**10/30 – 11/3**

**7th Grade Health**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Objectives:  The student will be able to | Activities | Assessment | State Standards |
| 10/30 | Students will be able to score 80% or higher as a class on their Suite 360 lesson | Students will begin class with a suite 360 lesson before reading pages 64-65 and answering questions 1-5 with a partner | Homework, numbers 1-5 on pg. 65 if not completed in class, suite 360 lesson grading | 10.1.9.E  10.2.9.D  103.9.D |
| 11/1 | Students will create no more than 2 classroom disruptions as a class throughout their safe2say lesson | Students will sit through a safe2say lecture | Classroom behavior | 10.1.9.E  10.2.9.D  103.9.D |
| 11/3 | Students will complete their safe schools worksheet at a 70% correctness or greater | Students will sit through a PowerPoint on how to promote safe schools before completing a worksheet on the lesson. | Worksheet | 10.1.9.E  10.2.9.D  103.9.D |

**9th Grade Health**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Objectives: The students will be able to | Activities | Assessment | State Standards |
| 10/30 | Students will be able to name the 5 stages of grieving | Students will begin class with a bell ringer before taking notes on a PowerPoint about coping with loss | Review questions within PowerPoint, finding at least one resource for people grieving | 10.1.9.D  10.2.9.D  10.3.9.B |
| 11/1 | Students will create no more than 2 classroom disruptions as a class throughout their safe2say lesson | Students will sit through a safe2say lecture | Classroom behavior | 10.1.9.D  10.2.9.D  10.3.9.B |
| 11/3 | Students will be able to complete their worksheet at an 80% correctness | Students will complete an open-book worksheet/quiz on managing stress and coping with loss | Scoring of worksheet | 10.1.9.D  10.2.9.D  10.3.9.B |

**7th Grade Physical Education**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Objectives:** Students will be able to | **Activities** | **Assessment** | **State Standards** |
| 10/31 | Go the entirety of the class with 2 or fewer penalties | Students will warm up their throwing and catching of a Frisbee before playing 4-way Frisbee | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.3.9.D**  **10.5.9.A** |
| 11/2 | Go the entirety of class with 3 or fewer behavioral disruptions | Students will warm up their throwing and catching of a Frisbee before playing 4-way 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**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Objectives** | **Activities** | **Assessment** | **State Standards** |
| 10/31 | Go the entirety of class with 3 or fewer behavioral disruptions | Students will warm up their throwing and catching of a Frisbee before playing 4-way Frisbee | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.4.9.A**  **10.5.9.F** |
| 11/2 | Go the entirety of class with 3 or fewer behavioral disruptions | Students will warm up their throwing and catching of a Frisbee before playing 4-way 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**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Objectives:** The students will be able to | **Activities** | **Assessment** | **State Standards** |
| 10/31 | Go the entirety of class with 3 or fewer behavioral disruptions | Students will warm up their throwing and catching of a Frisbee before playing 4-way Frisbee | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.5.12.D**  **10.4.12.A** |
| 11/2 | Go the entirety of the class with 2 or fewer penalties throughout gameplay | Students will warm up their throwing and catching of a Frisbee before playing 4-way 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**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date:** | **Objectives:** | **Activities** | **Assessment** | **State Standards** |
| 10/30 | 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 that makes sense. Students will also be challenged to help create their own workout regimen with me. | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.5.12.D**  **10.4.12.A** |
| 11/1 | 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 also be challenged to help create their own workout regimen with me. | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.5.12.D**  **10.4.12.A** |
| 11/3 | 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 that makes sense. Students will also be challenged to help create their own workout regimen with me. |  |  |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Objectives:** The students will be able to | **Activities** | **Assessment** | **State Standards** |
| **10/30, 11/1, 11/3** | 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 also be challenged to help create their own workout regimen alongside me. | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.5.9.A**  **10.5.9.D** |
| **10/31,11/2** | 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 also be challenged to help create their own workout regimen with me. | **Students will be assessed based on their dress, participation, sportsmanship, and conduct** | **10.5.9.A**  **10.5.9.D** |