**9/5– 9/8**

**7th Grade Health**

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| --- | --- | --- | --- | --- |
| Date | Objectives:  The student will be able to | Activities | Assessment | State Standards |
| Tuesday 9/5 | Students will be able to define the similarities and differences between health and wellness | As a class, we will finish reading our first overview lesson and in pairs answer questions 1-3 on page xxix | Students reading as a class, ability to stay on task, grading on questions | 10.1.9.A  10.1.9.C  10.1.9.D |
| Thursday 9/7 | Students will be able to name 3 influences that they have in their life | Students will read through lesson 2 | Students ability to stay on task in class, homework | 10.1.9. B  10.1.9.E |

**9th Grade Health**

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| --- | --- | --- | --- | --- |
| Date | Objectives: The students will be able to | Activities | Assessment | State Standards |
| Tuesday 9/5 | Name the differences between a risk factor and cumulative risk | Reading chapter two with a partner, answering questions 1-3 on pg. 12. Beginning chapter 3 as a class | Questions 1-3 on page 12 | **10.1.9.A**  **10.1.9.C** |
| Thursday 9/7 | Students will be able to define health literacy as well as know its importance | Students will read the remainder of chapter 3 as a class following their bell ringer. | Observation of class, completion of bell ringer | 10.1.9.A  10.1.9.C  10.1.9.B |

**7th Grade Physical Education**

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| **Date** | **Objectives:** Students will be able to | **Activities** | **Assessment** | **State Standards** |
| 9/6 | Go the entirety of the class with 2 or fewer penalties | Students will warm up, and then get with a partner to perform partner passing to get their skills warmed up. Following this, we will introduce ultimate football | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.3.9.D**  **10.5.9.A** |
| 9/8 | Go the entirety of class with 3 or fewer behavioral disruptions | Students will complete their fitness tests. | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.3.9.D**  **10.5.9.A** |

**9th Grade Physical Education**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Objectives** | **Activities** | **Assessment** | **State Standards** |
| 9/6 | Go the entirety of class with 3 or fewer behavioral disruptions | Students will review and then play ultimate football following their warmup | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.4.9.A**  **10.5.9.F** |
| 9/8 | Go the entirety of class with 3 or fewer behavioral disruptions | Students will perform their fitness tests | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.4.9.A**  **10.5.9.F** |

**Sr. High Physical Education**

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| --- | --- | --- | --- | --- |
| **Date** | **Objectives:** The students will be able to | **Activities** | **Assessment** | **State Standards** |
| **12/6** | Go the entirety of class with 3 or fewer behavioral disruptions | Students will play ultimate football following their warmup | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.4.9.A**  **10.5.9.F** |
| **12/8** | Go the entirety of class with 3 or fewer behavioral disruptions | Students will complete their fitness tests. | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.4.9.A**  **10.5.9.F** |

**Sr. High Weight Training**

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| --- | --- | --- | --- | --- |
| **Date:** | **Objectives:** | **Activities** | **Assessment** | **State Standards** |
| **9/5** | As a class, positively encourage each other at least 3 times throughout the class. | Students will have the freedom of choosing what muscles to work, it just needs to be a group thatmakes sense | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.5.12.D**  **10.4.12.A** |
| **9/7** | Lift without needing to be reminded to stay on task. One or fewer reinforcement strategies should be needed to keep each group on task | Students will have the freedom of choosing what muscles to work, it just needs to be a group that makes sense | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.5.12.D**  **10.4.12.A** |

**Jr. High Weight Training (A) and (B) class**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Objectives:** The students will be able to | **Activities** | **Assessment** | **State Standards** |
| **9/5, 9/6** | Lift without needing to be reminded to stay on task. One or fewer reinforcement strategies should be needed to keep each group on task | Students will have the freedom of choosing what muscles to work, it just needs to be a group that makes sense | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.5.9.A**  **10.5.9.D** |
| **9/7, 9/8** | Lift without needing to be reminded to stay on task. One or fewer reinforcement strategies should be needed to keep each group on task | Students will have the freedom of choosing what muscles to work, it just needs to be a group that makes sense | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.5.9.A**  **10.5.9.D** |