**9/11– 9/15**

**7th Grade Health**

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| Date | Objectives:The student will be able to  | Activities | Assessment | State Standards |
| Monday 9/11 | Students will be able to define the similarities and differences between health and wellness | As a class, we will finish reading reading chapter 2 of their book, followed by a review.  | Students reading as a class, ability to stay on task, grading on questions | 10.1.9.A10.1.9.C10.1.9.D |
| Wednesday 9/13 | Students will be able to name 3 influences that they have in their life  | Students will play a review game as a class in preparation of their first chapter test  | Students ability to stay on task in class, homework | 10.1.9. B10.1.9.E |
| Friday 9/15 | Students will be able to complete the the test at 70% accuracy or better  | Students will take their chapter test  | Grading of chapter test  | 10.1.9.A10.1.9.C10.1.9.D |

**9th Grade Health**

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| --- | --- | --- | --- | --- |
| Date | Objectives: The students will be able to | Activities | Assessment | State Standards |
| Monday 9/11 | Name the differences between a risk factor and cumulative risk  | Students will complete a review game as a class  | Completion of review  | **10.1.9.A****10.1.9.C** |
| Wednesday 9/13 | Students will be able to complete their test at 75% accuracy or better  | Students will complete their chapter test  | Observation of class, grading of test  | 10.1.9.A10.1.9.C10.1.9.B |
| Friday 9/15 | Students will make 1 or fewer disruptions throughout class  | Students will sit through a powerpoint about how to build health skills  | Notes, worksheet  | 10.1.9.A10.1.9.C10.1.9.B |

**7th Grade Physical Education**

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| **Date** | **Objectives:** Students will be able to  | **Activities** | **Assessment** | **State Standards** |
| 9/12 | 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 play ultimate football  | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.3.9.D****10.5.9.A** |
| 9/14 | Go the entirety of class with 3 or fewer behavioral disruptions | Students will play flag or ultimate football, their choice  | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.3.9.D****10.5.9.A** |

**9th Grade Physical Education**

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| --- | --- | --- | --- | --- |
| **Date** | **Objectives** | **Activities** | **Assessment** | **State Standards** |
| 9/12 | 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** |
| 9/14 | Go the entirety of class with 3 or fewer behavioral disruptions | Students will play flag football  | 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** |
| **9/12** | 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** |
| **9/14** | Go the entirety of class with 3 or fewer behavioral disruptions | Students will play ultimate football  | 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** |
| **9/11** | 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** |
| **9/13** | 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** |
| **9/15** | 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 |  | **10.5.12.D****10.4.12.A** |

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

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| --- | --- | --- | --- | --- |
| **Date** | **Objectives:** The students will be able to | **Activities** | **Assessment** | **State Standards** |
| **9/11, 9/13,9/15** | 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** |
| **9/12, 9/14** | 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** |