**9/25– 9/29**

**7th Grade Health**

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| Date | Objectives:  The student will be able to | Activities | Assessment | State Standards |
| 9/25 | Students will be able to clearly state what a mixed message is | Students will begin by completing a worksheet on mixed messages. Following this, students will read about communication before watching a short video | Communication worksheet | 10.1.9.A  10.1.9.C  10.1.9.D |
| 9/27 | Students will be able to define an “I” message | Students will finish reading about communication before completing a worksheet on “I” messages | “I” message worksheet | 10.1.9. B  10.1.9.E |
| 9/29 | Students will be able to state 3 different forms of communication | Students will begin by completing a bell ringer on how communication differs based on who your are talking to. Following this, students will take notes on a family relationship PowerPoint | Homework, staying on task | 10.1.9.A  10.1.9.C  10.1.9.D |

**9th Grade Health**

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| Date | Objectives: The students will be able to | Activities | Assessment | State Standards |
| 9/25 | Students will be able to clearly state a S.M.A.R.T goal prior to class | Students will finish up their lesson on communication before completing a worksheet and be assigned homework | Worksheet, homework | **10.1.9.A**  **10.1.9.C** |
| 9/27 | Students will be able to define the term Fraud | Students will complete their bell ringer before being given a situation in which they will need to go through their decision making skills | Bell ringer, decision making exercise | 10.1.9.A  10.1.9.C  10.1.9.B |
| 9/29 | Students will need 1 or less reminders to stay on task | Students will complete a written review of chapter 2 with a partner | Review | 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** |
| 9/26 | Go the entirety of the class with 2 or fewer penalties | Students will warm up, and then get with a partner to practice soccer dribbling and passing skills. This will be followed by a game of pin soccer | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.3.9.D**  **10.5.9.A** |
| 9/28 | Go the entirety of class with 3 or fewer behavioral disruptions | Students will play number soccer | 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** |
| 9/26 | Go the entirety of class with 3 or fewer behavioral disruptions | Students will warm up, and then get with a partner to practice soccer dribbling and passing skills. This will be followed by a game of pin soccer | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.4.9.A**  **10.5.9.F** |
| 9/28 | Go the entirety of class with 3 or fewer behavioral disruptions | Students will play number soccer | 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** |
| **9/26** | Go the entirety of class with 3 or fewer behavioral disruptions | Students will warm up, and then get with a partner to practice soccer dribbling and passing skills. This will be followed by a game of pin soccer | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.4.9.A**  **10.5.9.F** |
| **9/28** | Go the entirety of class with 3 or fewer behavioral disruptions | Students will play number soccer | 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** |
| **9/25** | 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** |
| **9/27** | 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** |
| **9/29** | 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**

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| --- | --- | --- | --- | --- |
| **Date** | **Objectives:** The students will be able to | **Activities** | **Assessment** | **State Standards** |
| **9/25, 9/27,9/29** | Lift without needing to be reminded to stay on task. One or fewer reinforcement strategies should be needed to keep each group on task | Prior to class, we will review what our pull muscles consist of and how a workout for it should be put together. 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** |
| **9/26, 9/28** | Lift without needing to be reminded to stay on task. One or fewer reinforcement strategies should be needed to keep each group on task | Prior to call we will review our leg muscles and how to train them. 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** |