

El Monte Union High School District

Course Outline

District: EMUHSD

High School: _____

<p>Course Title: Tennis</p> <p>Textbook(s): Teaching Tennis: Steps to Success</p> <p>Copyright date/Edition: 1998</p> <p>Transitional* _____ (Eng. Dept. Only)</p> <p>Sheltered (SDAIE)* _____ Bilingual* _____</p> <p>AP** _____ Honors** _____</p> <p>Department: Physical Education</p> <p>CTE*** : Industry Sector: _____ Pathway: _____</p> <p>Check One Introductory: _____ Concentrator: _____ Capstone: _____</p> <p>Grade Level (s): 10,11,12 _____ _____</p> <p>Semester _____ Year <u>X</u></p> <p>Year of State Framework Adoption _____</p>	<p>This course meets graduation requirements:</p> <p>() English () Fine Arts () Foreign Language () Health & Safety () Math (x) Physical Education () Science () Social Science () Elective</p> <p>This course meets a-g requirements:</p> <p>() "a" – Social Studies () "b" – ELA () "c" – Math () "d" – Lab Science () "e" – Language (not English) () "f" – Vis/Perf Arts () "g" – College prep elective</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;">Department/Cluster Approval</th> <th style="text-align: left; border-bottom: 1px solid black;">Date</th> </tr> </thead> <tbody> <tr> <td style="border-bottom: 1px solid black;">_____</td> <td style="border-bottom: 1px solid black;">_____</td> </tr> <tr> <td style="border-bottom: 1px solid black;">_____</td> <td style="border-bottom: 1px solid black;">_____</td> </tr> <tr> <td style="border-bottom: 1px solid black;">_____</td> <td style="border-bottom: 1px solid black;">_____</td> </tr> <tr> <td style="border-bottom: 1px solid black;">_____</td> <td style="border-bottom: 1px solid black;">_____</td> </tr> <tr> <td style="border-bottom: 1px solid black;">_____</td> <td style="border-bottom: 1px solid black;">_____</td> </tr> <tr> <td style="border-bottom: 1px solid black;">_____</td> <td style="border-bottom: 1px solid black;">_____</td> </tr> <tr> <td style="border-bottom: 1px solid black;">_____</td> <td style="border-bottom: 1px solid black;">_____</td> </tr> <tr> <td style="border-bottom: 1px solid black;">_____</td> <td style="border-bottom: 1px solid black;">_____</td> </tr> <tr> <td style="border-bottom: 1px solid black;">_____</td> <td style="border-bottom: 1px solid black;">_____</td> </tr> </tbody> </table> <p>Is this course an adaptation from another source? <input type="checkbox"/> No <input type="checkbox"/> Yes</p> <p>If yes, please indicate the source of the original course: _____ _____</p>	Department/Cluster Approval	Date	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
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*Instructional materials appropriate for English Language Learners are required.

For AP/Honors course **attach a page describing how this course is above and beyond a regular course. Also, explain why this course is the equivalent of a college level class.

***For CTE, **attach the CTE course outline** created in the online template (<http://ctecourse.scoe.net/>).

1. Prerequisite(s): PE 9

2. Short description of course which may also be used in the registration manual:

A course teaching the fundamental skills of tennis. Court play, conditioning and sportsmanship will be topics covered.

Objectives of course

At the completion of the course students will:

demonstrate intermediate to advanced beginner level skills and knowledge of the fundamentals of tennis

get exposed to singles and doubles play and strategies

develop body control and kinesthetic awareness through basic tennis skills .

become familiar with the history of tennis, game and etiquette rules, and the scoring system

Overall course content

A course teaching the fundamental skills of tennis. Basic strokes; the forehand and the backhand drives, the flat and spin serve, volley, lob, and smash; history, rules, scoring, and court etiquette. Basic singles and doubles court play and game strategies. In addition, warm-up and cool-down procedures, as well as conditioning and nutrition for sport participation will be covered.

Student performance standards

Student must identify and follow rules while playing sports and games.

Demonstrate movement skills and movement knowledge. Express social development with other students and staff.

Show evidence of a positive self-image.

Provide evidence of knowledge of strategies and the history of each sport.

Evaluation/assessment/rubrics

Wearing the proper athletic clothes.

Effort put forth in each activity.

Scores on various skill tests.

Written tests on rules and strategies of various sports.

Grades will be given based on the percentage of points each student has earned. Students will also receive a citizenship grade based on their behavior in the classroom.

Grading Scale

- . A = 90% - 100%
- . B = 80% - 89%
- . C = 70% - 79%
- . D = 60% - 69%
- . F = 50% - 59%

3. **Course content:**

Number of units (minimum of 6): _____

Unit Title: Sportsmanship

Content: Students will receive instruction in the following topics:

Etiquette

Being a positive influence on teammates

Self-control of emotions

Proper behavior when winning and losing
How to conduct yourself regarding officials

Sample Assignment:

Students practice greeting and congratulating team members and opponents before and after the game.

Culminating Project:

Students are evaluated in a real game situation in the areas of the aforementioned “Content”.

Unit Title: **Groundstrokes**

Content:

The forehand and backhand groundstrokes are discussed and practiced
Strategy is taught on when to use these shots in a game and where to place them on the court
Both strokes are practiced with critique and instruction in various drills

Sample Assignment:

Students are fed balls and they practice hitting the various shots

Culminating Project:

The students are fed balls and told to hit their shot to a specific area of the court (cones can be used as targets). 10 attempts are made, the number of successful strokes is recorded. The winning student receives extra credit

Unit Title: **Non-ground strokes**

Content:

These strokes include; smash, volley, drop and lob

Sample Assignment:

Students are fed balls and they practice hitting the various shots

Culminating Project:

The students are fed balls and told to hit their shot to a specific area of the court (cones can be used as targets). 10 attempts are made, the number of successful strokes is recorded. The winning student receives extra credit

Unit Title: **Serve**

Content:

This is the most important stroke in tennis. A large percentage of points are won by the server

Sample Assignment:

a Students are taught the fundamentals of the serve by demonstration and discussion. They then go through progression which includes; frying pan serve, easy regular serve, medium effort serve.

Culminating Project:

Students now attempt a full effort serve. The students attempt 10 serves and the amount they make in the servers box are kept

Unit Title: **Strategy and Rules**

Content:

Students are taught the rules of the game and offensive and defensive strategies.

Sample Assignment:

Teacher walks students around court pointing out the names of the different parts of the court
Various situations are gone over ie...the difference between a “net” and “let” serve

Culminating Project:

A single demonstration game is set up and the class watches as the rules and strategies are explained by the teacher after each point

Unit Title: **Watching the Professionals**

Content:

Students are shown videos of Professional players and observe their skill and strategy

Culminating Project:

Students are given a checklist and keep track of various aspects of what they see, may include; number of groundstrokes vs. volleys, percentage of 1st serves that are good.

4. Describe how this course integrates the schools SLO (former ESLRs- Expected School-wide Learning Results):

(A) Graduates of Rosemead High School will be **ACADEMIC ACHIEVERS** who:

Exhibit good study and work habits and effectively use time and time management skills.

Students will be given the opportunity to show good work habits every day during each sport activity by giving forth a credible effort. Students will have their knowledge and instinct engaged by remembering rules and strategies of each sport activity.

(B) Graduates of Rosemead High School will be **RESPONSIBLE CITIZENS** who

Are able to work in collaborative groups to produce an outcome in a timely manner.

Students will have the opportunity to work together as a team in every game activity. They will learn that to be successful in this situation they must be a positive influence.

(C) Graduates of Rosemead High School will be **HEALTHY INDIVIDUALS** who

· Exhibit knowledge of high-risk activities that affect their health and how to avoid them.

Students will receive physical training in various activities. The Cardiovascular and Muscular system will receive extensive training.

(D) Graduates of Rosemead High School will be **PROFICIENT TECHNOLOGY USERS** who

Demonstrate competency in the use of computers and their applications.

Students will use Fitbit watches that will track their exercise results. They will need to access the Fitbit app using the technology found in a smartphone, tablet or computer. They will also access the internet with their smartphones for research on how to do various physical activities and to familiarize themselves with game play of various sports.

(E) Graduates of Rosemead High School will be **EFFECTIVE COMMUNICATORS** who

Effectively read, write, listen, speak and understand the English language

Students will have to effectively communicate with their teammates during games to be successful. They will have to learn the lingo of each sport and communicate the sports strategies to teammates.

(F) Graduates of Rosemead High School will be **COMPLEX THINKERS** who

Utilize creative analytical thinking.

Strategies for each sport requires critical thinking. Students have to think about what the other team is going to do and then develop an offensive and defensive strategy to combat their opponent. They will have to determine their opponent's strengths and weaknesses and plan accordingly. These strategies may have to be adjusted during game play requiring additional analytical thinking.

5. Describe the Integrated ELD teaching techniques to be used to meet the needs of English Language Learners:

Cooperative Learning: Small learning groups (teams)

Visual Learning Methods: Demonstrations of procedures, with hands on learning and directions with
Kinesthetic response to visual and /or auditory instruction.

6. Describe the interdepartmental articulation process for this course:

This course will complement the Science department because instruction will be given in kinesiology and anatomy/physiology

7. Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe how this course will address work-based learning/school to career concepts:

Through the variety of activities students will learn of several professions that relate to Physical Education, including; game official, physical trainer, recreational leader, coaching, physical therapist and athletic trainer.

8. Supplemental Materials of Instruction (Note: Materials of instruction for English Language Learners are required and should be listed below.)

Type of material (book, manual, periodical, article, website, primary source document, etc.)	Author	Publisher	Edition/ Year	URL	Primary book, read in its entirety? (Y/N)
Teaching Tennis: Steps to Success	Jim Brown	Leisure Pr	1988		Y