signature in blue ink that reads "Fran Cleland". The signature is fluid and cursive.

Fran Cleland
SHAPE America President



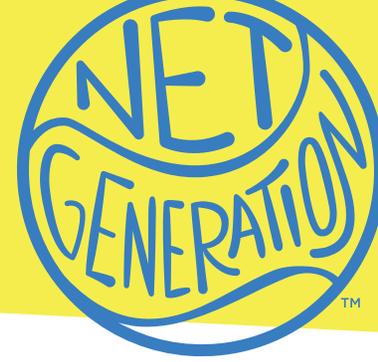
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OVERVIEW



IMPORTANT INFORMATION ON HOW TO USE THE LESSONS

Take a flexible view of the lessons

The National Standards and Grade-Level Outcomes for middle school physical education are designed to foster opportunities for applying skills and knowledge to modified game settings. Skill competency requires meaningful practice through multiple exposures and increasingly challenging environmental contexts.

The National Standards and Grade-Level Outcomes for high school physical education are designed to prepare a student for a lifetime of physical activity and to foster skill competency by establishing an instructional climate centered on mastery. Skill mastery requires sufficient practice time for skill acquisition, for the high school level double the time spent on each Learning Experience allowing students to focus on self-improvement and de-emphasize competition.

Teach the same lesson more than once

It may make sense to repeat a lesson so that students have time to revisit and practice skills and tactics. There are no rules that state you must complete all lessons in a stage while working towards the key end game.

Be prepared to revisit (repeat activities)

At this stage students need meaningful practice and sufficient exposure to allow for skill acquisition. Repetition through modified game activities in cooperative and competitive situations will assist in developing appropriate skill acquisition. At the high school level, allowing for more practice time on skills is important for skill mastery and self-improvement.

Mix it up during the lesson

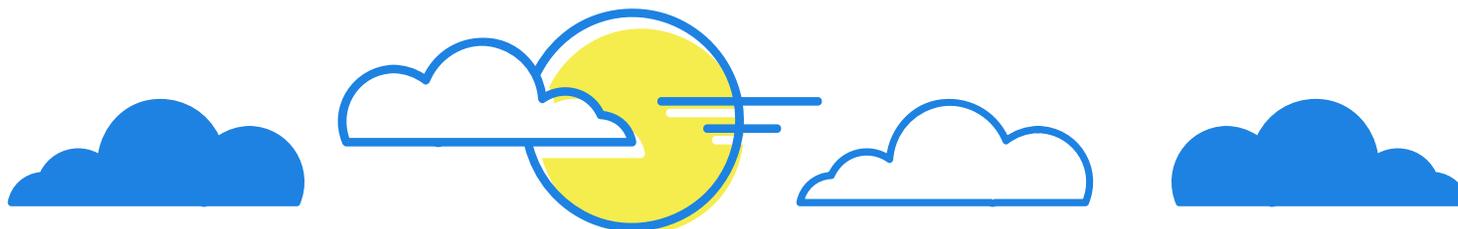
Suggestions for modifications to lesson activities are provided throughout the grades lessons. However, if you find that an activity is not working, check-in with students and ask them how they would change it to make it more or less challenging.



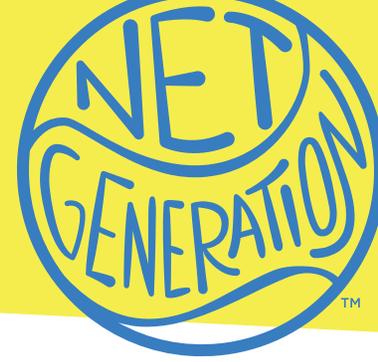
Strategies for transition

Smooth transitions are vital to maximizing instructional time. The strategies below have been identified to assist teachers in developing smooth and efficient transitions.

- o Set up the activity area in advance.
- o Minimize downtime between activities.
- o Organize materials and equipment in multiple locations throughout the activity area. This will enable students to safely retrieve materials in smaller groups. The teacher can also direct students to gather materials by calling out color of clothing, birth month, favorite color, favorite sport, shortest or tallest, oldest or youngest, favorite animal, and location within the activity area.
- o Utilize the following strategies for forming partners, two lines and small groups.
 - Partners
 - o Students are directed to find a partner wearing the same color of clothing, birth month, etc.
 - o Toe-to-toe: Students are directed to get toe-to-toe with a partner as fast as possible. Other challenges can be to get shoulder-to-shoulder or foot-to-foot.
 - Two lines
 - o Back-to-back: Students are directed to get back-to-back with one partner. One partner sits down while the other remains standing. The students who are standing are directed to stand in a line, and then the students that were sitting down are directed to move into a line.
 - Small groups
 - o Sound mixer: Students form groups corresponding to the number of times the teacher blows the whistle, claps, etc., then sit down to signify they have the correct number in their group. Students who do not have a group go to the middle of the activity area to form a group.



OVERVIEW



OTHER FEATURES OF THE LESSON

Teaching cues

Teaching cues are provided to help teachers reinforce the essential elements of skill development to their students.

Modifications

Modifications are suggested methods to differentiate lesson activities. They may make an activity more or less challenging. At this stage, modifications can involve making the activity area smaller or larger, increasing or decreasing distance between partners, or allowing for multiple bounces before hitting the tennis ball.

Checks for understanding

Checks for understanding are critical to student learning and skill acquisition. Throughout the lesson students should be asked to reflect on what they have participated in and what they have learned during the class activities. By checking for understanding teachers are able to assess students knowledge and provide feedback, while students get an opportunity to embed their understanding of the game.

Quick assessments

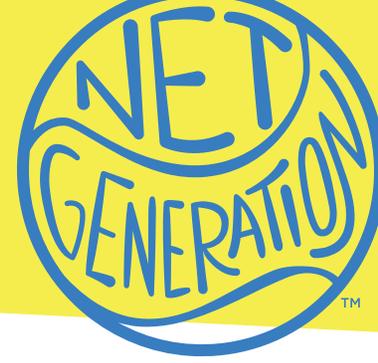
Quick assessments are another way that teachers can informally assess student learning by having students participate in a specific task that will demonstrate their skill competency. These tasks are designed so that the teacher can gather information needed to refine and enrich skill practice.

Formal assessment

The 7th - 12th Grade lessons contain a formal assessment, at the end of the curriculum to measure the student competency of striking using a technically correct groundstroke using the forehand and backhand.

The Grade-Level Outcome associated with striking with a long handled implement at the 7th - 12th grade level is: Demonstrates the mature form of forehand and backhand strokes with a long-handled implement in net games. (S1.M14.7) The Grade-Level Outcome associated with competency using a forehand or backhand into open space away from their opponent at the 7th - 12th grade level is: Creates open space in net/wall games with a long-handled implement by varying force and direction, and moving opponent from side to side.

OVERVIEW



Essential questions

Essential questions encourage students to think about the activities in which they are participating. The questions assist in guiding student learning and promote student understanding of the lesson objectives.

Scoring

In some activities basic scoring principles will be introduced to assist the students with achieving an understanding of the game of tennis. Scoring at this stage may include how many times you were able to hit a target.

Interesting facts

Specific facts that students may find fun or interesting are provided throughout the curriculum.

Transitions

Ways to transition students from one activity to the next have been identified to help teachers maximize activity time.

Safety

Throughout the 7th - 12th Grade lessons, students will need to be especially aware of their personal space and others around them since every lesson involves students using a racquet. It is important for students to gain an understanding of their location with respect to their surroundings.

SHAPE AMERICA NATIONAL STANDARDS AND GRADE LEVEL OUTCOMES FOR K-12 PHYSICAL EDUCATION



CURRICULUM BAND SUMMARY

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

- Striking
 - (S1.M13.7) Strikes with a mature overhand pattern in a dynamic environment for net/wall games.
 - (S1.M13.8) Strikes with a mature overhand pattern in a dynamic environment for net/wall games.
- Forehand and Backhand
 - (S1.M14.7) Demonstrates the mature form of forehand and backhand strokes with a long-handled implement in net games.
 - (S1.M14.8) Demonstrates the mature form of forehand and backhand strokes with a short- or long-handled implement with power and accuracy in net games.
- Weight Transfer
 - (S1.M15.7) Transfers weight with correct timing using low-to-high striking pattern with a short-handled implement on the forehand side.
 - (S1.M15.8) Transfers weight with correct timing using low-to-high striking pattern with a long-handled implement on the backhand side.
- Volley
 - (S1.M16.7) Forehand and backhand volleys with a mature form and control using a short-handled implement.
 - (S1.M16.8) Forehand and backhand volleys with a mature form and control using a short-handled implement during modified game play.
- Lifetime Activities
 - (S1.H1.L1) Demonstrates competency and/or refines activity-specific movement skills in lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games).
 - (S1.H1.L2) Refines activity-specific movement skills in lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net and wall games, or target games).

SHAPE AMERICA NATIONAL STANDARDS AND GRADE LEVEL OUTCOMES FOR K-12 PHYSICAL EDUCATION

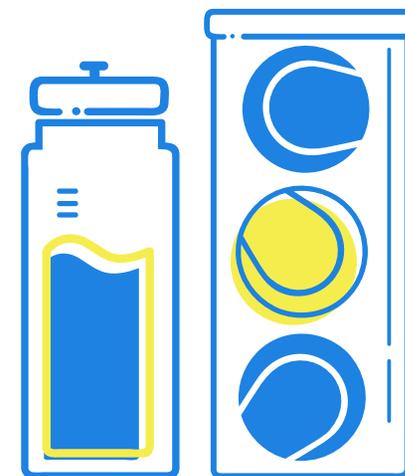


Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

- Creating Space Through Variation
 - o (S2.M7.7) Creates open space in net/wall games with a long-handled implement by varying force and direction, and moving opponent from side to side.
 - o (S2.M7.8) Creates open space in net/wall games with a long or short-handled implement by varying force or direction or moving opponent side to side and/or forward and back.
- Using Tactics and Shots
 - o (S2.M8.7) Selects offensive shot based on opponent's location (hitting the ball to where opponent is not).
 - o (S2.M8.8) Varies placement, force and timing of return to prevent anticipation by opponent.
- Movement Concepts, Principles and Knowledge
 - o (S2.H1.L1) Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net and wall games, target games, aquatics and/or outdoor pursuits appropriately.
 - o (S2.H2.L1) Uses movement concepts and principles (force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- Engages in Physical Activity
 - o (S3.M5.7) Participates in a variety of lifetime and individual sports, martial arts or aquatic activities.
 - o (S3.M5.8) Participates in a self-selected lifetime sport, dance, aquatic or outdoor activity outside of the school day.
 - o (S3.H6.L1) Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day.



SHAPE AMERICA NATIONAL STANDARDS AND GRADE LEVEL OUTCOMES FOR K-12 PHYSICAL EDUCATION



Standard 4: The physical literate individual exhibits responsible personal and social behavior that respects oneself and others.

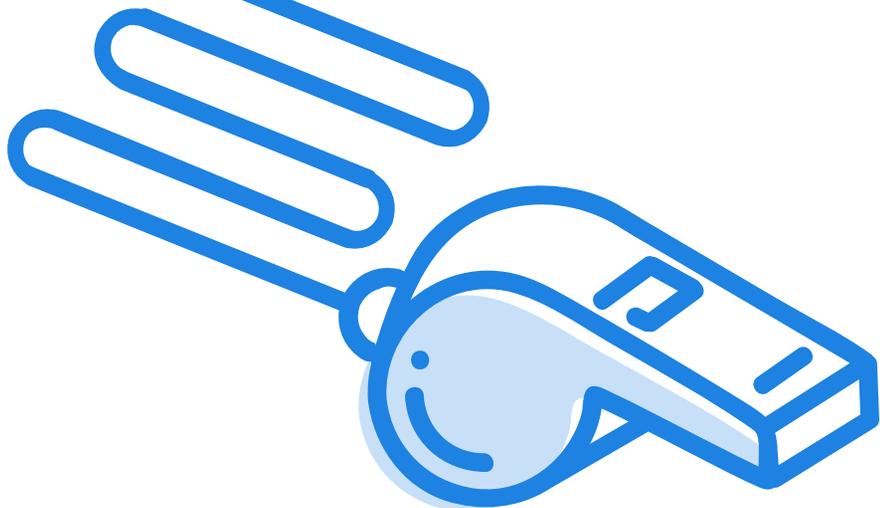
- Personal Responsibility
 - o (S4.M1.7) Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates.
 - o (S4.M1.8) Accepts responsibility for improving one's own levels of physical activity and fitness.
- Accepting Feedback
 - o (S4.M3.7) Provides corrective feedback to a peer using teacher-generated guidelines and incorporating appropriate tone and other communication skills.
 - o (S4.M3.8) Provides encouragement and feedback to peers without prompting from the teacher.
- Working with Others
 - o (S4.M4.7) Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts.
 - o (S4.M4.8) Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.
 - o (S4.M5.7) Problem solves with a small group of classmates during adventure activities, small-group initiatives, or game play.
 - o (S4.M5.8) Cooperates with multiple classmates on problem-solving initiatives, including adventure activities, large-group initiatives, and game play.
 - o (S4.H4.L1) Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups.
- Rules & Etiquette
 - o (S4.M6.7) Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games or following parameters to create or modify a dance.
 - o (S4.M6.8) Applies rules and etiquette by acting as an official for modified physical activities and games and creating dance routines within a given set of parameters.
 - o (S4.H2.L1) Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance.
- Safety
 - o (S4.M7.7) Independently uses physical activity and exercise equipment appropriately and safely.
 - o (S4.M7.8) Independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity.

SHAPE AMERICA NATIONAL STANDARDS AND GRADE LEVEL OUTCOMES FOR K-12 PHYSICAL EDUCATION



Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- Challenge
 - o (S5.M3.6) Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback, and/or modifying the tasks.
 - o Social Interaction
 - o (S5.M6.6) Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity.



KEY	
Player	
Ball	
Racquet	
Hula Hoop	
Cone	
Poly-Spot	

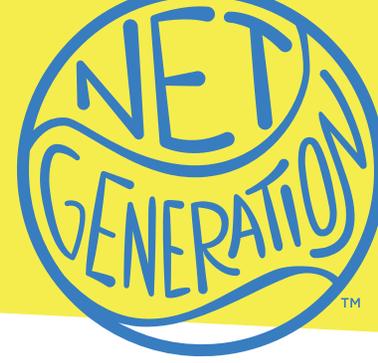
SKILLS SUMMARY



MOVEMENT SKILLS

STABILITY	<ul style="list-style-type: none">• React quickly and adapt footwork and movement patterns.• Move quickly in different directions and stop with balance during competitive rally activities.
MANIPULATIVE	<ul style="list-style-type: none">• Forehand and backhand groundstrokes from all areas of the court.• Overhand serve with a balanced, rhythmical and continuous action.• Serve and return or serve sequences (e.g. serve, move to the net, volley).• Footwork to volley in both competitive and cooperative situations.
MOVEMENT CONCEPTS	<p>Accuracy</p> <ul style="list-style-type: none">• Understand how to consistently play a number of balls towards an area for tactical purposes. <p>Space</p> <ul style="list-style-type: none">• Understand how to rally and competitively play crosscourt, down the line and to the middle of the court.• How to return a ball, offensively and defensively.• When to use different strokes to hit to space to your advantage. <p>Force</p> <ul style="list-style-type: none">• Understanding the speeds when you return a ball (hard or soft) and their implications.• How to manipulate the ball and when to play what strokes.• When to attack and when to defend. <p>Movement</p> <ul style="list-style-type: none">• Understand how to play as a team (doubles).• Understand how to defend and attack as a team.• Understand how to move together as a team.

SKILLS SUMMARY



KEY COMPONENTS

Activity area

At this stage, teachers and students can define their activity area by marking out a boundary so that there is awareness of personal and general space. A variety of materials like soft cones, poly-spots, chalk, and tape can be used to create boundaries within the activity area. Typically, the activity area should be about the size of a basketball court. Any reference to a “baseline” refers to the back boundary of the student’s activity area.

Equipment

Students use a range of balls in varying sizes; however, the red low-compression tennis ball at 25% compression is the recommended ball. A 21-, 23-, or 25-inch tennis racquet can also be used.

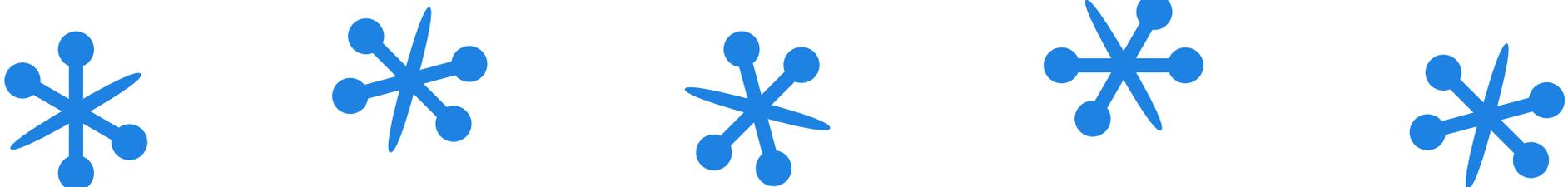
Key end game

The key end game is a culminating activity that provides an opportunity for students to demonstrate the confidence and competence in skills learned throughout this stage.

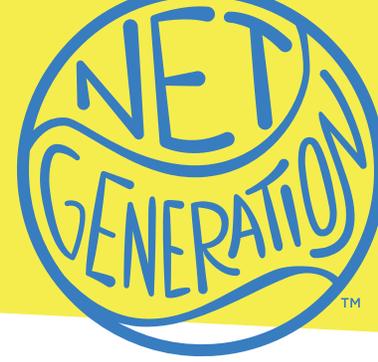
On completion of this stage, the key end game is Up and Down the River (Doubles).

Students partner up for doubles and each doubles team is assigned a court. Doubles points are played until the music stops or the whistle blows. At the end of each round, the team on one side moves one direction and the team on the other side moves the opposite direction.

Up and Down the River (Doubles) focuses on the teamwork/communication, ball placement, strategies, tactics of playing doubles.



LESSON 1

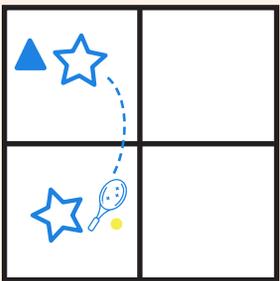


Lesson Name: Start Me Up	Unit Name & Lesson #: Lesson 1	Grade Level: 7th - 12th Grade	Lesson Length: 45 minutes
<p>National Standards & Grade-Level Outcomes:</p> <p>Standard 1- S1.M13.7, S1.M13.8 (Striking); S1.M14.7, S1.M14.8 (Forehand and Backhand); S1.M15.7, S1.M15.8 (Weight Transfer), S1.H1.L2, S1.H1.L2 (lifetime Activities) S2.H1.L1, S2.H2.L1 (Movement concepts, principles & knowledge)</p> <p>Standard 2- S2.M7.7, S2.M7.8 (Creating space through variations); S2.M8.7, S2.M8.8 (Using tactics and shots), S2.H1.L1, S2.H2.L1 (Movement concepts, principles & knowledge)</p> <p>Standard 3- S3.M5.7, S3.M5.8, S3.H6.L1 (Engages in physical activity)</p> <p>Standard 4- S4.M1.7, S4.M1.8 (Personal Responsibility); S4.M3.7, S4.M3.8 Accepting Feedback); S4.M4.7, S4.M4.8, S4.M5.7, S4.M5.8, S4.H2.L1 (Working with Others); S4.M6.7, S4.M6.8 (Rules and Etiquette); S4.M7.7, S4.M7.8 (Safety)</p> <p>Standard 5- S5.M6.7, S5.M6.8, S5.H3.L1 (Self-expression and Enjoyment); S5.M6.7, S5.M6.8 (Social Interaction) S5.H1.L1 (Health)</p>	<p>Lesson Objective(s):</p> <p>Students will be able to put the ball in play by using an underhand serve.</p> <p>Students will be able to hit a forehand stroke to different areas of court.</p>	<p>Equipment Needed:</p> <ul style="list-style-type: none">• One racquet per student.• One ball per student (some activities feature a target. An extra ball may be used as the target).	
<p>Essential Question (related to objective):</p> <p>What do you need to do to put the ball into play effectively using an underhand serve?</p>	<p>Safety Considerations:</p> <p>Students should be reminded of how to move in personal space with a racquet.</p>		

LESSON 1

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Instant Activity</p> <p>Meet My Racquet</p>	<p>5 min.</p>	<ul style="list-style-type: none"> Students in open space, each with a racquet and tennis ball. 	<p>Teacher gives instructions for a variety of exercises for students to get familiar with the racquet:</p> <ul style="list-style-type: none"> Balance the ball on the racquet strings with palm facing up. Roll the ball around the edge of the racquet. Drop the ball onto the ground off the racquet and then try to catch the ball back on the strings, students can use their hands to assist. Tap the ball down to the ground. Small taps of the ball into the air off the racquet. Drop the ball on the ground from the racquet, hit the ball (eye high if hitting up and waist high if hitting down) then catch with one hand after a few attempts have students try to do this continuously without catching the ball. Tap the ball down to the ground then turn your palm to face up and hit the ball up catch the ball and repeat. 	<p>Cues:</p> <ul style="list-style-type: none"> Tap gently, eye high, control.
<p>Learning Experience 1</p> <p>Lobster Trap</p>	<p>5 min.</p>	<ul style="list-style-type: none"> Students in pairs in open space standing eight to ten feet apart. One partner will have two racquets and the other will have one ball. 	<ul style="list-style-type: none"> The player with the ball (toss) makes an underhand toss. The player with the racquets (lobster) catches the ball after the bounce by trapping the ball between both racquets. After trapping the ball, the lobster rotates their torso, drops the ball from the racquets and bounce hits the ball back to the tosser, using a forehand. Encourage the (lobster) to trap the ball in front of their body and then rotate torso, drop the ball and hit. After five attempts, change roles. 	<p>Cues:</p> <ul style="list-style-type: none"> Trap, rotate torso, drop, hit. <p>Modification:</p> <ul style="list-style-type: none"> Hitter can roll the ball back to partner instead of drop hitting. To make it more challenging, rotate before trapping the ball. <p>Checks for understanding:</p> <ul style="list-style-type: none"> Are students successfully trapping the ball with the racquets? Are students staying within their personal space? Are the students rotating before or after trapping the ball?

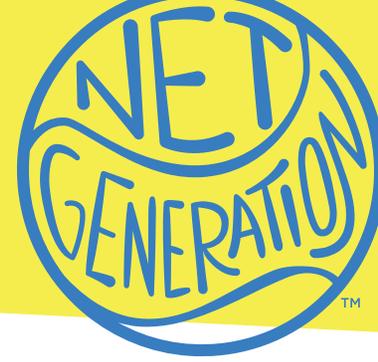
LESSON 1

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Learning Experience 2</p> <p>Serve Pyramid</p>	<p>10 min.</p>	<ul style="list-style-type: none"> Both students should be 10-12 feet away from the net. One ball and two racquets per pair. 	<ul style="list-style-type: none"> The first player begins with an underhand serve. The second player returns the ball back to the server and the server traps the ball with their hand and racquet. For every successful serve and return, add a ball to the pyramid placed at the side of the net/ barrier or a safe distance behind one of the students. Change roles after 10 attempts. 	<p>Cues:</p> <ul style="list-style-type: none"> Serve, return, bounce, trap. <p>Modifications:</p> <ul style="list-style-type: none"> Use targets for the server and the returner. Use a large ball. Increase/decrease the distance between the students. <p>Checks for understanding:</p> <ul style="list-style-type: none"> Are students using appropriate force when serving the ball? Are serves landing inside of the designated play space or close to the targets (if used)?
<p>Learning Experience 3</p> <p>Ice Cream Cones with Partner (Forehand)</p>	<p>10 min.</p>	<ul style="list-style-type: none"> Students are in pairs with one racquet, one tennis ball and one cone or bucket. Students are to find open space and stand approximately 10 feet away from each other. One student is to be the hitter (with racquet) and their partner is to be the catcher (with the ball and cone or bucket). 	<p>Review components of the forehand:</p> <ul style="list-style-type: none"> Set up sideways with opposite shoulder facing front to the target. Swing moves low to high (start low and follow through high). <p>Teacher instructs the student to do the following:</p> <ul style="list-style-type: none"> The catcher serves (underhand toss) the ball to the hitter's forehand side ensuring the ball lands approximately a foot in front of their partner (use a spot marker if required to assist with this). The hitter lets the ball bounce once and returns the ball with the forehand over the net, back to the catcher who catches the ball in the cone or bucket after one bounce. Teams are to be given 10 attempts at toss, bounce, hit and catch, then swap roles (catcher becomes the hitter and the hitter the catcher). 	<p>Cues:</p> <ul style="list-style-type: none"> Aim, control, toss, bounce, hit, catch. <p>Modifications:</p> <ul style="list-style-type: none"> One point for every time the ball is hit and caught over the net successfully. Remove the racquet and perform the sequence of toss, bounce, and catch. <p>Checks for understanding:</p> <ul style="list-style-type: none"> Is the catcher successfully tossing the ball to the hitter? Is the hitter successfully hitting the ball back to the catcher? Is the catcher successfully catching the ball in the cone/bucket? Are students using the appropriate groundstroke? Do the students execute the components of the forehand properly? <p>Quick assessment:</p> <ul style="list-style-type: none"> How many toss, bounce, hit and catch sequences can each student complete out of 10 attempts?

LESSON 1

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Learning Experience 4</p> <p>Serve HORSE</p>	<p>10 min.</p>	<ul style="list-style-type: none"> • Students are in pairs with one racquet and three balls (one is used as a target). • Students are able to choose their play space and where to place the ball (target) to challenge their partner. 	<ul style="list-style-type: none"> • Students will underhand serve the ball with a toss, bounce, hit. • One ball is to be used as the target and the pair takes turns hitting the remaining ball at the target. • Player whose ball lands furthest away gets letter. • Play until HORSE is reached and change partners. 	<p>Cues:</p> <ul style="list-style-type: none"> • Aim, toss, bounce, hit, control. <p>Modifications:</p> <ul style="list-style-type: none"> • Students can call their shot on one, two or three bounces. • Add larger target. • Increase/decrease the distance from the target. <p>Checks for Understanding:</p> <ul style="list-style-type: none"> • Are students' shots landing close to the intended target?
<p>Closure</p>	<p>5 min.</p>	<ul style="list-style-type: none"> • Students gather in front of the teacher. 	<ul style="list-style-type: none"> • Discuss with students the purpose of putting the ball in play using an underhand serve. 	<ul style="list-style-type: none"> • Did anyone hit the target out of the air? • How close were you to hitting the target? • How did you adjust your shot to get the ball closer to the target?

LESSON 2

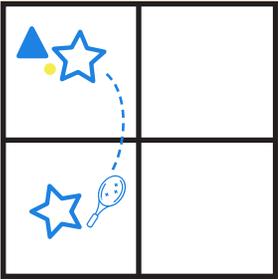


Lesson Name: Baseliners	Unit Name & Lesson #: Lesson 2	Grade Level: 7th - 12th Grade	Lesson Length: 45 minutes
<p>National Standards & Grade-Level Outcomes:</p> <p>Standard 1- S1.M13.7, S1.M13.8 (Striking); S1.M14.7, S1.M14.8 (Forehand and Backhand); S1.M15.7, S1.M15.8 (Weight transfer), S1.H1.L2, S1.H1.L2 (Lifetime Activities)</p> <p>Standard 2- S2.M7.7, S2.M7.8 (Creating space through variations); S2.M8.7, S2.M8.8 (Using tactics and shots), S2.H1.L1, S2.H2.L1 (Movement concepts, principles & knowledge)</p> <p>Standard 3- S3.M5.7, S3.M5.8, S3.H6.L1 (Engages in physical activity)</p> <p>Standard 4- S4.M1.7, S4.M1.8 (Personal responsibility); S4.M3.7, S4.M3.8 Accepting Feedback); S4.M4.7, S4.M4.8, S4.M5.7, S4.M5.8, S4.H2.L1 (Working with Others); S4.M6.7, S4.M6.8 (Rules and Etiquette); S4.M7.7, S4.M7.8 (Safety)</p> <p>Standard 5- S5.M6.7, S5.M6.8, S5.H3.L1 (Self-expression and Enjoyment); S5.M6.7, S5.M6.8 (Social Interaction) S5.H1.L1 (Health)</p>	<p>Lesson Objective(s):</p> <p>Students will be able to demonstrate proper groundstroke technique while hitting to an intended target.</p>	<p>Equipment Needed:</p> <ul style="list-style-type: none">• One racquet per student.• One ball per student.	
<p>Essential Question (related to objective):</p> <p>Describe how you were able to hit the target using forehand/backhand technique.</p>		<p>Safety Considerations:</p> <p>Students should be reminded of how to move in personal space with a racquet.</p>	

LESSON 2

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Instant Activity</p> <p>Twist and Catch</p>	<p>5 min.</p>	<ul style="list-style-type: none"> Students pair up and have one ball per pair. 	<p>Students stand back-to-back and rotate in a synchronized manner, passing the ball using both hands. Teachers' whistle or cue gets students to change direction or rotation.</p> <ul style="list-style-type: none"> Upper body should be rotating while trying keep lower body "quiet." Proper technique comes from upper body rotation. 	
<p>Learning Experience 1</p> <p>Introduce the Backhand</p>	<p>10 min.</p>	<ul style="list-style-type: none"> Students gathered in the middle of the activity area. 	<p>Introduce the backhand groundstroke. Teacher will demonstrate how to perform the backhand.</p> <p>Components of a two-handed backhand:</p> <ol style="list-style-type: none"> Grip the racquet with the non-dominant hand placed just above the dominant hand in the "hammer grip." The hammer grip is when you grip the racquet the same way you would grip a hammer. Turn sideways to the target with the dominant side facing the target. Contact the ball even with the front foot for the two-handed backhand. Move the racquet low to high with the strings pointed toward the target area. Finish toward target (follow through), recover to ready position. <p>Teacher instructs students to do the following:</p> <ul style="list-style-type: none"> Students form pairs with one racquet and one tennis ball per pair. Each pair stands 10 feet apart. Student one tosses the ball underhand so it lands one foot in front of their partner on the backhand side. The student with the racquet hits a backhand back to their partner who catches it off the bounce. Change roles after 10 attempts. <p><i>Transition: Students get into pairs using the toe-to-toe method. The tallest students in each pair will return one racquet and get a cone and ball.</i></p>	<p>Cues:</p> <ul style="list-style-type: none"> Side to target, low to high, aim to target. Ready position. Toss, bounce, hit, trap. <p>Modifications:</p> <ul style="list-style-type: none"> Add a spot marker as a target. Change partners. Increase/decrease the distance between the students. <p>Checks for Understanding:</p> <ul style="list-style-type: none"> Check for controlled swings. Use of appropriate force. Are students experiencing success hitting a backhand?

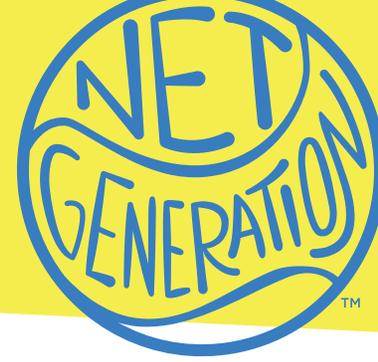
LESSON 2

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Learning Experience 2</p> <p>Ice Cream Cones with Partner (Backhand)</p>	<p>10 min.</p>	<ul style="list-style-type: none"> Students are put into pairs with one racquet, one tennis ball and one cone or bucket per pair. Students are to find open space over the net/barrier and stand approximately 10 feet away from each other. One student is the hitter (with the racquet) and their partner is the catcher (with the ball and cone or bucket). 	<ul style="list-style-type: none"> The catcher serves (underhand toss) the ball to the hitter's backhand side, ensuring the ball lands approximately a foot in front of their partner (use a spot marker if required to assist with this). The hitter lets the ball bounce once and returns the ball over the net with the backhand, back to the catcher who catches the ball in the cone or bucket after one bounce. Teams are to be given 10 attempts at toss, bounce, hit and catch and then swap roles (catcher becomes the hitter and the hitter the catcher). 	<p>Cues:</p> <ul style="list-style-type: none"> Aim, control, toss, bounce, hit and catch. <p>Modifications:</p> <ul style="list-style-type: none"> One point for every time the ball is hit and caught over the net successfully. Remove the racquet and perform the sequence of toss, bounce and catch. <p>Checks for Understanding:</p> <ul style="list-style-type: none"> Is the catcher successfully tossing the ball to the hitter? Is the hitter successfully hitting the ball back to the catcher? Is the catcher successfully catching the ball in the cone/bucket? Are students using the appropriate groundstroke? Observe students executing the components of the backhand properly. <p>Quick Assessment:</p> <ul style="list-style-type: none"> How many toss, bounce, hit and catch sequences can each student complete out of 10 attempts?
<p>Learning Experience 3</p> <p>What's Your Record?</p>	<p>5 min.</p>	<ul style="list-style-type: none"> Students partnered across net with one racquet per student and one ball per pair. 	<p>Rally Challenge for highest number:</p> <ul style="list-style-type: none"> Students partnered across net, rally to get highest number in the class. 	<p>Cues:</p> <ul style="list-style-type: none"> Ready position, side to target, low to high, aim to target. <p>Modifications:</p> <ul style="list-style-type: none"> Increase/decrease the distance between the students. Students can change partners. <p>Checks for Understanding:</p> <ul style="list-style-type: none"> Check for controlled swings. Use of appropriate force. <p>Quick Assessment:</p> <ul style="list-style-type: none"> Can you successfully rally five times in a row? 10 times? How many times can you rally the ball back and forth?

LESSON 2

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Learning Experience 4</p> <p>What's Your Record (Competition)?</p>	<p>10 min.</p>	<ul style="list-style-type: none"> Students partnered across net with one racquet per student and one ball per pair. 	<ul style="list-style-type: none"> Rally for a set amount of time or until a pair reaches a set number. Teacher specifies if rally is executed by hitting only forehand or backhand. Emphasize importance of low to high swing and why it's important for the ball to clear the net. 	<p>Cues:</p> <ul style="list-style-type: none"> Ready position, side to target, low to high, aim to target. <p>Modifications:</p> <ul style="list-style-type: none"> Increase/decrease the students distance from the net. Shorten backswing if students are having difficulty controlling the ball. Allow students to hit any combination of forehand or backhand. <p>Checks for Understanding:</p> <ul style="list-style-type: none"> Check for controlled swings. Check for low to high swing. Confirm use of appropriate force.
<p>Closure</p>	<p>5 min.</p>	<ul style="list-style-type: none"> Teacher selects a pair having success with rallies and gathers class around to observe. 	<ul style="list-style-type: none"> Discuss the components of the forehand and backhand. 	<ul style="list-style-type: none"> Are the students using proper technique? Is the swing low to high? Did using the low to high technique make a difference for you and your shots? What are you doing to hit a successful forehand or backhand shot to your partner? (e.g. torso rotation, footwork). How is the backhand different than the forehand?

LESSON 3



Lesson Name: Volley Matic	Unit Name & Lesson #: Lesson 3	Grade Level: 7th - 12th Grade	Lesson Length: 45 minutes
<p>National Standards & Grade-Level Outcomes:</p> <p>Standard 1- S1.M13.7, S1.M13.8 (Striking); S1.M14.7, S1.M14.8 (Forehand and Backhand); S1.M15.7, S1.M15.8 (Weight Transfer); S1.M16.7, S1.M16.8 (Volley), S1.H1.L2, S1.H1.L2 (Lifetime Activities)</p> <p>Standard 2- S2.M7.7, S2.M7.8 (Creating space through variations); S2.M8.7, S2.M8.8 (Using tactics and shots), S2.H1.L1, S2.H2.L1 (Movement concepts, principles & knowledge)Standard 3- S3M5.7, S3M5.8, S3.H6.L1 (Engages in physical activity)</p> <p>Standard 4- S4.M1.7, S4.M1.8 (Personal Responsibility); S4.M3.7, S4.M3.8 Accepting Feedback); S4.M4.7, S4.M4.8, S4.M5.7, S4.M5.8, S4.H2.L1 (Working with Others); S4.M6.7, S4.M6.8 (Rules and Etiquette); S4.M7.7, S4.M7.8 (Safety)</p> <p>Standard 5- S5.M6.7, S5.M6.8, S5.H3.L1 (Self-expression and Enjoyment); S5.M6.7, S5.M6.8 (Social interaction) S5.H1.L1 (Health)</p>	<p>Lesson Objective(s):</p> <p>Students will be able to volley a ball to an intended target in a controlled manner.</p>	<p>Equipment Needed:</p> <ul style="list-style-type: none">• One racquet per student.• One ball per student.	
<p>Essential Question (related to objective):</p> <p>How are you able to volley the ball to a target?</p>	<p>Interesting Fact:</p> <p>Just like a video game, your racquet strings are your controller. The direction you point your strings is where the ball will go.</p>		<p>Safety Considerations:</p> <p>Students should be reminded of how to move in personal space with a racquet.</p>

LESSON 3

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Instant Activity</p> <p>3-2-1 Juggle Rally</p>	<p>5 min.</p>	<ul style="list-style-type: none"> Students partnered across the net, standing between the baseline and net. Each student has a racquet and one ball per pair. 	<ul style="list-style-type: none"> Student 1 stands with a racquet between the baseline and net and self-rallies (tap up and bounce) the ball three times and then hits it to student 2 on the other side of the net. Student 2 then self-rallies three times before returning the ball back over the net to student 1. Do three juggle rallies, then two juggle rallies, followed by one juggle rally. 	<p>Modifications:</p> <ul style="list-style-type: none"> Complete three juggle rallies, then two, then one, then two, then three again.
<p>Learning Experience 1</p> <p>Volley Progression</p>	<p>10 min.</p>	<ul style="list-style-type: none"> Students partnered across net, about four feet apart. One racquet and one ball per pair. 	<p>A volley is a shot that is blocked out of the air before the ball bounces.</p> <p>Components of the volley:</p> <ol style="list-style-type: none"> Hammer grip. Racquet at shoulder level and to the side. Step towards the ball. Block with no swing or follow through. <p>Teacher instructs students to do the following:</p> <ul style="list-style-type: none"> Students take turns stepping forward and underhand-tossing to each other. The catcher catches the ball with their hand shoulder height at their side and in front of their body. Complete this sequence 10 times and then one partner retrieves a racquet. One partner stands four steps back from the net (tossler) and their partner (volleyer) stands two steps from the net. The tossler steps forward and tosses the ball underhand to the volleyer. The volleyer blocks the ball with their racquet at shoulder height, at the side and in front of their body. After completing the sequence 10 times, both sides swap roles, with the tossler becoming the volleyer, and the volleyer becomes the tossler. 	<p>Cues:</p> <ul style="list-style-type: none"> Hammer grip, split step, and block. <p>Modifications:</p> <ul style="list-style-type: none"> Move students closer to each other. Tossler stands on the baseline and bounce hits the ball to the volleyer. Racquets are not used and the volleyer catches the ball and underhand tosses the ball back. The volleyer starts between the baseline and net and moves towards the net when the tossler commences the point. <p>Checks for Understanding:</p> <ul style="list-style-type: none"> Are students able to complete the sequence successfully? Are students using appropriate force when hitting a volley?

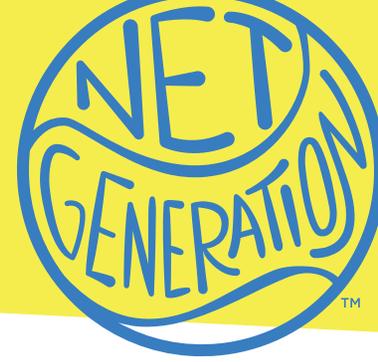
LESSON 3

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Learning Experience 2</p> <p>Volley to Volley</p>	<p>5 min.</p>	<ul style="list-style-type: none"> • Students partnered across net, about four feet apart. • One racquet per student and one ball per pair. 	<p>Forehand and Backhand</p> <ul style="list-style-type: none"> • One partner tosses ball to forehand or backhand (teacher's choice) and they attempt to volley back and forth on that side. 	<p>Cues:</p> <ul style="list-style-type: none"> • Hammer grip, split step, and block. <p>Modifications:</p> <ul style="list-style-type: none"> • Move students closer to each other. • Tosser stands on the baseline and bounce hits the ball to the volleyer. • Racquets are not used, and the volleyer catches the ball and underhand tosses the ball back. • The volleyer starts between the baseline and net and moves towards the net when the tosser commences the point. <p>Checks for Understanding:</p> <ul style="list-style-type: none"> • Are students able to volley continuously? • Are students able to volley on both sides (forehand and backhand)? • Are students using appropriate force when hitting a volley?
<p>Learning Experience 3</p> <p>Volley Cooperative</p>	<p>10 min.</p>	<ul style="list-style-type: none"> • One student starts on the baseline and the other student starts across from them at the net. • Each student has a racquet and one ball per pair. 	<ul style="list-style-type: none"> • The baseline player drop-hits a forehand groundstroke to a partner on the other side at the net. • The player at the net volleys the ball back to the partner between the baseline and net. • The baseline player traps the ball on the strings with their hand and repeats the ground stroke, volley, and trap sequence. • Change positions after five hits each. • Players should be sideways when trapping the ball. • Be sure to address swinging on volleys if it is seen; no swings on volleys! 	<p>Cues:</p> <ul style="list-style-type: none"> • Volley: Hammer grip, split step, and block. • Groundstroke: Ready position, side to target, low to high, aim to target. <p>Modifications:</p> <ul style="list-style-type: none"> • Allow players having success to stop trapping and try to keep a continuous rally going. • Student tosses the ball to the player at the net to volley. <p>Checks for Understanding:</p> <ul style="list-style-type: none"> • Are students able to complete the groundstroke, volley, and trap sequence? <p>Quick Assessment:</p> <ul style="list-style-type: none"> • How many groundstroke, volley and trap sequences can each pair complete in five minutes?

LESSON 3

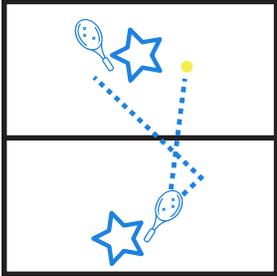
Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Learning Experience 4</p> <p>Feed and Rush</p>	<p>10 min.</p>	<ul style="list-style-type: none"> Students are partnered across net at the baseline. Each student has a racquet and one ball per pair. 	<ul style="list-style-type: none"> One student begins the point with an underhand serve and rushes the net. Receiving student hits whatever shot they choose and moves wherever they like, but the server must volley the second shot from the net. Play to 10, switch server after two points. Make sure students are aware of their personal space. 	<p>Cues:</p> <ul style="list-style-type: none"> Volley: Hammer grip, split step, and block. Groundstroke: Ready position, side to target, low to high, aim to target. <p>Modifications:</p> <ul style="list-style-type: none"> Students can specify if play happens down the line, crosscourt, or full-court depending on success and size of class. Increase/decrease the distance between the students. <p>Checks for Understanding:</p> <ul style="list-style-type: none"> Are students using appropriate force (blocks)? Are students making appropriate shot selections based on the game situation?
<p>Closure</p>	<p>5 min.</p>	<ul style="list-style-type: none"> Students in the middle of the activity area. 	<ul style="list-style-type: none"> Review the day's lesson and ask follow up questions. Students review components of the volley. 	<ul style="list-style-type: none"> When volleying, did students experience an advantage in the game? Did the student receiving the serve experience success when the server came to the net? What increases chances for success when hitting a volley? Why are volleys important shots?

LESSON 4

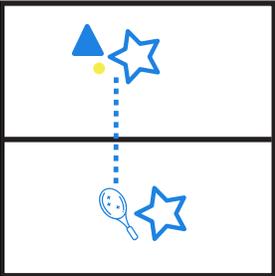


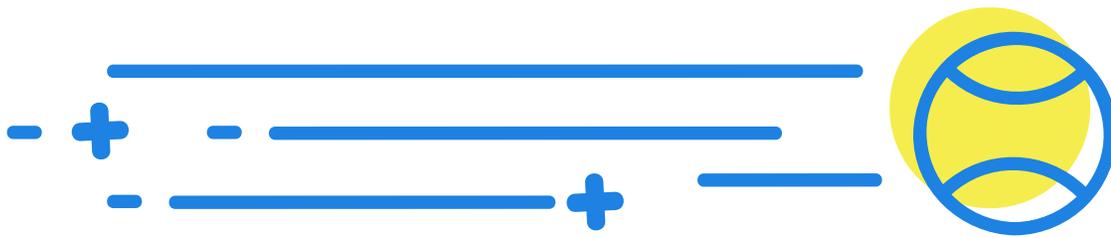
Lesson Name: Baseline Legends	Unit Name & Lesson #: Lesson 4	Grade Level: 7th - 12th Grade	Lesson Length: 45 minutes
<p>National Standards & Grade-Level Outcomes:</p> <p>Standard 1- S1.M13.7, S1.M13.8 (Striking); S1.M14.7, S1.M14.8 (Forehand and Backhand); S1.M15.7, S1.M15.8 (Weight Transfer); S1.M16.7, S1.M16.8 (Volley), S1.H1.L2, S1.H1.L2 (Lifetime Activities)</p> <p>Standard 2- S2.M7.7, S2.M7.8 (Creating space through variations); S2.M8.7, S2.M8.8 (Using tactics and shots), S2.H1.L1, S2.H2.L1 (Movement concepts, principles & knowledge)</p> <p>Standard 3- S3.M5.7, S3.M5.8, S3.H6.L1 (Engages in physical activity)</p> <p>Standard 4- S4.M1.7, S4.M1.8 (Personal Responsibility); S4.M3.7, S4.M3.8 Accepting Feedback); S4.M4.7, S4.M4.8, S4.M5.7, S4.M5.8, S4.H2.L1 (Working with Others); S4.M6.7, S4.M6.8 (Rules and Etiquette); S4.M7.7, S4.M7.8 (Safety)</p> <p>Standard 5- S5.M6.7, S5.M6.8, S5.H3.L1 (Self-expression and Enjoyment); S5.M6.7, S5.M6.8 (Social Interaction) S5.H1.L1 (Health)</p>	<p>Lesson Objective(s):</p> <p>Students will be able to execute a forehand and backhand in different situations.</p> <p>Students will be able to determine ideal situations to use offensive shot.</p>	<p>Equipment Needed:</p> <ul style="list-style-type: none"> • One racquet per student. • One ball per student. 	
<p>Essential Question (related to objective):</p> <p>How were you able to determine what strokes to use in different situations?</p>		<p>Safety Considerations:</p> <p>Be sure students are adequately spaced apart when using their racquets. Be sure students are aware of their space when moving if racquets are placed on the floor.</p>	

LESSON 4

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Instant Activity</p> <p>Get to 5! (Toss)</p>	<p>5 min.</p>	<ul style="list-style-type: none"> Students are to form pairs with a student on opposite sides of the net standing in the area designed by the students. Each student has a racquet and one ball per pair. 	<ul style="list-style-type: none"> Student 1 begins the point with a serve (overhand throw) or bounce hit to student 2. Student 2 allows the ball to bounce once before returning the ball back over the net. Play continues until the players rally the ball five times in a row. See how many continuous rallies of five the players can achieve in five minutes. 	<p>Modifications:</p> <ul style="list-style-type: none"> Serve can be an underhand toss or underhand serve. Increase the space, making the boundaries larger.
<p>Learning Experience 1</p> <p>What's Your Record (Teacher's Choice)?</p>	<p>10 min.</p>	<ul style="list-style-type: none"> Students partnered across net at baseline. Each student has a racquet and one ball per pair. 	<p>Groundstroke Rallies</p> <ul style="list-style-type: none"> Teacher determines the number of rallies the pairs must complete (only forehand or backhand). Rallies continue for set amount of time and happens in three variations; only forehand, only backhand, alternating forehand and backhand. Highlight difference in ball flight depending on where a player is hitting a shot. "Deep" means ball must go high, "short" means ball can be hit lower. 	<p>Cues:</p> <ul style="list-style-type: none"> Ready position, side to target, low to high, aim to target. <p>Modifications:</p> <ul style="list-style-type: none"> Player hits and tosser catches. Tosser must move to spot on court in which they want player to hit. Use spot markers to help promote ball placement. <p>Checks for Understanding:</p> <ul style="list-style-type: none"> Are students successfully rallying with the intended stroke? Are groundstrokes consistent on each side? Are students using appropriate force?

LESSON 4

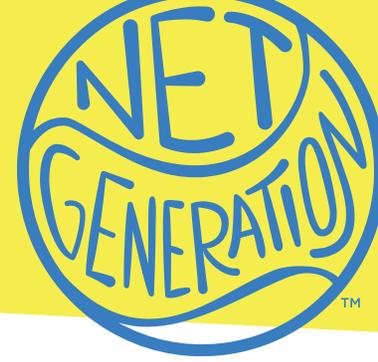
Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Learning Experience 2</p> <p>Ice Cream Cone with Partner (Alternating)</p>	15 min.	<ul style="list-style-type: none"> Students are to be put into pairs with one racquet, one ball and one cone or bucket per pair. Students are to find open space and stand approximately 10 feet apart. One student is to be the hitter (with the racquet) and their partner is to be the catcher (with the ball and cone or bucket). 	<ul style="list-style-type: none"> The catcher serves (underhand toss) the ball to the hitter, ensuring the ball lands approximately a foot in front of their partner (use a spot marker if required to assist with this). The hitter lets the ball bounce once and returns the ball over the net, back to the catcher who catches the ball in the cone or bucket after one bounce. The catcher alternates tossing one ball to the forehand side and the next ball to the backhand side. Teams are to be given 10 attempts at toss, bounce, hit and catch and then swap roles (catcher becomes the hitter and the hitter the catcher) and repeat. 	<p>Cues:</p> <ul style="list-style-type: none"> Aim, control, toss, bounce, hit, catch. <p>Modifications:</p> <ul style="list-style-type: none"> One point for every time the ball is hit and caught over the net successfully. Remove the racquet and perform the sequence of toss, bounce, and catch. <p>Checks for Understanding:</p> <ul style="list-style-type: none"> Is the catcher successfully tossing the ball to the hitter? Is the hitter successfully hitting the ball back to the catcher? Is the catcher successfully catching the ball in the cone/bucket? Are students using the appropriate groundstrokes? How are students executing the components of the backhand/forehand? <p>Quick Assessment:</p> <ul style="list-style-type: none"> How many toss, bounce, hit and catch sequences can each student complete out of 10 attempts?



LESSON 4

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Learning Experience 3 4, 2, 1</p>	<p>10 min.</p>	<ul style="list-style-type: none"> Students are to form pairs with a student on opposite sides of the net standing in the area designed by the students. Each student has a racquet and one ball per pair. 	<ul style="list-style-type: none"> One side hits an underhand serve to put ball in play and point begins. Players receive one point each time their opponent makes an error (hits the shot into the net, long, or wide). Players receive two points for hitting ball that bounced on their side that lands in opponent's court and doesn't get touched. Players receive four points for hitting ball out of air that lands in opponent's court and doesn't get touched. Play to seven points. Change server after two points. 	<p>Cues:</p> <ul style="list-style-type: none"> Groundstroke: Ready position, side to target, low to high, aim to target. Volley: Hammer grip, split step, and block. <p>Modifications:</p> <ul style="list-style-type: none"> Begin the point by standing behind baseline. Award bonus points or change up point structure (e.g., five points for a backhand volley that lands in opponent's court and doesn't get touched). Play as singles or doubles. Make sure balls being hit out of the air are being hit with appropriate force. <p>Checks for Understanding:</p> <ul style="list-style-type: none"> Are students able to score seven points in a reasonable amount of time? Are students able to execute different types of shots in a game situation?
<p>Closure</p>	<p>5 min.</p>	<ul style="list-style-type: none"> Gather students around pair having success. 	<p>Discuss the different types of strokes and why it is important to use them.</p>	<ul style="list-style-type: none"> What is the best way to win points? Does this game reward you for being offensive or defensive? What will you do to improve next time? What types of different situations did you encounter to use different types of forehand and backhand strokes?

LESSON 5



Lesson Name: Get Moving	Unit Name & Lesson #: Lesson 5	Grade Level: 7th - 12th Grade	Lesson Length: 45 minutes
<p>National Standards & Grade-Level Outcomes:</p> <p>Standard 1- S1.M13.7, S1.M13.8 (Striking); S1.M14.7, S1.M14.8 (Forehand and backhand); S1.M15.7, S1.M15.8 (Weight Transfer); S1.M16.7, S1.M16.8 (Volley), S1.H1.L2, S1.H1.L2 (Lifetime Activities)</p> <p>Standard 2- S2.M7.7, S2.M7.8 (Creating space through variations); S2.M8.7, S2.M8.8 (Using tactics and shots), S2.H1.L1, S2.H2.L1 (Movement concepts, principles & knowledge)</p> <p>Standard 3- S3.M5.7, S3.M5.8, S3.H6.L1 (Engages in physical activity)</p> <p>Standard 4- S4.M1.7, S4.M1.8 (Personal Responsibility); S4.M3.7, S4.M3.8 Accepting Feedback); S4.M4.7, S4.M4.8, S4.M5.7, S4.M5.8, S4.H2.L1 (Working with Others); S4.M6.7, S4.M6.8 (Rules and Etiquette); S4.M7.7, S4.M7.8 (Safety)</p> <p>Standard 5- S5.M6.7, S5.M6.8, S5.H3.L1 (Self-expression and Enjoyment); S5.M6.7, S5.M6.8 (Social Interaction) S5.H1.L1 (Health)</p>	<p>Lesson Objective(s):</p> <p>Students will be able to effectively begin point with an overhand serve and hit an approach shot allowing them to move from baseline to net.</p>	<p>Equipment Needed:</p> <ul style="list-style-type: none"> • One racquet per student. • One ball per student. 	
<p>Essential Question (related to objective):</p> <p>How are you able to serve overhand and hit an approach shot?</p>	<p>Interesting Fact:</p> <p>When tennis was first invented, it was played with hands only and no racquets. Can anyone think of any other sports that are played with hands only?</p> <p>Safety Considerations:</p> <p>Students should be reminded of how to move in personal space with a racquet.</p>		

LESSON 5

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Instant Activity</p> <p>Rallying Practice</p>	5 min.	<ul style="list-style-type: none"> Students in pairs with one ball and one racquet each. Have racquets and tennis balls easily accessible to students. 	<ul style="list-style-type: none"> As students enter the activity area, have them pick up a racquet, a ball and find a partner. Pairs will find a space in the activity area. Students will begin rallying back and forth allowing the ball to bounce before returning the ball to their partner. After one or two minutes, have students find a new partner. 	<p>Modifications:</p> <ul style="list-style-type: none"> Allow multiple bounces. Pair similarly skilled students. Students can define a net (line on the ground). Keep track of longest continuous rallies.
<p>Learning Experience 1</p> <p>Inch Back</p>	5 min.	<ul style="list-style-type: none"> Students partnered across net at the baseline with one ball per pair. 	<ul style="list-style-type: none"> Since the serve is like an overhand throwing motion, have players throw a ball over the net, with an arc, to their partners, who catches it after one bounce and throws the ball back. Both players should start between the baseline and net and move back to the baseline after a series of successful throws and catches. 	<p>Cues:</p> <ul style="list-style-type: none"> Side to target, aim, step, throw with arc. <p>Modifications:</p> <ul style="list-style-type: none"> To reinforce a correct overhand throwing motion, foam footballs can be used during this activity . Increase/decrease the distance between the students. For safety purposes, have the students move back at the same time. <p>Checks for Understanding:</p> <ul style="list-style-type: none"> Is the ball successfully landing on the other side of the net? Is the ball being thrown with an arc?

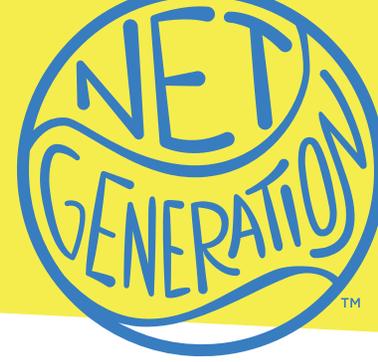
LESSON 5

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Learning Experience 2 Get Serving</p>	<p>10 min.</p>	<ul style="list-style-type: none"> • Students partnered across net at the baseline. • Each student has a racquet and one ball per pair. 	<p>Components of an overhand serve:</p> <ul style="list-style-type: none"> • Stand side to baseline. • Ball in non-dominant hand. • Racquet starts on dominant shoulder. • Toss, make contact at highest point. • Follow through across the body. <p>Teacher provides the following instructions:</p> <ul style="list-style-type: none"> • Have players stand 10 feet apart. • Toss the ball up and freeze at the highest point. Their partner traps the ball after one bounce and repeats the same activity. • After a number of attempts, the teacher will have the student add the follow through. • Next, after each time the partners can successfully serve and trap, both players move back a step and repeat the activity. <p><i>Note: The teacher should keep students in place and have them move back at the same time after a designated amount of time determined by the teacher.</i></p>	<p>Cues:</p> <ul style="list-style-type: none"> • Racquet on dominant shoulder, toss, reach, hit with an arc, follow through. <p>Modifications:</p> <ul style="list-style-type: none"> • One student serves and the other catches (returning the ball with an overhand throw). • If students are having difficulty, do not have them take a step back . • Students can serve straight ahead if not enough space. • For safety purposes, have the students move back at the same time. • Use spot markers as a target . • Have students practice throwing and provide a spot marker for the throw (four feet in front of them). <p>Checks for Understanding:</p> <ul style="list-style-type: none"> • Are students using appropriate force when serving the ball? • Are students successfully hitting the tossed ball for the serve? • Are the students serving with and arc?
<p>Learning Experience 3 On Approach</p>	<p>10 min.</p>	<ul style="list-style-type: none"> • Students partnered across net at baseline. • Each student has a racquet and one ball per pair. 	<p>Review of the Approach Shot:</p> <p>The hitter stands between the net and the baseline, bounce hits the ball over the net. Use spot markers as targets in service area. The hitter follows the ball to the net and split steps.</p> <p>Review of the Split Step:</p> <p>Small steps toward the net while slightly rotating the torso to the target before contacting the ball.</p> <p>Teacher provides the following instructions:</p> <ul style="list-style-type: none"> • One player hits an overhand serve short to the other side, the receiving player moves forward, hits the short ball and continues towards the net, and attempts to block the ball out of the air with no backswing (volley). • If successful with the volley, pair receives 1 point. • Change roles every five attempts. • First pair to get 10 points wins. <p><i>* Stress control aspect of "On Approach". If the approach shot is missed, students won't have a chance to volley.</i></p>	<p>Cues:</p> <ul style="list-style-type: none"> • Racquet on shoulder, toss, reach, hit with an arc, follow through. <p>Modifications:</p> <ul style="list-style-type: none"> • Use overhand throw. • Use underhand serve. • Use spot markers as targets in service area. • Receiver traps ball, bounce, drop hit and return. <p>Checks for Understanding:</p> <ul style="list-style-type: none"> • Are students able to hit an approach shot that allows them to come to the net? • Once at net, are students able to execute a volley?

LESSON 5

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Learning Experience 4</p> <p>Juggle and Send</p>	<p>10 min.</p>	<ul style="list-style-type: none"> Students partnered across net at baseline. Each student has a racquet and one ball per pair. 	<ul style="list-style-type: none"> Server hits an overhand serve and receiver must juggle shot by letting ball bounce and then bumping it up off their racquet, letting it bounce once more before sending to the other side. Both Students must follow this pattern of bounce, bump, bounce, send. Play to 10. Switch server after two points. <p><i>Transition: Direct students to gather in the middle of the activity area.</i></p>	<p>Cues:</p> <ul style="list-style-type: none"> Bounce, bump, bounce, send. <p>Modifications:</p> <ul style="list-style-type: none"> Allow players to bounce and trap the ball on the racquet before hitting it back. Allow players to juggle the ball off of the bounce but they must let it bounce on the ground before sending. Players juggle ball off bounce but must send it back before it bounces on their side again. Use a line or net tape. <p>Checks for Understanding:</p> <ul style="list-style-type: none"> Are students in control of their shots before sending the ball back to their partner? Are students having successful rallies?
<p>Closure</p>	<p>5 min.</p>	<ul style="list-style-type: none"> Gather students around pair having success. 	<p>Discuss the overhand serve and approach shot.</p> <p><i>Transition: Direct students to put away their racquet and ball prior to leaving class.</i></p>	<ul style="list-style-type: none"> What did you notice about your partners positioning and how did you respond with your shot selection? What is the most important component of the overhand serve? Do you have any tips for anyone? How does the overhand serve compare to the underhand serve when trying to place the ball to a targeted space?

LESSON 6



Lesson Name: Teamwork Dreamwork	Unit Name & Lesson #: Lesson 6	Grade Level: 7th - 12th Grade	Lesson Length: 45 minutes
<p>National Standards & Grade-Level Outcomes:</p> <p>Standard 1- S1.M13.7, S1.M13.8 (Striking); S1.M14.7, S1.M14.8 (Forehand and backhand); S1.M15.7, S1.M15.8 (Weight Transfer); S1.M16.7, S1.M16.8 (Volley), S1.H1.L2, S1.H1.L2 (Lifetime Activities)</p> <p>Standard 2- S2.M7.7, S2.M7.8 (Creating space through variations); S2.M8.7, S2.M8.8 (Using tactics and shots), S2.H1.L1, S2.H2.L1 (Movement concepts, principles & knowledge)</p> <p>Standard 3- S3.M5.7, S3.M5.8, S3.H6.L1 (Engages in physical activity)</p> <p>Standard 4- S4.M1.7, S4.M1.8 (Personal Responsibility); S4.M3.7, S4.M3.8 Accepting Feedback); S4.M4.7, S4.M4.8, S4.M5.7, S4.M5.8, S4.H2.L1 (Working with Others); S4.M6.7, S4.M6.8 (Rules and Etiquette); S4.M7.7, S4.M7.8 (Safety)</p> <p>Standard 5- S5.M6.7, S5.M6.8, S5.H3.L1 (Self-expression and Enjoyment); S5.M6.7, S5.M6.8 (Social Interaction) S5.H1.L1 (Health)</p>	<p>Lesson Objective(s):</p> <p>Students will be able to communicate and demonstrate teamwork while playing the game of doubles.</p>	<p>Equipment Needed:</p> <ul style="list-style-type: none">• One racquet per student.• One ball per student.	
<p>Essential Question (related to objective):</p> <p>How were you able to demonstrate teamwork with a doubles partner? How did you use ball placement and shot control to your advantage?</p>	<p>Interesting Fact:</p> <p>The four biggest tennis tournaments in the world are called “Grand Slams.” The countries they’re played in are Australia, France, England and the United States.</p> <p>Safety Considerations:</p> <p>Students should be reminded of how to move in personal space with a racquet. Be sure students are adequately spaced apart when using their racquets.</p>		

LESSON 6

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Instant Activity</p> <p>Four Square</p>	<p>5 min.</p>	<ul style="list-style-type: none"> Students are to form pairs and position themselves with one team on each side of the net. Each doubles pair is to be positioned in the boundary space or a space designed by both teams. One ball per group of four students. 	<p>Teams are to take turns at starting the point (serve). Servers are allowed two serves.</p> <ul style="list-style-type: none"> Student 1 serves (overhand throw) the ball crosscourt (diagonal), landing the ball over the net and into the boundary area of student 4. Student 4 is to let the ball bounce once before catching. Student 4 then returns the ball (underhand toss) the ball back over the net into Student 1 and 2's space. Continue the rally with underhand tosses over the net, ensuring that the ball bounces in the boundary area. Play first to 10 points. <p><i>Transition: Students in pairs, select a different set of pairs to join. Each set of four students will be on a court, with one racquet per student and one ball per group.</i></p>	<p>Modifications:</p> <ul style="list-style-type: none"> Allow only one serve (overhand throw). Allow two bounces.
<p>Learning Experience 1</p> <p>Volley to Volley (Doubles)</p>	<p>5 min.</p>	<ul style="list-style-type: none"> Students are in pairs and stand next to their partner between the baseline and net, across the net from another partner pair. Students have one ball per group and one racquet per player. 	<p>Review volley (See lesson 3, page 19.)</p> <ul style="list-style-type: none"> Students will volley in pairs with another pair for a certain amount of time (teacher to set time limit). Ball is put in play and the four players see how many successful volley rallies they can complete in a row. Introduce need for partners to communicate, eg; "mine," "switch," and "out." 	<p>Cues:</p> <ul style="list-style-type: none"> Volley: Hammer grip, split step, and block. <p>Modifications:</p> <ul style="list-style-type: none"> Players can choke up on racquet to aid control for volleys. Student on one side of the net can toss the ball . Rally with two students instead of four. <p>Checks for Understanding:</p> <ul style="list-style-type: none"> Are students successfully blocking the ball out of the air, before it hits the ground? Are students using appropriate force? <p>Quick Assessment:</p> <ul style="list-style-type: none"> How many times can students hit four volleys in a row in five minutes?

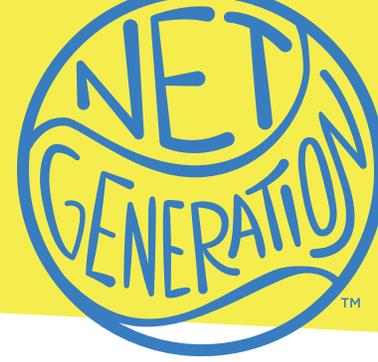
LESSON 6

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
Learning Experience 2 Team Rally (Doubles)	10 min.	<ul style="list-style-type: none"> Students are in pairs with one team standing on baseline and the other at the net. Each student has a racquet and one ball per group of four students. 	<ul style="list-style-type: none"> The ball is put in play by the students at the net and the four players see how many shots in a row they can keep in play. Individuals switch sides of court and teams switch positions after set time (teacher to determine time). Team at the net should be hitting as many volleys as possible and the team at the baseline should be hitting all shots off one bounce. 	<p>Cues:</p> <ul style="list-style-type: none"> Groundstroke: Ready position, side to target, low to high, and aim to target. Volley: Hammer grip, split step, and block. <p>Modifications:</p> <ul style="list-style-type: none"> Players can choke up on racquet to aid control for volleys. Partner can toss the ball to the volleyer. Team at baseline can hit off of multiple bounces. <p>Checks for Understanding:</p> <ul style="list-style-type: none"> Are students successfully rallying over the net?
Learning Experience 3 Bingo!	10 min.	<ul style="list-style-type: none"> Both teams begin with their players on the baseline. Students are in pairs with both teams standing on baseline. Each student has a racquet and two balls per group of four. 	<ul style="list-style-type: none"> All four students standing diagonally across the net (cross court) from each other are hitting to their opponents for the first half of this game. Students are asked to put ball in play and rally cross court with their opponent. As soon as one rally ends, players yell “Bingo!” which signifies that the one ball still in play is now in play for all four students, the game becomes doubles and the whole court is in. Play to ten points. 	<p>Cues:</p> <ul style="list-style-type: none"> Groundstroke: Ready position, side to target, low to high, and aim to target. Volley: Hammer grip, split step, and block. Crosscourt (diagonal). <p>Modifications:</p> <ul style="list-style-type: none"> Students hit directly to their partner in front of them (instead of crosscourt). One pair hits crosscourt, while the other pair waits until the rally ends to put their ball into play for doubles play. <p>Checks for Understanding:</p> <ul style="list-style-type: none"> Are the students able to rally crosscourt? Are the students able to play the “Bingo” point of the game? Are the students able to accumulate points in a reasonable amount of time?

LESSON 6

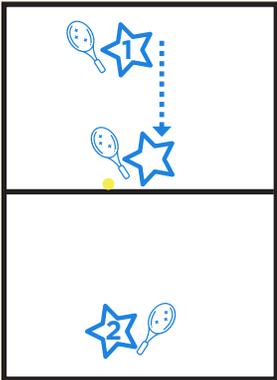
Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Learning Experience 4 Champion of the Court (Doubles)</p>	<p>10 min.</p>	<ul style="list-style-type: none"> Students are in pairs with four racquets and one ball per court. Champ team begins on one baseline and the Challengers on the other. Should be one Champ team and up to three Challenger teams. 	<ul style="list-style-type: none"> Challengers hit an underhand serve to Champs to begin the point. Play out point. If the Champs win, the Challengers go to the end of line. If the Challengers win the 1st point, they play a 2nd point. If the Challengers win the 2nd point, they take the Champs' spot. If Challengers lose the 2nd point, they go to the end of the line. <p><i>Note: Challengers that are waiting will need to be paying close attention to the game and must be ready to quickly join play.</i></p>	<p>Cues:</p> <ul style="list-style-type: none"> Groundstroke: Ready position, side to target, low to high, aim to target. <p>Modifications:</p> <ul style="list-style-type: none"> Play to a set number of Champ Points. Points won at the net count as two. Be aware if one team is the Champ for a long time and look to even out levels. Allow overhand serve or overhand throw. If the Challenger wins, they take the Champs' spot. <p>Checks for Understanding:</p> <ul style="list-style-type: none"> Are all students getting the opportunity to be Champs? Are students hitting shots to open space to end points? Are students using multiple shots, such as volleys and groundstrokes to return the ball?
<p>Closure</p>	<p>5 min.</p>	<ul style="list-style-type: none"> Gather students around court having success. 	<p>Discuss the tactics of playing doubles.</p>	<ul style="list-style-type: none"> Where was your most successful position on the court to win points? What role did the placement of the first ball have in your winning of points? What tactics did you use to win the point? Why is it important to communicate with your teammate?

LESSON 7



Lesson Name: Single Minded	Unit Name & Lesson #: Lesson 7	Grade Level: 7th - 12th Grade	Lesson Length: 45 minutes
<p>National Standards & Grade-Level Outcomes:</p> <p>Standard 1- S1.M13.7, S1.M13.8 (Striking); S1.M14.7, S1.M14.8 (Forehand and backhand); S1.M15.7, S1.M15.8 (Weight transfer); S1.M16.7, S1.M16.8 (Volley), S1.H1.L2, S1.H1.L2 (Lifetime activities)</p> <p>Standard 2- S2.M7.7, S2.M7.8 (Creating space through variations); S2.M8.7, S2.M8.8 (Using tactics and shots), S2.H1.L1, S2.H2.L1 (Movement concepts, principles & knowledge)</p> <p>Standard 3- S3.M5.7, S3.M5.8, S3.H6.L1 (Engages in physical activity)</p> <p>Standard 4- S4.M1.7, S4.M1.8 (Personal Responsibility); S4.M3.7, S4.M3.8 Accepting Feedback); S4.M4.7, S4.M4.8, S4.M5.7, S4.M5.8, S4.H2.L1 (Working with Others); S4.M6.7, S4.M6.8 (Rules and Etiquette); S4.M7.7, S4.M7.8 (Safety)</p> <p>Standard 5- S5.M6.7, S5.M6.8, S5.H3.L1 (Self-expression and Enjoyment); S5.M6.7, S5.M6.8 (Social Interaction) S5.H1.L1 (Health)</p>	<p>Lesson Objective(s):</p> <p>Students will be able to understand and implement strategic choices to aid their chances of success when playing singles in a variety of game situations.</p>	<p>Equipment Needed:</p> <ul style="list-style-type: none">• One racquet per student.• One ball per student.	
<p>Essential Question (related to objective):</p> <p>What tactics can you employ to improve your chance of success in singles?</p>	<p>Interesting Fact:</p> <p>Both the male and female champions of the US Open, the largest tennis tournament in the world, win over \$3,000,000. What would you do with \$3,000,000?</p>		<p>Safety Considerations:</p> <p>Be sure students are adequately spaced apart when using their racquets. Be sure students are aware of their space when moving if racquets are placed on the floor.</p>

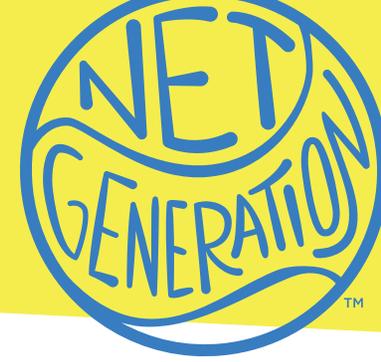
LESSON 7

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Instant Activity</p> <p>Play It Out Mini (Singles)</p>	<p>5 min.</p>	<ul style="list-style-type: none"> Students are to form pairs on opposite sides of the net. Each student has a racquet and one ball per pair. 	<ul style="list-style-type: none"> Student 1 (server) begins the point with a bounce hit from between the baseline and net over the net to student 2 (returner). Student 2 allows the ball to bounce once before returning the ball back over the net. The rally continues until a mistake is made. Encourage students to use all available space and try to play some drop shots (short shot just over the net). 	<p>Modifications:</p> <ul style="list-style-type: none"> Start the point with an overhand throw. Reduce the boundary space on one or both sides. Add spot markers that are close to the net which if you hit you receive two points. No drop shots allowed for the first five rallies.
<p>Learning Experience 1</p> <p>Approach Volley</p>	<p>10 min.</p>	<ul style="list-style-type: none"> Students are to form pairs on opposite sides of the net. Each student has a racquet and one ball per pair. 	<ul style="list-style-type: none"> Student 1 from the baseline is to bounce hit the ball (serve) over the net to student 2. Once student 1 hits the ball, they are to run (approach) the net, and split step once arriving at the net. Student 2 (receiver) is to return the ball back over the net to student 1 and play the point out. At the end of the point, have students switch roles. Students who are playing at the net aim to return the ball out of the air (volley) at all times. Students at the net can start to experiment with how they hit the ball, short or deep. Play first to 10 points. 	<p>Cues:</p> <ul style="list-style-type: none"> Groundstrokes: Ready position, side to target, low to high, and aim to target. Volleys: Hammer grip, split step, and block. <p>Modifications:</p> <ul style="list-style-type: none"> An overhand throw (serve) can be used to start the point. Both students to start from the baseline and they can choose when they want to come to the net. Change partners to adjust for ability levels. <p>Checks for Understanding:</p> <ul style="list-style-type: none"> Are students approaching the net at the appropriate time after the ball is put into play? Are receivers experiencing success returning the ball to their partner? Are players moving or staying still? <p>Quick Assessment:</p> <ul style="list-style-type: none"> How many times are students able to complete the pattern of play before the point is over (serve, approach, return, and volley) out of the 10 points?

LESSON 7

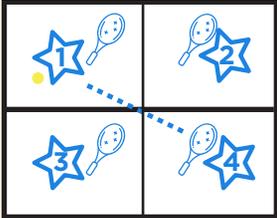
Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Learning Experience 2 Champion of the Court (Singles)</p>	<p>15 min.</p>	<ul style="list-style-type: none"> Students are in groups of four or more with two racquets and one ball per court. The Champ begins on the baseline and the Challengers on the other. 	<ul style="list-style-type: none"> Challenger hits an underhand serve to Champ to begin the point. Play out point. If the Champ wins, the Challenger goes to the end of line. If the Challenger wins the 1st point, they play a 2nd point. If the Challenger wins the 2nd point, they take the Champs' spot. If Challenger loses the 2nd point, they go to the end of the line. <p><i>Note: Challengers that are waiting will need to be paying close attention to the game and must be ready to quickly join play.</i></p>	<p>Cues:</p> <ul style="list-style-type: none"> Groundstrokes: Ready position, side to target, low to high, aim to target. Volleys: Hammer grip, split step, and block. <p>Modifications:</p> <ul style="list-style-type: none"> Play to a set number of Champ Points. Points won at the net count as two. Be aware if one student is Champ for a long time and look to even out levels. Allow overhand serve or overhand throw. If Challenger wins first point, they take the Champ's spot. <p>Checks for Understanding:</p> <ul style="list-style-type: none"> Are all students getting the opportunity to be Champ? Are students hitting shots to open space to end points? Are students using multiple shots, such as volleys and groundstrokes to return the ball?
<p>Learning Experience 3 Team Singles</p>	<p>10 min.</p>	<ul style="list-style-type: none"> Singles teammates (3-5 per team) begin on baseline opposite another singles team. Points are played one player vs. one at a time. One racquet and one ball per team. 	<ul style="list-style-type: none"> Student hits an underhand serve to the other side to begin point. Play out point. Player that wins gets to stay in for a bonus point, losing player must rotate out and next teammate checks in (passing the racquet to teammate). Winning player only plays out one more point before switching with teammates. Play to 10. Switch serving side every two points (moving from right to left on the same side of the net). 	<p>Cues:</p> <ul style="list-style-type: none"> Underhand Serve: Side to target, aim, drop and hit ball before it bounces. Groundstrokes: Ready position, side to target, low to high, aim to target. Volleys: Hammer grip, split step, and block. <p>Modifications:</p> <ul style="list-style-type: none"> Points won at the net count for two. Players rotate after each hit (ping pong style). <p>Checks for Understanding:</p> <ul style="list-style-type: none"> Are students winning points, but also having successful rallies and quality shots?
<p>Closure</p>	<p>5 min.</p>	<ul style="list-style-type: none"> Gather students around court having success. 	<ul style="list-style-type: none"> Discuss the tactics of playing singles. 	<ul style="list-style-type: none"> Does an opponent hit more effectively when they are made to move or stay still? What type of tactics are successful players using? What type of unsuccessful tactics have been used? What shots are you going to try when you play next?

LESSON 8

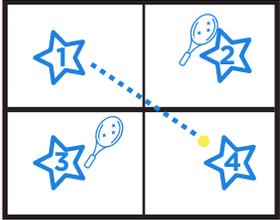


Lesson Name: Double Trouble	Unit Name & Lesson #: Lesson 8	Grade Level: 7th - 12th Grade	Lesson Length: 45 minutes
<p>National Standards & Grade-Level Outcomes:</p> <p>Standard 1- S1.M13.7, S1.M13.8 (Striking); S1.M14.7, S1.M14.8 (Forehand and Backhand); S1.M15.7, S1.M15.8 (Weight Transfer); S1.M16.7, S1.M16.8 (Volley), S1.H1.L2, S1.H1.L2 (Lifetime Activities)</p> <p>Standard 2- S2.M7.7, S2.M7.8 (Creating space through variations); S2.M8.7, S2.M8.8 (Using tactics and shots), S2.H1.L1, S2.H2.L1 (Movement concepts, principles & knowledge)</p> <p>Standard 3- S3.M5.7, S3.M5.8, S3.H6.L1 (Engages in physical activity)</p> <p>Standard 4- S4.M1.7, S4.M1.8 (Personal Responsibility); S4.M3.7, S4.M3.8 Accepting Feedback); S4.M4.7, S4.M4.8, S4.M5.7, S4.M5.8, S4.H2.L1 (Working with Others); S4.M6.7, S4.M6.8 (Rules and Etiquette); S4.M7.7, S4.M7.8 (Safety)</p> <p>Standard 5- S5.M6.7, S5.M6.8, S5.H3.L1 (Self-expression and Enjoyment); S5.M6.7, S5.M6.8 (Social Interaction) S5.H1.L1 (Health)</p>	<p>Lesson Objective(s):</p> <p>Students will be able to understand and implement strategic choices to aid their chances of success when playing doubles in a variety of game situations.</p>	<p>Equipment Needed:</p> <ul style="list-style-type: none">• One racquet per student.• One ball per student.	
<p>Essential Question (related to objective):</p> <p>What different tactics can you employ to improve your chance of success in doubles?</p>	<p>Safety Considerations:</p> <p>Students should be reminded of how to move in personal space with a racquet.</p>		

LESSON 8

Activity	Time	Organization	Skill & Activity Progressions	Checks For Understanding & Modifications
<p>Instant Activity Get to 5! (Toss)</p>	<p>5 min.</p>	<ul style="list-style-type: none"> Students are to form pairs with each student on opposite sides of the net standing in the area they designate. Each student has a racquet and one ball per pair. 	<ul style="list-style-type: none"> Student 1 begins the point with a serve (overhand throw) or bounce hit to student 2. Student 2 allows the ball to bounce once before returning the ball back over the net. Play continues until the players rally the ball five times in a row. See how many continuous rallies of five the players can achieve in five minutes. 	<p>Modifications:</p> <ul style="list-style-type: none"> Serve can be an underhand toss or underhand serve. Increase the space, making the boundary space larger. Only one serve allowed. Lose a point if you lose the rally.
<p>Learning Experience 1 Play It Out Mini (Doubles)</p>	<p>7 min.</p>	<ul style="list-style-type: none"> Students are to choose a partner to play with as their doubles partner. Each doubles pair is positioned between the baseline and net or in a space designed by both teams. Each student is to have a racquet and one ball per group of four. 	<ul style="list-style-type: none"> Teams take turns starting the point (serve). Servers are allowed two serves. Student 1 overhand serves the ball crosscourt, landing the ball over the net and into the boundary space of student 4. Student 4 returns the ball, after it bounces, into student 1 or 2's playing space. The rally continues until a mistake is made. Encourage students to call "mine" or "yours" when moving to the ball to return. Teams play first to 10 points. 	<p>Cues:</p> <ul style="list-style-type: none"> Overhand Serve: Racquet on shoulder, toss, reach, hit with and arc, follow through. Groundstrokes: Ready position, side to target, low to high, aim to target. Volleys: Hammer grip, split step, and block. <p>Modifications:</p> <ul style="list-style-type: none"> Allow only one team to serve for the entire game. Allow only one serve. Points won at net count as two. Allow students to trap the ball, bounce and hit over the net or allow multiple bounces. <p>Checks for Understanding:</p> <ul style="list-style-type: none"> Are partners communicating with each other during the game? Are rallies longer than one hit?

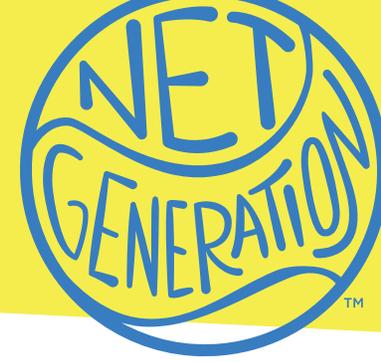
LESSON 8

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Learning Experience 2 Interceptor</p>	<p>9 min.</p>	<ul style="list-style-type: none"> Two pairs of students; one pair on each side of the net. One student in each pair has a racquet and one ball per group of 4 students. Each doubles pair are to be positioned between the baseline and net or a space designed by both teams. 	<ul style="list-style-type: none"> Student 2 and 3 are to play with racquets. Student 1 and 4 are to play without racquets. Student 1 is to start the match with a serve (overhand throw) crosscourt from the baseline crosscourt aiming to land the ball in student 4's boundary space. Student 4 is to allow the ball to bounce once and then return (underhand toss) the ball back across the net to the player without the racquet then play out the point. Student 2 and 3 are encouraged to move (switch places) and try to intercept the rallies with a volley. Student 1 is to serve to the forehand side five times and then to the backhand side five times (student 4 will remain as the returner always). After 10 serves, swap roles with your partner, with student 2 now serving to student 3. After the next set of 10, students 3 and 4 become the servers. <p><i>Transition: Students in pairs, select a different set of pairs to join. Each set of four students will be on a court, with one racquet per student, and one ball per group.</i></p>	<p>Cues:</p> <ul style="list-style-type: none"> Aim, crosscourt (diagonal). Volley: Hammer grip, split step, and block. <p>Modifications:</p> <ul style="list-style-type: none"> The server has to come to the net after serving. The net players are not able to hit the ball out of the air until five rallies have taken place. The server can serve with an overhand serve (racquet). Change the size of the court making it narrower which will give the net players more opportunity to move across the court to volley. <p>Checks for Understanding:</p> <ul style="list-style-type: none"> Are students successfully fulfilling their role in the game? Are students with the racquet successfully intercepting the rally with a volley?
<p>Learning Experience 3 Champion of the Court (Doubles)</p>	<p>9 min.</p>	<ul style="list-style-type: none"> Students are in pairs, each student has a racquet and one ball per court. Champ team begins on one baseline and the Challengers on the other. Should be one Champ team and up to three Challenger teams. 	<ul style="list-style-type: none"> Challengers hit an underhand serve to Champs to begin the point. Play out point. If the Champs win, the Challengers go to the end of line. If the Challengers win, they play another point. If the Challengers win the second point, they take the Champs' spot. If Challengers lose the second point, they go to the end of the line. <p><i>Note: Challengers that are waiting will need to be paying close attention to the game and must be ready to quickly join play.</i></p>	<p>Cues:</p> <ul style="list-style-type: none"> Underhand Serve: Side to target, aim, drop and hit ball before it bounces. Groundstroke: Ready position, side to target, low to high, aim to target. Volley: Hammer grip, split step, and block. <p>Modifications:</p> <ul style="list-style-type: none"> Play to a set number of Champ Points. Points won at the net count as two. Be aware if one team is Champs for a long time and look to even out levels. Allow overhand serve or overhand throw. <p>Checks for Understanding:</p> <ul style="list-style-type: none"> Are all students getting the opportunity to be Champs? Are students hitting shots to open space to end points? Are students using multiple shots, such as volleys and groundstrokes to return the ball?

LESSON 8

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Learning Experience 4 4, 2, 1</p>	<p>10 min.</p>	<ul style="list-style-type: none"> Students are to form pairs with a student on opposite sides of the net standing in the area designed by each student. Each student has a racquet and one ball per pair. 	<ul style="list-style-type: none"> One side hits an underhand serve to put ball in play and point begins. Players receive one point for opponent missing shot into net, long, or wide. Players receive two points for hitting ball that bounced on their side that lands in opponent's court and does not get touched. Players receive four points for hitting ball out of air that lands in opponent's court and doesn't get touched. Play to seven points. Alternate server after two points. 	<p>Cues:</p> <ul style="list-style-type: none"> Groundstroke: Ready position, side to target, low to high, aim to target. Volley: Hammer grip, step, and block. <p>Modifications:</p> <ul style="list-style-type: none"> Players have to begin the point by standing behind baseline. Teachers can award bonus points or change up the point structure (e.g., five points for a backhand volley that lands in opponent's court and doesn't get touched). Play as singles or doubles. Make sure balls being hit out of the air are being blocked with appropriate force. <p>Checks for Understanding:</p> <ul style="list-style-type: none"> Are students able to score seven points in a reasonable amount of time? Are students able to execute different types of shots in a game situation?
<p>Closure</p>	<p>5 min.</p>	<ul style="list-style-type: none"> Gather students around court having success. 	<ul style="list-style-type: none"> Discuss the tactics of playing doubles. 	<ul style="list-style-type: none"> What were some successful doubles tactics? Did your doubles partners communicate with you? Why is this important? Were there opportunities to intercept the ball? How were you able to use these opportunities? What shots are you going to try the next time you play?

LESSON 9



Lesson Name: Play Your Way	Unit Name & Lesson #: Lesson 9	Grade Level: 7th - 12th Grade	Lesson Length: 45 minutes
<p>National Standards & Grade-Level Outcomes:</p> <p>Standard 1- S1.M13.7, S1.M13.8 (Striking); S1.M14.7, S1.M14.8 (Forehand and Backhand); S1.M15.7, S1.M15.8 (Weight Transfer); S1.M16.7, S1.M16.8 (Volley) S1.H1.L2, S1.H1.L2 (Lifetime Activities)</p> <p>Standard 2- S2.M7.7, S2.M7.8 (Creating space through variations); S2.M8.7, S2.M8.8 (Using tactics and shots), S2.H1.L1, S2.H2.L1 (Movement concepts, principles & knowledge)</p> <p>Standard 3- S3.M5.7, S3.M5.8, S3.H6.L1 (Engages in physical activity)</p> <p>Standard 4- S4.M1.7, S4.M1.8 (Personal Responsibility); S4.M3.7, S4.M3.8 Accepting Feedback); S4.M4.7, S4.M4.8, S4.M5.7, S4.M5.8, S4.H2.L1 (Working with Others); S4.M6.7, S4.M6.8 (Rules and Etiquette); S4.M7.7, S4.M7.8 (Safety)</p> <p>Standard 5- S5.M6.7, S5.M6.8, S5.H3.L1 (Self-expression and Enjoyment); S5.M6.7, S5.M6.8 (Social Interaction) S5.H1.L1 (Health)</p>	<p>Lesson Objective(s):</p> <p>Students will be able to design and execute a doubles or singles tennis match.</p>	<p>Equipment Needed:</p> <ul style="list-style-type: none">• One racquet per student.• One ball per student.	
<p>Essential Question (related to objective):</p> <p>What did you need to do to be successful in doubles? How is it different from what you needed to do to be successful at singles?</p>		<p>Safety Considerations:</p> <p>Be sure students are adequately spaced apart when using their racquets. Be sure students are aware of their space when moving if racquets are placed on the floor.</p>	
<p>Interesting Fact:</p> <p>Arthur Ashe was the first African-American male to win the US Open. Althea Gibson was the first African-American female to win the U.S. Nationals, later named the US Open.</p>			

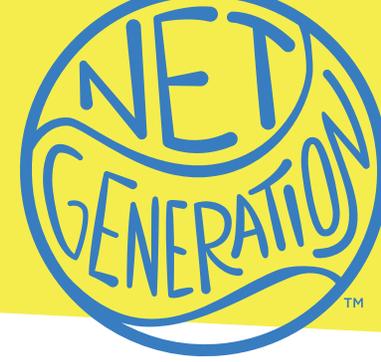
LESSON 9

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Instant Activity Cooperative Warm-up</p>	<p>5 min.</p>	<ul style="list-style-type: none"> Students in partners, facing another set of partners across the net. Each student has a racquet and one ball per four students. 	<ul style="list-style-type: none"> Students are to choose a doubles partner. Each doubles pair is to be positioned between the baseline and net or a space designed by both teams. One student bounce hits the ball to start the rally baseline to baseline. On the teachers cue, one side moves to the net and volleys while the other side continues to rally from the baseline. On the teachers cue, switch roles. <p><i>Transition: Students in pairs, select a different set of pairs to join. Each set of four students will be on a court, with one racquet per student and one ball per group.</i></p>	<p>Modifications:</p> <ul style="list-style-type: none"> Students can hit and the receiver can trap the ball before returning. All students can stay at the baseline.
<p>Learning Experience 1 Create Your Own Game (Doubles)</p>	<p>20 min.</p>	<ul style="list-style-type: none"> Students are to work in pairs to create a game of tennis. Each student has a racquet and one ball per pair or group of four. 	<ul style="list-style-type: none"> Students should design their own tennis game. Students can decide a team to play against. Students must decide on a boundary (in and out) and a net that divides the space into two halves. There must be a racquet and ball as well as rules. Play two, 10 minute matches, rotating students around courts. Students may choose who they would like to challenge. <p>Other factors for the students to decide:</p> <ul style="list-style-type: none"> Size of the ball. Size of the racquet. Scoring system. Number of times the ball is allowed to bounce. Shape and size of the boundaries. Serving position, and the type of serve; e.g. overhand first serve and underhand second serve. Number of serves you are allowed. <p><i>Transition: Direct students to gather in the middle of the activity area</i></p>	<p>Cues:</p> <ul style="list-style-type: none"> Groundstroke: Ready position, side to target, low to high, aim to target. Volley: Hammer grip, split step, and block. <p>Modifications:</p> <ul style="list-style-type: none"> Allow students to adapt rules after the game is started (if current rules do not allow the game to be successful). A student starts with a five point head start. <p>Checks for Understanding:</p> <ul style="list-style-type: none"> Make sure students are vetting and creating all of the rules and decisions associated with the game. Are students successfully rallying the ball? Are students having fun?

LESSON 9

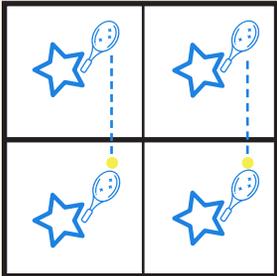
Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Lead Up Game Create Your Own Game (Singles)</p>	<p>15 min.</p>	<ul style="list-style-type: none"> Students are paired up and are to play against each other. Each student has a racquet and one ball per pair. 	<ul style="list-style-type: none"> Play three, five-minute matches, rotating students around courts. Students can create game rules. <p><i>Note: Sportsmanship – make sure the students create games that are fun and fair.</i></p>	<p>Cues:</p> <ul style="list-style-type: none"> Overhand Serve: Racquet on shoulder, toss, reach, hit with an arc, follow through. Groundstroke: Ready position, side to target, low to high, aim to target. Volley: Hammer grip, split step, and block. <p>Modifications:</p> <ul style="list-style-type: none"> Allow students to adapt rules after the game is started (if current rules do not allow the game to be successful). <p>Checks for Understanding:</p> <ul style="list-style-type: none"> Check to see if students are successfully rallying the ball. Check to see if students are having fun .
<p>Closure</p>	<p>5 min.</p>	<ul style="list-style-type: none"> Have the students put away their racquets and tennis balls. Students should be sitting facing the teacher. 	<p>Discuss the tactics of playing a game that you created.</p>	<ul style="list-style-type: none"> How did the decisions you made in creating the game affect the quality of the game? After playing your designed games would you make the same decisions again? How did playing singles versus playing doubles change your game design?

LESSON 10



Lesson Name: Doubles Finals	Unit Name & Lesson #: Lesson 10	Grade Level: 7th - 12th Grade	Lesson Length: 45 minutes
<p>National Standards & Grade-Level Outcomes:</p> <p>Standard 1- S1.M13.7, S1.M13.8 (Striking); S1.M14.7, S1.M14.8 (Forehand and Backhand); S1.M15.7, S1.M15.8 (Weight Transfer); S1.M16.7, S1.M16.8 (Volley), S1.H1.L2, S1.H1.L2 (Lifetime Activities)</p> <p>Standard 2- S2.M7.7, S2.M7.8 (Creating space through variations); S2.M8.7, S2.M8.8 (Using tactics and shots), S2.H1.L1, S2.H2.L1 (Movement Concepts, Principles & Knowledge)</p> <p>Standard 3- S3.M5.7, S3.M5.8, S3.H6.L1 (Engages in physical activity)</p> <p>Standard 4- S4.M1.7, S4.M1.8 (Personal Responsibility); S4.M3.7, S4.M3.8 Accepting Feedback); S4.M4.7, S4.M4.8, S4.M5.7, S4.M5.8, S4.H2.L1 (Working with Others); S4.M6.7, S4.M6.8 (Rules and Etiquette); S4.M7.7, S4.M7.8 (Safety)</p> <p>Standard 5- S5.M6.7, S5.M6.8, S5.H3.L1 (Self-expression and Enjoyment); S5.M6.7, S5.M6.8 (Social Interaction) S5.H1.L1 (Health)</p>	<p>Lesson Objective(s):</p> <p>Students will be able to implement strategic and technical knowledge to aid success in doubles match play situations.</p>	<p>Equipment Needed:</p> <ul style="list-style-type: none">• One racquet per student.• One ball per student.	
<p>Essential Question (related to objective):</p> <p>How were you able to implement doubles knowledge to increase chances of success in match play situations?</p>	<p>Safety Considerations:</p> <p>Be sure students are adequately spaced apart when using their racquets. Be sure students are aware of their space when moving if racquets are placed on the floor.</p>		

LESSON 10

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Instant Activity Cooperative Rally</p>	<p>5 min.</p>	<ul style="list-style-type: none"> Students in partners, facing another set of partners across the net. Each student has a racquet and two balls per group of four. 	<ul style="list-style-type: none"> Students are to choose a partner to play with as their doubles partner, then opponents to rally with. Each doubles pair are to stand opposite each other in play space. Students are to bounce hit the ball back and forth to each other over the net, cooperatively with the student directly across the net from them, to warm up. Students try to complete as many successful cooperative rallies in five minutes. <p><i>Transition: Students in pairs, select a different set of pairs to join. Each set of four students will be on a court, with one racquet per student and one ball per group.</i></p>	<p>Modifications:</p> <ul style="list-style-type: none"> One ball for a group of four. The ball can go to any player across the net.
<p>Key End Game Up and Down the River (Doubles)</p>	<p>35 min.</p>	<ul style="list-style-type: none"> Students partner up for doubles competition. Each student has a racquet and one ball per group of four. 	<ul style="list-style-type: none"> All doubles teams are assigned to a court. Students put the ball into play with an overhand throw or underhand serve. Rotate servers after every point. Play can be run to music or to a set amount of time. At the end of each round, one side of the net moves to the next court in a certain direction and their opponents move the other direction. Alternative Format: arrange class into two different pools; one where students want to compete and the other where students want to be more social and less competitive. Remind students to communicate with their doubles partner. 	<p>Cues:</p> <ul style="list-style-type: none"> Ready position, aim, look for open space, communication. <p>Modifications:</p> <ul style="list-style-type: none"> Players change partners for each rotation. Increase/decrease the size of the play space. Use different size balls. <p>Check for Understanding:</p> <ul style="list-style-type: none"> Are partners' high-fiving each other and enjoying themselves? Are students successfully rallying the ball? Are students using a variety of shots during the matches (volley, forehand and backhand)? Are students moving to open space?
<p>Closure</p>	<p>5 min.</p>	<ul style="list-style-type: none"> Gather students around teacher. 	<ul style="list-style-type: none"> Discuss the tactics of playing doubles. 	<ul style="list-style-type: none"> What was your favorite part of tennis? What interesting fact do you remember? Are you going to play in high school? What are you going to do to keep playing?

ASSESSMENT

Level	Form & Choice of Strokes	Hits to Open Spaces	Returns Ball
3 (Proficient)	Consistently uses a technically correct groundstroke and consistently chooses to use the forehand or backhand appropriately at least four out of five strokes.	Consistently hits the ball into open space away from their opponent about 80% of the time or more.	Consistently returns a playable ball (a ball that is reasonably reachable) over the net into the opposing court at least four out of five times.
2 (Competent)	Usually uses a technically correct groundstroke and usually chooses to use the forehand or backhand appropriately three out of five strokes.	Usually hits the ball into open space away from their opponent about 60-79% of the time or more.	Usually returns a playable ball (a ball that is reasonably reachable) over the net into the opposing court three out of five times.
1 (Needs Improvement)	Sometimes uses a technically correct groundstroke and sometimes chooses to use the forehand or backhand appropriately two or less strokes out of five.	Sometimes hits the ball into open space away from their opponent less than 60% of the time or more.	Sometimes returns a playable ball (a ball that is reasonably reachable) over the net into the opposing court two or less time out of five.

