**10/16 – 10/20**

**7th Grade Health**

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| Date | Objectives:  The student will be able to | Activities | Assessment | State Standards |
| 10/16 | Students will be able to state at least one reason it is important to make a good first impression | Students will begin class by going over their Ch. 1 test. Students will then read pages 38-41 as a class | Homework, numbers 1-5 on page 41 | 10.1.9.E  10.2.9.D  103.9.D |
| 10/18 | Students will be able to name at least 3 dangers associated in sexual activity | Students will go through a PowerPoint as a class followed by a video. Once this is done, students will complete a worksheet on the lesson | Worksheet grading | 10.1.9.E  10.2.9.D  103.9.D |
| 10/20 | Students will be able to as a class name at least 3 ways to effectively say no | Students will begin with a discussion on all of the different ways to say no. Following this, students will read pages 48-53 as a class. | Students engagement within class, grading of worksheet | 10.1.9.E  10.2.9.D  103.9.D |

**9th Grade Health**

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| Date | Objectives: The students will be able to | Activities | Assessment | State Standards |
| 10/16 | Students will be able to identify at least 5 different emotions as a class. | Students will begin class by going over their chapter tests. Following this, they will complete numbers 1-5,7 on pg. 65 before going through a PowerPoint | Pg.65 questions | 10.1.9.D  10.2.9.D  10.3.9.B |
| 10/18 | Students will be able to define what a defense mechanism is | Students will complete their bell ringer before completing a review worksheet on module 3 | Bell ringer, worksheet | 10.1.9.D  10.2.9.D  10.3.9.B |
| 10/20 | Students will be able to stay on task with one or fewer reminders | Students will complete a quiz on module 3. Any remaining time will be used to start module 4. | Module 3 quiz | 10.1.9.D  10.2.9.D  10.3.9.B |

**7th Grade Physical Education**

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| **Date** | **Objectives:** Students will be able to | **Activities** | **Assessment** | **State Standards** |
| 10/17 | Go the entirety of the class with 2 or fewer penalties | Students will be introduced to throwing and catcing a frisbee before learning the rules of ultimate frisbee | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.3.9.D**  **10.5.9.A** |
| 10/19 | Go the entirety of class with 3 or fewer behavioral disruptions | Students will play ultimate frisbee | 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** |
| 10/17 | Go the entirety of class with 3 or fewer behavioral disruptions | Students will warm up, and work on throwing and catching a frisbee before playing ultimate frisbee | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.4.9.A**  **10.5.9.F** |
| 10/19 | Go the entirety of class with 3 or fewer behavioral disruptions | Students will play ultimate frisbee | 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** |
| 10/17 | Go the entirety of class with 3 or fewer behavioral disruptions | Students will warm up, and work on throwing and catching a frisbee before playing ultimate frisbee | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.5.12.D**  **10.4.12.A** |
| 10/19 | Go the entirety of the class with 2 or fewer penalties throughout gameplay | Students will warm up and play ultimate frisbee | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.5.12.D**  **10.4.12.A** |

**Sr. High Weight Training**

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| **Date:** | **Objectives:** | **Activities** | **Assessment** | **State Standards** |
| 10/16 | 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** |
| 10/18 | 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** |
| 10/20 | 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** |
| **10/16, 10/18, 10/20** | 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 leg 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** |
| **10/17,10/19** | One or fewer reinforcementstrategies 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** |