

## **Physical Education GRADE TEN: Emphasis: Analyzing Skills for Effective Movement**

### **Background**

Students at this stage are capable of choosing the physical activities they want to pursue. They are more able to generalize from previous experiences and to apply biomechanical principles to the analysis of a variety of movement skills. A well-planned physical education program will offer students a wide variety of opportunities. It will focus on individual or team sports of choice, dance, and personal defense, among other activities.

### **Movement Skills and Movement Knowledge**

The five emphases of study for the tenth grade are individual and dual sports, outdoor education, combatives, dance, and analysis of movement. The individual or dual sport may be of the student's own choosing and may include such outdoor activities as orienteering, rock climbing, backpacking, and skiing. A personal defense class meets the combatives requirement and teaches students to avoid dangerous situations while preparing to defend themselves. The dance unit can be an extension of units taught at earlier grade levels. It can also be an elective that allows students to specialize in a specific type of dance at an intermediate or advanced level. The analysis-of-movement class should conclude grade ten whenever possible. Reviewing what they have learned throughout the kindergarten through grade ten physical education curriculum, students should explore the reasons for physical education being taught in school, including the relationship between physical education and personal and social development. This class should also prepare students to be informed consumers in physical and recreational activities they plan to pursue outside of school. By the end of this unit, students should have developed a lifetime plan for physical fitness and activity. At this grade level students demonstrate improved performance, in part because their perceptual feedback has improved. They have acquired skills that are basic to efficient movement. In addition, they should have acquired a high level of physical fitness. They should be able to analyze the physiological and mechanical principles involved in human movement and make adjustments in physical exercise to achieve personal goals for fitness or motor performance or both. The application of the principles of levers to movement should be introduced in tenth grade. The human skeletal system is made up primarily of third-class levers. Because the force arm (muscle) for human beings cannot be lengthened, the students should learn that in order to increase the force at impact with an object, they must strengthen the muscle or lengthen the striking element to increase the force. Students can apply these concepts in activities such as golf (by using a longer shaft when driving) and tennis (by straightening the arm at the moment of impact in the serve).

### **Self-Image and Personal Development**

The awareness tenth graders have of the importance of commitment and dedication in physical education contributes to their desire to pursue excellence in a variety of ways—socially, emotionally, and intellectually. The tenth-grade physical education curriculum should emphasize that while learning any new skill, individuals go through three stages of learning: (1) the cognitive phase; (2) the practice phase; and (3) the automatic phase, in which skills can be performed without concentrated attention. Although moving through this cycle takes time, students at the high school level are mature enough to reach the automatic phase in selected skills. Tenth-grade students should be encouraged to evaluate the potential benefits and risks of available exercise programs in the school and the community and the cost-effectiveness of exercise programs offered to students as consumers. Each student should plan a personal exercise program that is physiologically sound and appropriate to his or her needs, interests, level of ability, and goals for health fitness.

### **Social Development**

Tenth graders are often ready to assume leadership roles. By serving as peer coaches, they can take the initiative to assist other students by analyzing their application of the principles of biomechanics and by providing feedback and suggestions for improvement. As they become more concerned with social etiquette, they can study the ways in which society's rules are expressed through games and sports. In addition, they can develop an awareness of the ways in which society influences their choice of lifestyle as to types of physical activity and the degree of their participation in physical activity in and out of school. Students at this level also develop an appreciation of movement as an art form that reflects cultural values.

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### **Sample Expectations**

The student will be able to:

- Demonstrate basic competence in physical activities selected from each of the following categories: aquatics; self-defense; dance; individual, dual, and team activities and sports; and outdoor pursuits.
- Perform a variety of dances (folk, country, social, and creative) with fluency and in time to accompaniment.
- Use biomechanical concepts and principles to analyze and improve performance of self and others.
- Discuss the importance of balanced nutrition for a maintaining a healthy life-style.
- Design and implement a personal fitness program that relates to total wellness.
- Participate in a variety of game, sport, and dance activities representing different cultural backgrounds.
- Discuss the historical roles of games, sports, and dance in the cultural life of a population.
- Acknowledge and respect stylistic differences in performance.