**11/6 – 11/10**

**7th Grade Health**

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| Date | Objectives:The student will be able to  | Activities | Assessment | State Standards |
| 11/6 | Students will be able to identify 3 ways as a class to stop bullying  | Students will begin class by watching a powerpoint on how to promote safe schools  | Questions within book  | 10.1.9.E10.2.9.D103.9.D |
|  11/8 | Students will create no more than 2 distractions throughout class  | Students will take a short quiz on bullying before working on signs that discourage bullying  | Classroom behavior  | 10.1.9.E10.2.9.D103.9.D |
| 11/10 | Students will get straight to work on their anti-bullying signs without prompting upon beginning class  | Students will finish up their anti-bullying signs prior to beginning chapter 4 in their book | Worksheet  | 10.1.9.E10.2.9.D103.9.D |

**9th Grade Health**

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| Date | Objectives: The students will be able to | Activities | Assessment | State Standards |
| 11/6 | Students will be able complete the worksheet with a partner at 80% correctness or better  | Students will complete an open-book worksheet/quiz on managing stress and coping with loss. Following this, students will complete a suite 360 lesson on gratitude  | Scoring of worksheet | 10.1.9.D10.2.9.D10.3.9.B |
| 11/8 | Students will create no more than 2 classroom disruptions as a class throughout their PowerPoint presentation | Students will go through a PowerPoint presentation on depression, anxiety, and mental disorders  | 5.1,5.2 lesson checks in book | 10.1.9.D10.2.9.D10.3.9.B |
| 11/10 | Students will ALL provide some form of answer on their bell ringer that is relevant to our class discussion  | Students will follow along a suicide prevention PowerPoint prior to writing a one-page essay on suicide prevention and how they would react if a loved one was struggling.  | Suicide prevention essay  | 10.1.9.D10.2.9.D10.3.9.B |

**7th Grade Physical Education**

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| **Date** | **Objectives:** Students will be able to  | **Activities** | **Assessment** | **State Standards** |
| 11/7 | Go the entirety of the class with 2 or fewer penalties | Students will be introduced to gator ball following their warmup  | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.3.9.D****10.5.9.A** |
| 11/9 | Go the entirety of class with 3 or fewer behavioral disruptions | Students will play gator ball with 2 dodgeballs in play today  | 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** |
| 11/7 | Go the entirety of class with 3 or fewer behavioral disruptions | Students will be introduced to gator ball following their warmup | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.4.9.A****10.5.9.F** |
| 11/9 | Go the entirety of class with 3 or fewer behavioral disruptions | Students will play gator ball with 2 dodgeballs in play today | 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** |
| 11/7 | Go the entirety of class with 3 or fewer behavioral disruptions | Students will review the rules of gator ball following their warmup, followed by gameplay  | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.5.12.D****10.4.12.A** |
| 11/9 | Go the entirety of the class with 2 or fewer penalties throughout gameplay  | Students will play gator ball with 2 dodgeballs in play today | 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** |
| 11/6 | 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** |
| 11/8 | 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** |
| 11/10 | 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** |

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

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| **Date** | **Objectives:** The students will be able to | **Activities** | **Assessment** | **State Standards** |
| **11/6, 11/8, 11/10** | 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** |
| **11/7, 11/9** | 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** |