**10/2– 10/6**

**7th Grade Health**

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| --- | --- | --- | --- | --- |
| Date | Objectives:  The student will be able to | Activities | Assessment | State Standards |
| 10/3 | Students will be able to identify at least 3 differences between family relationships and peer relationships | Students will read through key points of peer relationships before answering a worksheet on peer pressure | Peer pressure worksheet | 10.1.9.A  10.1.9.D  10.2.9.D |
| 10/5 | Students will be able to score 80% or higher on their written review | Students will begin class by picking 1-2 partners to work with, students will then work together to complete their written review while referring to their book | Students ability to stay on task in class, written review | 10.1.9. A  10.1.9.D  10.2.9.D |

**9th Grade Health**

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| Date | Objectives: The students will be able to | Activities | Assessment | State Standards |
| 10/3 | Students will be able to score 80% or higher as a class on their unit test | Students will complet their chapter 2 test | Chapter 2 test | **10.1.9.A**  **10.1.9.C** |
| 9/27 | Students will be able to define the term self-esteem | Students will complete their bell ringer before reading through their lesson on self-esteem. They will finish class by being assigned a workshhet for homework | Bell ringer, worksheet | 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** |
| 10/2 | Go the entirety of the class with 2 or fewer penalties | Students will warm up, and then be split into 3 teams to play pin soccer , rotating in and out | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.3.9.D**  **10.5.9.A** |
| 10/4 | Go the entirety of class with 3 or fewer behavioral disruptions | Students will play normal soccer | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.3.9.D**  **10.5.9.A** |
| 10/6 | Go the entirety of class with 3 or fewer behavioral disruptions | Students will have the opportunity to have a free day, it will be a new students turn to choose the game of their choosing | 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** |
| 10/2 | Go the entirety of class with 3 or fewer behavioral disruptions | Students will warm up, and then be split into 3 teams to play pin soccer , rotating in and out | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.4.9.A**  **10.5.9.F** |
| 10/4 | Go the entirety of class with 3 or fewer behavioral disruptions | Students will play normal soccer | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.4.9.A**  **10.5.9.F** |
| 10/6 | Go the entirety of class with 3 or fewer behavioral disruptions | Students will have the opportunity to have a free day, it will be a new students turn to choose the game of their choosing | 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** |
| **10/2, 10/4, 10/6** | **Students will not have class this week due to the bike trip falling on B-Days** |  |  |  |

**Sr. High Weight Training**

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| --- | --- | --- | --- | --- |
| **Date:** | **Objectives:** | **Activities** | **Assessment** | **State Standards** |
| **10/3** | 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** |
| **10/5** | 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** |
| **10/2, 10/4, 10/6** | Lift without needing to be reminded to stay on task. One or fewer reinforcement strategies should be needed to keep each group on task | Prior to class, we will review what our push 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** |
| **10/3, 10/5** | **Students will not have class this week due to the bike trip falling on B-Days** |  |  |  |