



Manhattan Center for Science and Math High School

Physical Education Department Curriculum

Table Tennis

<http://mcsportal.net>

Marking Period 3

Topic and Essential Question (6 Week Unit)

Week 1- What is the history of Table Tennis? How do we properly hold the racket to play Table Tennis? How do we perform the Forehand Swing? How do we perform the Backhand Swing?

Week 2- How do we properly serve in a game of Table Tennis? How do we properly perform the Forehand push? How do we properly perform the Backhand Push?

Week 3- How do we properly perform the Forehand Topspin? How do we properly perform the Backhand Topspin? What are different strategies that can be used to win a point? How do we properly perform the Smash?

Week 4- What are the rules of the Table Tennis game? What are modifications that can be made to play the game of Table Tennis? How do position our bodies to receive or return a pass? How do we properly keep score of our games?

Week 5- What are different strategies that can be used to successfully win a game? What are the rules for rallies? How can we implement all the skills used in the game?

Week 6- What have we learned from the Table Tennis unit and the games played and observed?

Unit/Topics

Week 1- History of Table Tennis, Forehand Swing, Backhand Swing

Week 2- Basic Serve-Topspin & Backspin, Forehand Push, Backhand Push

Week 3- Forehand Topspin, Backhand Topspin, Smash

Week 4- GAMEPLAY- Rules of the game, Body positions, modifications, scoring

Week 5- GAMEPLAY- Strategies, Rally rules, and reviewing skills

Week 6- GAMEPLAY- Physical and written assessment

SWBAT/Objectives

Student Learning Outcomes/ Student Objectives:

Psychomotor Domain:

As a result of participating in the Table Tennis unit, students will be able to use the learned skills (Forehand, Backhand, Forehand & Backhand Drive, Forehand & Backhand Push and the Topspinner/ Lopper) to play a full game with their peers. Students will learn the correct way of performing each skills and how to combine all of the skills when playing with their teammates.

Cognitive Domain:

As a result of participating in the Table Tennis unit, students will understand the correct steps needed to execute each skills and when it is appropriate for the students to use the skills. Students will also understand the concepts of working with others, teamwork, and different techniques in order to successfully play the game of Table Tennis.

Affective:

As a result in participating in the Table Tennis unit, students will learn through class discussions, individual practices and peer demonstrations. Students will also be able to work well with others, and demonstrate respect when playing the game and applying the skills learned to play the game.

Vocabulary/Key Terms

Forehand, Backhand, Forehand Drive, Backhand Drive, Forehand Push, Backhand Push, Topspinner/Lopper, Counter Hitter/ Blocker, Chopper/ Defender, Top Table, Shakehands grip, Smash.

Assessments: Visual Assessment, Skill Rubrics, Physical Skill Assessment, Written Assessment

Common Core Standards:

NYC Content Standards/ Benchmarks:

Personal Health & Safety:

This unit incorporates the key ideas of motor performance. The students will learn several different skills which they will incorporate when playing the game of Table Tennis.

A Safe and Healthy Environment:

This unit incorporates the key ideas regarding personal behaviors during physical activity. The students will follow the rules and instructions of the activities and drills. Students will learn the vocabulary and skills in order to understand the game. Students will adhere to the modifications set in place to safely participate in the games.

Resource Management:

This unit will teach students the necessary skills to play the game of Table Tennis. The knowledge gained will encourage students to play the game on their own and outside of the classroom setting.

Differentiated Instruction:

- Flexible grouping
- Cooperative Learning
- Visual Learning through peer demonstration
- Motivation through visual and interactive question

ELLs:

1. Grouping Students who are ELL with students who speak the same language
2. Visual demonstrations of the skills and drills.

SWDs:

1. Review of the skills and concepts learned in the previous lesson
2. Grouping with students who are excelling at the skills to aid students who are having difficulties.

High-Achievers:

1. Have students who are high achievers in the skills work with those who are learning the skills.
2. Ask students to take on leadership roles when working in groups.

Resources/Books

- Rubrics
- Handouts
- Reading materials sent through Pupil Path

Homework: Per Teacher