



TENNIS DOUBLES MODULE

Lessons in this module were contributed by **Charlie Rizzuto**, a health and physical education teacher at Oyster Bay High School on Long Island, NY.

TENNIS DOUBLES

Grade-Level Outcomes Addressed, by Lesson	Lessons															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.																
Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games). (S1.H1.L1)											P					
Refines activity-specific movement skills in 1 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games). (S1.H1.L2)	P	P	P	P	P	P	P	P	P	P		P	P	P	P	P
Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.																
Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)	E			E		P			E							
Identifies and discusses the historical and cultural roles of games, sports and dance in a society. (S2.H1.L2)												P				
Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. (S2.H2.L1)	E			E					P							E
Describes the speed vs. accuracy trade-off in throwing and striking skills. (S2.H2.L2)						P	P									
Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1)							P							P		
Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.																
Applies rates of perceived exertion and pacing. (S3.H3.L2)			E													
Evaluates—according to their benefits, social support network and participation requirements—activities that can be pursued in the local environment. (S3.H4.L1)											P					
Analyzes the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings. (S3.H5.L2)											E					
Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation [PNF], dynamic) for personal fitness development (e.g., strength, endurance, range of motion). (S3.H9.L1)									P							
Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor), to self-monitor aerobic intensity. (S3.H10.L2)										E						
Analyzes the components of skill-related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals. (S3.H12.L2)													E			
Creates a snack plan for before, during and after exercise that addresses nutrition needs for each phase. (S3.H13.L2)												P				

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.																
Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)					P	E	E	E								P
Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport). (S4.H2.L2)															P	
Uses communication skills and strategies that promote team or group dynamics. (S4.H3.L1)				E	E										E	
Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. (S4.H3.L2)		E			E	E		E					E	E		
Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups. (S4.H4.L1)							E									
Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects. (S4.H4.L2)					E		E									
Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)													E			
Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.																
Analyzes the health benefits of a self-selected physical activity. (S1.H1.L1)									E							
Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment. (S5.H3.L1)									E							
Identifies the opportunity for social support in a self-selected physical activity or dance. (S5.H4.L1)									E							

P = Primary; E = Embedded