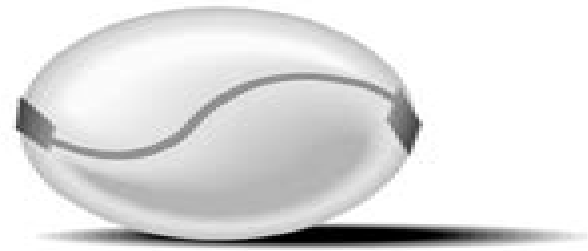


## HOW THE GAME IS PLAYED

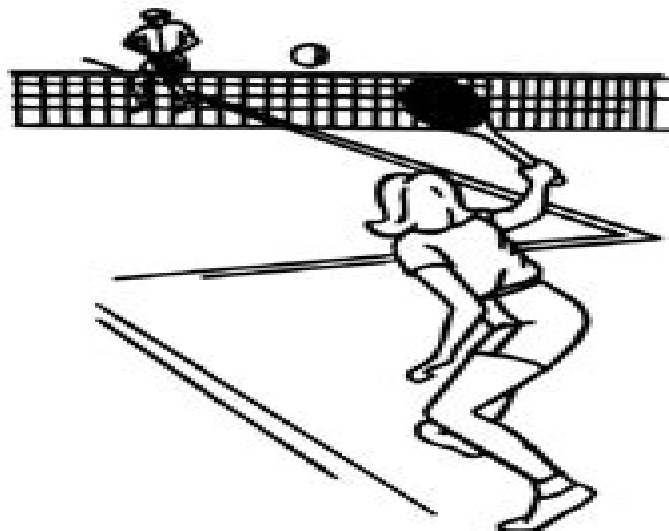
A tennis game always starts with the serve. The server stands behind the base line on the right side of the court. The ball is tossed into the air and hit diagonally across the net into the opponent's court. The opponent then has to hit the ball after the first bounce, and return it back across the net to the server.



A "fault" is committed when the server hits the net with the ball or when the ball is hit outside the service court. The second time a server tries to serve and fails, "a double fault" occurs. The opponent automatically gains a point after a double fault.

Faults can also occur when the server touches the base line or any other part of the court with his/her feet while serving.

A "let ball" is a serve that touches the net but lands in the correct place. This type of ball does not count; the server must serve again.



A ball that touches the net during play is called a "net ball." Net balls are legal and must be played.

Once the first point is made, the server then serves from behind the left base line. The server continues until the opponent wins the serve or until a fault occurs.

The first point in a tennis game is 15, the second is 30 and the third is 40. The final score (or fourth point) is the GAME POINT.

A player must score four points in order to win a game. In a tie game, both sides or players may score three points, or 40-40 (a "DEUCE"). If a player or side wins two more points after a deuce, the game is won.

The "AD" or ADVANTAGE is the first point scored after the deuce. When both players

# Physical Education Learning Packets 1

**Chao Zhang**



## Physical Education Learning Packets 1:

Resources in Education ,1999-04      Pacesetters in Innovation United States. Office of Education,1968 Information on Projects to Advance Creativity in Education in the form of a compilation of planning and operational grants      **Living the Law by Learning the Law** ,1994 This curriculum guide is designed to assist teachers at all levels in their efforts to infuse law related education into their regular course of instruction The curriculum goals are 1 to promote good citizenship through an understanding of and active participation in a democratic society 2 to foster respect understanding and appreciation of diversity 3 to develop improve and integrate thinking and interpersonal skills and 4 to increase knowledge of and insights into the personal relevance of law and the Constitution The first part of the guide provides a framework for organizing and selecting activities based on concepts of power justice liberty and equality The guide presents teaching strategies appropriate to including case studies mock trials resource persons role playing simulations and various games Lesson plans are divided into levels lower and upper elementary middle and high school and provide concepts rationale objectives materials procedures and assessment Many of the lesson plans include handouts for student activities and some include primary documents such as the Constitution of Virginia The appendix includes a copy of the United States Constitution Jd      Pacesetters in Innovation ,1968      Research in Education ,1974      **Journal of Health, Physical Education, Recreation** ,1944      *The Journal of Health and Physical Education* ,1944      **CEA. Colorado School Journal** Colorado Education Association,1972      **Dictionary Catalog of the University Library, 1919-1962** University of California, Los Angeles. Library,1963      **Catalog of Federal Domestic Assistance** ,1980 Identifies and describes specific government assistance opportunities such as loans grants counseling and procurement contracts available under many agencies and programs      *Developing the Physical Education Curriculum: an Achievement-based Approach* Luke E. Kelly,Luke Kelly,Vincent Melograno,2004 The authors provide a systematic Achievement Based Curriculum model for translating curriculum theory into practice This approach is independent of any particular curriculum theory or model and as such does not dictate either content of teaching methods      **Resources in Vocational Education** ,1980      Current Index to Journals in Education ,1983      **Directory of Distance Learning Opportunities** Modoc Press, Inc.,2003-02-28 This book provides an overview of current K 12 courses and programs offered in the United States as correspondence study or via such electronic delivery systems as satellite cable or the Internet The Directory includes over 6 000 courses offered by 154 institutions or distance learning consortium members Following an introduction that describes existing practices and delivery methods the Directory offers three indexes Subject Index of Courses Offered by Level Course Level Index Geographic Index All information was supplied by the institutions Entries include current contact information a description of the institution and the courses offered grade level and admission information tuition and fee information enrollment periods delivery information equipment requirements credit and grading information library services and accreditation      Learning

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