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| Personal and Social Behavior 9-12th Grade | | |
| 4 | In addition to exhibiting level 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the goal. | |
| 3 | **Students:**   * **3A-** Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or dance. (Rules and Etiquette S4.H2) * **3B-**Solves problems and thinks critically in physical activity or dance settings, both as an individual and in groups (Working with others S4.H4.L1) * **3C-**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) (Safety S4.H5.L1) | **Year Long-Learning Targets/Activities**   * **3A-** I am learning demonstrate responsible social behaviors by cooperating with my classmates and showing respect for our equipment.   **-**Positive Classroom Management reinforcement strategies  **-**Class of the Week  **-**Student Assistant of the Month/Week   * **3B-**I am learning how to monitor myself throughout physical activities and games by using rules and guidelines for resolving conflict.   -Have student leaders create guidelines for resolving conflict  -Self-officiating exercises  -Examples/Non-examples  **-**Discussions about critiques/feedback/positive/negative/etc.   * **3C-**I am learning how use our equipment appropriately and safely.   **-**Examples/non-examples  **-**Safety for equipment/student led |
| 2 | **Students:**   * **2A-**Sometimes demonstrates responsible social behaviors by cooperating with classmates, demonstrating respect for facilities. (Personal Responsibility S4.M1) * **2B-**Identifies the rules and etiquette for physical activities, games and dance activities. (Rules and Etiquette S4.M6) * **2C-**Knows how to use physical activity and fitness equipment appropriately and safely. (Safety S4.M7) |
| 1 | * Student’s performance reflects insufficient progress towards foundational skills and knowledge. | |