



SOUTH CAROLINA
STATE DEPARTMENT
OF EDUCATION

South Carolina Physical Education Secondary Curriculum Guidelines

Standards and Indicators
2nd Edition

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2013

South Carolina Physical Education Instructional Guidelines

The South Carolina Secondary Physical Education Instructional Guidelines is a support document to the *South Carolina Academic Standards for Physical Education 2008*. The six standards of the 2008 South Carolina Standards document match the six standards found in the National Physical Education Standards. The purpose of this document is to facilitate instructional planning and to stimulate implementation and improvement of quality physical education programs throughout the State of South Carolina. Suggestions for instructional resources, strategies, and activities are included in this document. This is a sampling of activities. Not all indicators found in the 2008 document are listed in the guidelines. Not every indicator listed in this guide has corresponding essential questions. Not all strategies and activities identified in this guide have corresponding assessment strategies. This guide is not meant to be all inclusive for instruction in Physical Education.

This guide represents the work and collective expertise of public school and higher education Physical Education faculty from across the state. Committee members included:

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FOREWORD

Obesity has been termed an epidemic in our society as the numbers of adults and children who are obese has increased dramatically in the last 20 years. More than one-third of adults (37.7%) and almost 17% of children and adolescents are obese (CDC, 2012). These numbers continue to rise. While there are many variables and factors that contribute to this rise in obesity, physical inactivity has been deemed to be a very crucial factor. The need for quality physical education and opportunities to increase the physical activity levels among all Americans of all ages is critical. Generally the interest in physical activity among people of ages is high. People recognize the rewards, health benefits and emotional satisfaction, which come from being physically active. They realize that increased levels of physical activity can help to prevent the onset of degenerative disease, improve the overall fitness of the individual, maintain emotional balance, promote a sense of social well-being, enhance cognitive performances, and contributes to positive leisure habits.

The call for even more health related education programs and opportunities for participation in physical activity is evidenced by numerous government and private groups, organizations which are sponsoring programs to help combat the obesity epidemic. Michelle Obama's, *Let's Move in Schools* initiative is a good example of the intentional effort to educate and provide opportunities for physical activity. The need for quality physical education has also been cited as a critical factor in helping to prevent and decrease the prevalence of obesity.

This intent of this 2nd edition of this document remains the same as the original document. It has been prepared specifically for physical education teachers as a lesson planning guide. It is a resource to guide local districts and their professional staff with the development and implementation of measurable goals, objectives and experiences in physical education settings. Quality physical education programs should help to give children and adolescents the skills, knowledge and dispositions to be lifelong participants in some form of physical activity.

Introduction

Physical Education is a fundamental part of the total education for all children in kindergarten through high school. According to the National Association for Sport and Physical Education (NASPE) well-planned and well-implemented physical education programs can provide many benefits including: improved physical fitness, skill development, healthful physical activity, reinforcement for learning across the curriculum, self-discipline, improved judgment, stress reduction, positive peer socialization, improved self-confidence, improved self-esteem and opportunities to set and strive for personal, achievable goals. According to NASPE guidelines, a high quality physical education program includes the following components: opportunity to learn, meaningful content and appropriate instruction.

Opportunity to Learn:

- Instruction periods totaling 225 minutes per week for secondary level grades.
- Qualified physical education specialist providing a developmentally appropriate program
- Adequate equipment and facilities

Meaningful Content:

- Instruction in a variety of motor skills that are designed to enhance the physical, mental, and social/emotional development of every child
- Fitness education and assessment to help children to understand, improve and maintain their physical well-being
- Development of cognitive concepts about motor skill and fitness
- Opportunities to improve their emerging social and cooperative skills and gain a multi-cultural perspective
- Promotion of regular amounts of appropriate physical activity now and throughout life

Appropriate Instruction:

- Full inclusion of all students
- Maximum practice opportunities for class activities
- Well-designed lessons that facilitate student learning
- Out of school assignments that support learning and practice
- No physical activity as punishment
- Use of regular assessment to monitor and reinforce student learning

The rationale for physical education programs is to provide student the opportunity to acquire skills needed to make positive decision about a healthy, physically active lifestyle. A student's growth and development is guided through quality participation in the psychomotor, cognitive, and affective domains of learning. Program goals are determined by the three major domains of learning.

Psychomotor domain:

- Includes the development of all physical skills through the application and physiological and biomechanical principles
- Motor and fitness skills provide students with the tools necessary for continued participation in leisure and recreational activities

Cognitive domain:

- Includes knowledge, understanding, and application of information necessary for choosing activities for a healthy lifestyle
- Individual and group activities fosters the acquisition of skill in problem solving, decision making and creativity
- Cultural knowledge and history of activities is gained through learning rules, games, strategies and etiquette

Affective domain:

- Includes social learning in development skills essential for positive group interaction and communication
- Respect for self and others is learned through competitive and cooperative actions of good sportsmanship and fair play

Key Concepts –Kindergarten through High School

Themes	Definitions	Sample Activities
Movement Concepts	Movement of the body through space in a safe and purposeful manner.	Swimming, diving, dance, relaxation, self- defense, field events, wrestling, gymnastics, tumbling, unicycle, rock and wall climbing, wind surfing, kayaking, cooperative activities
Fitness	Capacity of the body to distribute oxygen to muscle tissue during increased physical effort, achieving the Target Heart Rate Zone during an activity.	Life fitness, weight training, aerobics, bicycling, rope jumping, swimming, rock and wall climbing, skating, running, hiking
Throwing	Gradual generation of force and momentum within the body which is transferred to an object at release.	Lacrosse, rugby, darts, speedball, team handball, bowling, bocce ball, archery, Frisbee games, shot-put, discus, kayak, canoeing, shuffleboard, horseshoes, water polo, fishing, basketball, softball, baseball, football
Catching	To absorb and control the force of an object in flight.	Football, water polo, volleyball, basketball, handball, badminton, table tennis, soccer, softball baseball, pickle ball, broomball, hockey, Lacrosse, rugby, Frisbee, racquetball
Striking	The momentary contact with an object resulting from force and momentum generated within the body, with a body part or an implement.	Tennis, badminton, hockey, golf, table tennis, polo, pickle ball, broomball, softball, baseball, handball, soccer, racquetball, speedball, football, volleyball, kickball.
Personal Social and Growth Concepts	Developing positive attitudes towards participation in movement activities with enhanced self-esteem, self-awareness, confidence, initiative and leadership through movement	Rules of fair play, safe respectful use of equipment, basic responsibilities including dressing and equipment and play area clean up, sharing, helping and listening to others, establishes personal choice based on personal skill and interest, applies persistence, and self-reflection.

Concept Outcomes – Kindergarten through High School

Psychomotor	Cognitive	Affective
<p>Demonstrate body control and basic movement patterns</p> <p>Demonstrate the ability to:</p> <ul style="list-style-type: none"> ✓ Move safely and efficiently through space ✓ Respond appropriate to visual, auditor and tactile cues ✓ Propel objects safely and efficiently ✓ Receive objects safely and efficiently ✓ Strike objects with body parts safely and efficiently ✓ Strike objects with other objects safely and efficiently <p>Demonstrate the components of physical fitness</p> <p><i>Standards 1, 3 & 4</i></p>	<p>Demonstrate knowledge and comprehension as well as the application, analysis, synthesis and evaluation of the:</p> <ul style="list-style-type: none"> ✓ Safety principals ✓ Principles of effective thinking to movement ✓ Process to solve movement problems ✓ Language associated with movement ✓ Relating physiological principles to movement ✓ Mechanics of movement ✓ Importance of movement to attain and maintain physical fitness and wellness <p><i>Standard 2</i></p>	<ul style="list-style-type: none"> ✓ Model equitable and ethical behavior toward others ✓ Recognize and respect individual similarities and differences ✓ Experience challenges and enjoyment through physical movement <p><i>Standards 5 & 6</i></p>

Academic Standards for Physical Education

The academic standards describe what students should know and be able to do.
Standard 1: The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities.
Standard 2: The student will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performing of physical activities.
Standard 3: The student will participate regularly in physical activity.
Standard 4: The student will achieve and maintain a health-enhancing level of physical fitness.
Standard 5: The student will exhibit responsible personal and social behavior that respects self and others in physical-activity settings.
Standard 6: The student will demonstrate awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression, and social interaction.

State Adopted Instructional Materials

Approved by the State Board of Education on June 1, 2002
<p><u>Grades 6-12</u> Personal Fitness: Looking Good and Feeling Good, 4th Edition, Kendell/Hunt Publishing Company, 2000</p>
<p><u>Grades 8-12</u> Personal Fitness for you, 3rd Edition: Hunter Textbooks, 2007</p>
<p>Foundations of Personal Fitness McGraw Hill: 1997</p>

Physical Education Time Requirements

State Regulation	Grade Level	Minimum Time Requirement
Defined Programs, 1997 R-43-232	Grades 6-8	Physical Education must be offered as part of the basic program/curriculum. Schools must determine the amount of instructional time in a subject area as approved by the local board of trustees.

SECONDARY PHYSICAL EDUCATION (6-12)

Standard 1

The content of the physical education curriculum is divided into seven strands in the document for the secondary level: (1) Fitness for Life, (2) Net/Racket Activities, (3) Target Activities, (4) Team Activities, (5) Outdoor Pursuits/Leisure Activities, (6) Individual Activities, and (7) Dance. All content is developed in a task analysis progression. The format includes three columns: (1) Task Development; (2) Quality of Movement; and (3) Assessment. NASPE's *Secondary PE Metrics* assessment tasks and competency criteria are included in the Assessment column. The content of each strand is focused primarily on the acquisition of motor skills. Key cognitive competencies have been identified in each of the seven activity strands. The cognitive competencies are to be integrated when each unit is taught. The affective competencies for secondary students in physical education are to be integrated into all content and activity strands whenever possible. Districts are encouraged to select representative activities from most of the seven activity strands to be required for the 6th-8th grade program so that students will continue to develop an adequate movement base. At the high school level, districts are required to design a selective program that addresses the fitness strand for all students as well as at least one activity from the seven strands for students to demonstrate competency. Districts are encouraged to select from at least four other strands of the total selective physical education program to fulfill their required high school unit in physical education.

It is recommended that districts (or at least feeder schools and the high school) plan the secondary curriculum together in order to provide the most appropriate scope and sequence of activity units. Each activity unit is planned to extend a minimum of fifteen to twenty lessons. It is required that all students participate in a Fitness for Life unit which extends a minimum of thirty lessons.

Secondary Curriculum Overview

Fitness for Life	Net/Racket Activities	Target Activities	Team Activities	Outdoor Pursuits	Individual Activities	Dance
Concepts Flexibility Weight Training Aerobics	Badminton Racquetball Table Tennis Tennis Volley ball	Archery Bowling Golf	Basketball Football Soccer Softball Team Handball	Adventure/Ropes Backpacking Canoeing Orienteering	Gymnastics Self-Defense Weight Training Wrestling	Creative Modern Recreational/Social Folk Square

Sample Content Strands

Net Activity

Tennis

Tennis is a popular game which requires skill and strategic thinking. This activity combines the skills of running, sliding, tossing, and striking with a tennis racket. The basic objective of the game is to strike the ball over a net to the opponent's side of the court using various types of strokes so that the opponent cannot return the ball effectively.

Tennis can be played as singles games or doubles games. An adequate description of the court and rules is available at <http://www.usta.com>. The U.S. Tennis Association is the national governing body for tennis in the United States. It is the largest tennis organization in the world with a mission to “promote and develop the growth of tennis” (USTA.com).

To introduce the game of tennis into the instructional program, one should consider the pre-requisite skills that a learner should have acquired: (1) striking with a short handled implement (2) throwing - overhand, underhand (3) being able to move at different speeds and in different directions by running and sliding.

Consideration should be given to the following:

1. Equipment. Purchase enough tennis rackets and tennis balls so that you have a minimum of one racket and ball for every 2 learners.
2. Nets. If you do not have tennis courts, consider purchasing portable tennis nets. A rope between two poles can also work as a tennis net.
3. Court dimensions. Adjust dimension by decreasing length and width whenever possible.
4. Introduce rules and scoring as needed in applying the skills to game-like situations. Check the resource list for suggested materials.
5. Do not introduce serving first. It can be a difficult skill to learn and master. Students should learn the basic groundstrokes first so that they are able to play a modified game of tennis.

Objectives: The learner will be able to:

1. Demonstrate skillful forehand and backhand groundstrokes when tossed or hit from a partner.
2. Combine skills to switch between different types of strokes when appropriate.
3. Use the serve to efficiently and effectively put the ball into play.
4. Demonstrate offensive strategies by hitting the ball away from your opponent (i.e., using cross-court, down-the-line or passing shots) during a modified and/or regulation game.
5. Demonstrate offensive strategies by using the volley, smash, lob, and drop shots during modified and/or regulation game.
6. Demonstrate defensive strategies (i.e., return to ready position after each hit in the middle of the court or by lobbing the ball high and to the back third of the opponent's court when in a scramble, etc.) during a modified and/or regulation game.
7. Use the basic skills, offensive and defensive strategies to play a modified game of singles and doubles tennis.

Task Development	Quality of Movement	Assessment
Major Tasks: Grips		
<p>Students should use a grip that is most comfortable and allows for the greatest chance of success when hitting groundstrokes.</p> <p>Eastern his grip can also be called a handshake grip</p>	<p>Eastern Grip Technique:</p> <ol style="list-style-type: none"> 1. With the racket shaft perpendicular to the court, grab the handle with your dominant hand like you are shaking hands 2. Four fingers curl around the racket for grip 3. Top of wrist is slightly to the right of the top of the handle 4. Thumb and index finger make a V on the top of the handle 	
Western	<p>Western Grip Technique:</p> <ol style="list-style-type: none"> 1. Hold the racket with an Eastern grip 2. Keeping the racket shaft perpendicular to the ground, rotate your hand to the outside, around the handle until your palm is facing up 3. Hold hand so that thumb and index finger make a V on the top of the handle and the shaft is now parallel to the ground (racket face should be facing the ground) 	<p>Students are able to demonstrate each grip and switch between grips using the correct grip technique 8 out of 10 times.</p>
<p>Semi-western This grip is half way between an Eastern grip and a Western grip</p>	<p>Semi-western Grip Technique:</p> <ol style="list-style-type: none"> 1. Hold the racket with an Eastern grip 2. Keeping the racket shaft perpendicular to the ground, rotate your hand to the outside, around the handle until it is positioned between the Eastern and Western grips 3. Hold hand so that thumb and index finger make a V on the top of the handle and the shaft is now at an angle to the floor 	

Task Development	Quality of Movement	Assessment
Major Task: Groundstrokes		
Forehand Groundstroke (Self-Volley) -Student tosses ball to self, allows the ball to bounce, then uses a forehand groundstroke to hit to ball to the wall or a partner 15 feet away.	Forehand Groundstroke Technique: 1. Forehand grip 2. Opposite shoulder faces target, opposite foot forward 3. Toss ball underhand and allow it to bounce waist high on your forehand side 4. Bring racket back 5. Follow through in a low to high motion 6. Roll wrist during contact with the ball	Student hits the ball to the wall or partner using the correct forehand grip and technique 3 out of 5 times.
Backhand Groundstroke (Self-Volley) -Student tosses ball to self, allows the ball to bounce, then uses a backhand groundstroke to hit the ball to the wall or a partner 15 feet away.	Backhand Groundstroke Technique: 1. Backhand grip (eastern grip) 2. Same shoulder faces target, same foot forward 3. Toss ball underhand and allow it to bounce waist high on your backhand side 4. Bring racket back 5. Shift weight forward 6. Follow through in a low to high motion	Student hits the ball to the wall or partner using the correct backhand grip and technique 3 out of 5 times.
Ready Position and Crossover Step (Stationary) -Students perform a crossover step, then a forehand or backhand ground stroke -Students return to ready position -This task should start in slow motion and gradually increase speed	Ready Position and Crossover Step Technique (stationary): 1. Ready position 2. Change to appropriate grip as you step over 3. Step trailing foot over so that your body is square to the target 4. Use the correct groundstroke technique 5. Return to ready position	Starting in ready position, the student chooses the correct grip, performs the crossover step, swing, and returns to ready position 3 out of 5 times.
Ready Position and Crossover Step (Moving) -Teacher points to the left or right -Students shuffle 10 feet in that direction, perform a crossover step, then a forehand or backhand ground stroke -Students return to ready position -This task should start in slow motion and gradually increase speed	Ready Position and Crossover Step Technique (moving): 1. Ready position 2. Shuffle your feet to the side 3. Change to appropriate grip as you shuffle 4. Step trailing foot over so that your body is square to the target 5. Use the correct groundstroke technique 6. Return to ready position	Starting in ready position, the student shuffles in the correct direction, chooses the correct grip, performs the crossover step, swing, and returns to ready position 3 out of 5 times.
Forehand Return From a Partner Toss (stationary) -The student tosses the ball underhand to his/her partner's forehand side.	Forehand Return From a Partner Toss (stationary) Technique: 1. The student tosses the ball underhand to his/her partner's forehand side so that it bounces only once and	See how many times in a row you can hit the ball using the forehand so that the ball goes over the net and lands in bounds.

Task Development	Quality of Movement	Assessment
<p>The partner hits the ball using a forehand stroke back to the tosser. Repeat 5 to 10 times and switch places.</p>	<p>he/she does not have to move to hit the ball. 2. The hitter should be in ready position. 3. As the ball is tossed, the hitter should change grips, use a cross-over step, and hit the ball using a forehand groundstroke. 4. The hitter should try to hit the ball back to the tosser. 5. The hitter begins to hit the ball to the back corners away from the tosser.</p>	<p>See if you can hit the ball back to your partner so that he/she can catch it.</p> <p>See if you can hit the ball across the court to the back corner (cross-court) away from the tosser.</p> <p>See if you can hit the ball down-the-line to the back corner away from the tosser.</p>
<p>Backhand Return From a Partner Toss (stationary) - In partners, the partner with the tennis ball is on one side of the net, while the partner with the racket is on the other side. The student tosses the ball underhand to his/her partner's backhand side. The partner hits the ball using a backhand stroke back to the tosser. Repeat 5 to 10 times and switch places.</p>	<p>Backhand Return From a Partner Toss (stationary) Technique: 1. The student tosses the ball underhand to his/her partner's backhand side so that it bounces only once and he/she does not have to move to hit the ball. 2. The hitter should be in ready position. 3. As the ball is tossed, the hitter should change grips, use a cross-over step, and hit the ball using a backhand groundstroke. 4. The hitter should try to hit the ball back to the tosser. 5. The hitter begins to hit the ball to the back corners away from the tosser.</p>	<p>See how many times in a row you can hit the ball using the backhand so that the ball goes over the net and lands in bounds.</p> <p>See if you can hit the ball back to your partner so that he/she can catch it.</p> <p>See if you can hit the ball across the court to the back corner (cross-court) away from the tosser.</p> <p>See if you can hit the ball down-the-line to the back corner away from the tosser.</p>
<p>Forehand Return From a Partner Toss (moving) - In partners, the partner with the tennis ball is on one side of the net, while the partner with the racket is on the other side. The student tosses the ball underhand to his/her partner's forehand side. The partner hits the ball using a forehand stroke back to the tosser. Repeat 5 to 10 times and switch places.</p>	<p>Forehand Return From a Partner Toss (moving) Technique: 1. The student tosses the ball underhand to his/her partner's forehand side (about 10 feet to the side) so that it bounces only once and he/she has to move to hit the ball. 2. The hitter should be in ready position. 3. As the ball is tossed, the hitter should change grips, shuffle, use a cross-over step, and hit the ball using a forehand groundstroke. 4. The hitter should try to hit the ball back to the tosser.</p>	<p>See how many times in a row you can hit the ball using the forehand so that the ball goes over the net and lands in bounds.</p> <p>See if you can hit the ball back to your partner so that he/she can catch it.</p>
<p>Backhand Return From a Partner Toss (moving) - In partners, the partner with the tennis ball is on one side of the net, while the partner with the racket is on the other side. The student tosses the ball underhand to his/her partner's backhand side. The partner hits the ball using a backhand stroke back to the tosser. Repeat 5 to 10 times and switch places.</p>	<p>Backhand Return From a Partner Toss (moving) Technique: 1. The student tosses the ball underhand to his/her partner's backhand side (about 10 feet to the side) so that bounces only once and he/she has to move to hit the ball. 2. The hitter should be in ready position. 3. As the ball is tossed, the hitter should change grips, shuffle, use a cross-over step, and hit the ball using a backhand groundstroke.</p>	<p>See how many times in a row you can hit the ball using the backhand so that the ball goes over the net and lands in bounds.</p> <p>See if you can hit the ball back to your partner so that he/she can catch it.</p>

Task Development	Quality of Movement	Assessment
<p>Combine Forehand and Backhand Return From a Partner Toss - In partners, the partner with the tennis ball is on one side of the net, while the partner with the racket is on the other side. The student tosses the ball underhand to either his/her partner's forehand or backhand side. The partner hits the ball using a forehand or backhand stroke back to the tosser. Repeat 5 to 10 times and switch places.</p>	<p>4. The hitter should try to hit the ball back to the tosser.</p> <p>Combine Forehand and Backhand Return Techniques:</p> <ol style="list-style-type: none"> 1. The student tosses the ball underhand to his/her partner's forehand or backhand side (about 10 feet to the side) so that bounces only once and he/she has to move to hit the ball. 2. The hitter should be in ready position. 3. As the ball is tossed, the hitter should change grips, shuffle, use a cross-over step, and hit the ball using a backhand groundstroke. 4. The hitter should try to hit the ball back to the tosser. 5. The tosser should mix up the tosses so that the hitter does not know to which side they will be coming. 	<p>See how many times in a row you can hit the ball using the correct groundstroke so that the ball goes over the net and lands in bounds.</p> <p>See if you can hit the ball back to your partner so that he/she can catch it.</p> <p>See if you can hit the ball to the back corners (using cross-court or down-the-line shot) away from partner.</p>
<p>Forehand and Backhand Rally Over a Net -One partner starts the rally with either an underhand toss or a drop bounce. The other partner returns the ball to his/her partner using a forehand or backhand groundstroke The rally continues until the ball is hit out of bounds or bounces more than once.</p>	<p>Forehand and Backhand Rally Over a Net Technique:</p> <ol style="list-style-type: none"> 1. Try to hit the ball to your partner, rather than away from your partner 2. After each hit, return to ready position at midcourt 	<p>See how many times you and your partner can rally the ball using forehand and backhand groundstrokes.</p>
<p>Forehand and Backhand Game - One partner starts the rally with either an underhand toss or a drop bounce. The other partner returns the ball to his/her partner using a forehand or backhand groundstroke The game continues until the ball is hit out of bounds or bounces more than once.</p>	<p>Forehand and Backhand Game Technique:</p> <ol style="list-style-type: none"> 1. Try to hit the ball away from your partner, rather than to your partner 2. After each hit, return to ready position at midcourt <p>Introduce the concept of hitting cross-court and down-the-line shots (hitting to open space)</p>	<p>Keep score using tennis scoring rules. Visit www.usta.com to see the tennis scoring rules. See which partner can win the best of 5 games. Teacher should explain court dimensions - Singles vs. doubles court</p>
<p>Serve Toss (The key to developing a good serve starts with a consistent serve toss. Students should be reminded that they do not have to and should not attempt to hit the ball if they make a poor toss. They can re-toss the ball.) - Each student has a ball and racket, scattered around the court on a line. In a serving position behind the baseline, toss the ball up and slightly forward by extending the arm and racket up and forward. Transfer weight from front to back while bringing racket back.</p>	<p>Serve Toss Technique:</p> <ol style="list-style-type: none"> 1. Stand facing net post with the ball in the front hand, lead foot slightly behind the baseline. 2. Tossing arm should be extended forward 3. Toss the ball about 10 feet high and 1 foot forward. 4. Transfer weight from front to back, while bringing racket back to back scratch position. 5. Ball should land about 12 inches in front of the lead foot in front of the baseline. 	<p>See if you can serve toss the ball so that it lands about 12 inches in front of the lead foot in front of the baseline 3 out of 5 times (the majority of your trials).</p> <p>Place a polyspot 12 inches in front of the lead foot. See how many times in a row you can serve toss the ball so that the ball lands on the target.</p>

Task Development	Quality of Movement	Assessment
<p>Let the ball drop to the court, landing about 12 inches inside the lead foot and in front of the baseline.</p>		
<p>Toss Activity/Task - In a serving position behind the baseline, throw the ball overhand to a partner so that the ball lands in the opposite service court. The partner receiving the ball repeats from his/her side of the court. Repeat 10 times each.</p>	<p>Tossing Technique: 1. Start in same position as a serve toss (the tossing hand should be empty and the ball should be in the racket hand) 2. Toss the “imaginary” ball. 3. Using the correct timing, throw the ball (in the racket hand) overhand as if you were hitting the “imaginary” ball with a racket. 4. The ball that was thrown should go over the net diagonally and land in the opposite service court.</p>	<p>Every time the ball lands in the opposite service court, the thrower scores a point. See which partner can score more points.</p>
<p>Punch-Serve Activity (The key to good serves is developing a routine. Students should develop a serving routine that stays consistent with the teacher’s instruction. More errors occur when students deviate from the serving routine. Once students develop a serving routine, serves will be more consistent and accurate.) - Four students to each court, partners serving diagonally to each other - Use serve toss to initiate serve. Serve the ball to your partner on the other side of the net using the punch serve. -Other partner repeats when ball is received. Complete 10 serves each.</p>	<p>Punch-Serve Technique: 1. Use eastern forehand grip 2. Use serve toss technique 3. Bring racket back so that the edge touches the middle of your back (sometimes called the back-scratch) 4. Swing up and forward at the ball 5. Reach as high as you can so that the racket makes contact with the ball at full reach 6. Snap the wrist as the racket makes contact with the ball</p>	<p>See how many times in a row you can serve the ball using the correct technique so that the ball lands in your partner’s service court.</p> <p>Teacher should explain service lines, service box, server’s position on the service line, and switching after each point.</p>
<p>Punch Serve and Return - Students will do the punch-serve task using the same technique. - This time, the partner receiving the ball will return the serve using the appropriate groundstroke (forehand or backhand)</p>	<p>Punch Serve and Return Technique: Server 1. Uses same punch serve technique. Returner 1. Ready position 2. Let the ball bounce one time 3. Use appropriate groundstroke (forehand or backhand) to hit the ball away from the server</p>	<p>The server receives 1 point for every serve that lands inbounds. The server gets 1 additional chance to serve if the ball does not land inbounds on the first try. (This is called a fault) If the serve hits the top of the net and bounces in bounds, the server gets 2 additional chances to serve. (This is called a let) The returner receives a point if he/she returns the ball so that it lands inbounds.</p>
<p>Forehand Volley - Partners on opposite sides of the net. The tosser is 5 feet from the net, and the hitter is 10 feet away. The partner underhand tosses the ball to the other partner’s forehand side so that the ball does not hit</p>	<p>Forehand Volley Technique: 1. Ready position with eastern forehand grip 2. Step forward with opposite foot 3. Bring racket back slightly (not as much as a forehand groundstroke)</p>	<p>See if you can forehand volley the ball 8 out of 10 times back to the tosser using the correct forehand volley technique.</p>

Task Development	Quality of Movement	Assessment
<p>the ground. The hitter uses the forehand volley to hit the ball back to the tosser. After 10 tosses, partners switch.</p>	<ol style="list-style-type: none"> 4. Bend racket arm slightly 5. Make contact with the ball to the side and slightly in front of your body 6. Strike the ball with little or no follow through 7. Transfer weight to front foot 	
<p>Backhand Volley - Partners on opposite sides of the net. The tosser is 5 feet from the net, and the hitter is 10 feet away. The partner underhand tosses the ball to the other partner's backhand side so that the ball does not hit the ground. The hitter uses the backhand volley to hit the ball back to the tosser. After 10 tosses, partners switch.</p>	<p>Backhand Volley Technique:</p> <ol style="list-style-type: none"> 1. Ready position with eastern backhand grip 2. Step forward with same foot 3. Bring racket back slightly (not as much as a forehand groundstroke) 4. Bend racket arm slightly 5. Make contact with the ball to the side and slightly in front of your body 6. Strike the ball with little or no follow through 7. Transfer weight to front foot 	<p>See if you can backhand volley the ball 8 out of 10 times back to the tosser using the correct backhand volley technique.</p>
<p>Forehand and Backhand Volley - Same task as above, except the partner tosses the ball to the forehand side, then the backhand side. After each partner tosses 10 times, one partner will volley, and the other partner will hit a forehand or backhand groundstroke from a bounce. The partner hitting groundstrokes will start from 15 feet away.</p>	<p>Forehand and Backhand Volley Technique: *See above techniques</p>	<p>See if you can forehand/backhand volley the ball 8 out of 10 times back to the tosser using the correct forehand/backhand volley technique.</p>
<p>Three Hit Combination -One partner serves the ball using a punch serve technique. The other partner returns the serve using the appropriate groundstroke. The server then moves to the net for a volley.</p>	<p>Three Hit Combination Technique: *See above techniques for serve, return, and volley</p>	<p>See if you can combine the three types of strokes 4 out of 5 tries using the correct technique.</p>
<p>Forehand Lob - Partners on opposite sides of the net. One partner is 10 feet away from the net in the volley position. The other partner is at midcourt. - The partner at midcourt bounces the ball and forehand lobs it over his partner's head so that the ball lands in the back third of the court. - The partner at the net runs back to return the ball after it bounces using a forehand or backhand groundstroke. - After 10 lobs, partners switch.</p>	<p>Forehand Lob Technique</p> <ol style="list-style-type: none"> 1. Ready position with forehand grip 2. Plant feet with opposite foot forward 3. Short backswing 4. Open racket face 5. Low-to-high swing 6. Follow through 7. Return to ready position at mid court 	<p>See how many times in a row you can forehand lob the ball so that it goes over your partner's head and lands in the back third of the court.</p>
<p>Backhand Lob - Partners on opposite sides of the net. One partner</p>	<p>Backhand Lob Technique</p> <ol style="list-style-type: none"> 1. Ready position with backhand grip 	<p>See how many times in a row you can forehand lob the ball so that it goes over your partner's head and lands in</p>

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<p>is 10 feet away from the net in the volley position. The other partner is at midcourt.</p> <ul style="list-style-type: none"> - The partner at midcourt bounces the ball and backhand lobs it over his partner's head so that the ball lands in the back third of the court. - The partner at the net runs back to return the ball after it bounces using a forehand or backhand groundstroke. - After 10 lobs, partners switch. 	<ol style="list-style-type: none"> 2. Plant feet with same foot forward 3. Short backswing 4. Open racket face 5. Low-to-high swing 6. Follow through 7. Return to ready position at midcourt. 	<p>the back third of the court.</p>
<p>Serve, Groundstroke, Volley, and Lob Combination</p> <ul style="list-style-type: none"> -Starting with a punch serve, partners play a rally using the appropriate groundstrokes, volleys, and lobs. 	<p>Serve, Groundstroke, Volley, and Lob Combination Technique:</p> <p>*See techniques above</p>	<p>See if you and your partner can combine a serve, groundstroke, volley, and lob in a rally 4 out of 5 times.</p>
<p>Overhead Smash</p> <ul style="list-style-type: none"> - Partners on opposite sides of the net at midcourt. - The tosser has 5-10 balls and underhand tosses a ball high to the other partner. - The other partner smashes the ball over the net so that it lands in the court and bounces high. - After 10 smashes, partners switch. - To decrease difficulty, the partner smashing the ball can self-toss the ball and then smash. - To increase difficulty, the partner can lob the ball instead of tossing it. 	<p>Overhead Smash Technique:</p> <ol style="list-style-type: none"> 1. Ready position 2. Move to the ball to get under it 3. Continental grip 4. Stagger feet with opposite foot in front 5. Opposite side facing net 6. Short backswing 7. Reach high and contact the ball at highest racket point, slightly in front of the body 8. Rotate hips and shoulders 9. Snap wrist 10. Follow through in a downward motion 11. Return to ready position 	<p>See how many times in a row you can overhead smash the ball using the correct technique so that the ball lands inbounds and bounces high.</p>
<p>Drop Shot</p> <ul style="list-style-type: none"> - Partners on opposite sides of the net at midcourt. - One partner underhand tosses or hits the tennis ball using a groundstroke to the other partner. - The other partner hits a drop shot barely over the net so that it lands just on the other side. - After 10 drop shots, partners switch. - To decrease difficulty, the partner performing the drop shot can drop bounce the ball. 	<p>Drop Shot Technique:</p> <ol style="list-style-type: none"> 1. Forehand or backhand grip, depending on which side the ball is coming 2. Bring the racket back like a groundstroke 3. Open racket face 4. High to low swing with slower racket head speed 5. Hit slightly under the ball to create backspin 6. Follow through slightly 	<p>See if you can hit the majority of your drop shots using the correct technique so that the ball lands just over the net and does not bounce very high.</p>
<p>Cooperative Rally: Groundstroke, Volley, Lob, Smash, Drop Shot</p> <ul style="list-style-type: none"> - This drill can be played as singles or doubles. - One player starts the rally with either a drop bounce or serve. 	<p>Cooperative Rally: Groundstroke, Volley, Lob, Smash, Drop Shot Technique</p> <ol style="list-style-type: none"> 1. Players start in ready position 2. Do not hit the ball full speed, so the partner has a chance to return 	<p>Play a cooperative game of singles tennis (4 minutes). Players are allowed up to two bounces before you must return the ball. Each player will start the rally five times in a row with a drop hit (drop, bounce, hit) using the</p>

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<p>- Players play a rally using different types of hits.</p>	<p>3. After each hit, return to ready position at midcourt</p>	<p>forehand stroke from near the baseline. Once a rally begins, if an error is made, (ball missed, hit out of bounds or into the net) the tennis ball is returned to the correct server who will again put the ball back in play with a drop bounce hit.</p> <p>Criteria for Assessment:</p> <ol style="list-style-type: none"> Usually uses the forehand or backhand stroke when appropriate Usually places ball into play from home base using the drop hit (drop, bounce and hit) Usually moves toward home base and assumes ready position after hitting the ball Rallies for at least 4 total hits in a row with a partner <p>Scoring: Usually = at least 75% of the time <i>*South Carolina Middle School Tennis assessment task and criteria</i></p>
<p>Singles/Doubles Game - Students will play either a singles or doubles game using USTA tennis rules. - Students play 3 games, then switch opponents.</p>	<p>Singles/Doubles Game Technique:</p> <ol style="list-style-type: none"> Students decide who serves first by spinning a racket, coin toss, etc. Student with ball starts with a serve. Students keep their own scores and call out the score before each serve. Students play by USTA tennis rules. Students use all the skills and strategies learned in the unit to play a competitive singles or doubles game. 	<p>Is the learner able to play a competitive game of tennis while demonstrating sportsmanship and respect?</p> <p>Play a modified singles game (6 minutes) Criteria for assessment:</p> <ol style="list-style-type: none"> Consistently applies game rules and etiquette Most of the time uses a forehand with good technique Most of the time uses a backhand with good technique Most of the time places a serve into the opponent's correct service court Most of the time uses offensive tactics (uses force, moves opponent) Most of the time uses defensive tactics (returns to home base, chooses strokes appropriately) <p>Scoring: Consistently = at least 75% of time <i>*South Carolina High School Tennis assessment task and criteria</i></p> <p>Play 3 games of tennis singles Criteria for Assessment:</p> <ol style="list-style-type: none"> Usually puts the ball into play using a legal overhand serve.

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		<p>2. Usually uses a technically correct forehand or backhand ground stroke (racket preparation, turn to side, contact point, follow-through).</p> <p>3. Usually chooses to use the forehand or backhand ground stroke appropriately.</p> <p>4. Usually attempts to hit into open space away from the opponent.</p> <p>5. Usually returns a playable ball over the net into opposing court.</p> <p>6. Usually follow rules and etiquette, keeps score and calls out-of-bounds balls correctly.</p> <p>Scoring: Usually = 75% - 89%</p> <p>*Modified NASPE (2011). <i>PE Metrics High School Tennis Assessment</i>, pg. 136.</p>

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