**11/14 – 11/17**

**7th Grade Health**

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| --- | --- | --- | --- | --- |
| Date | Objectives:  The student will be able to | Activities | Assessment | State Standards |
| 11/15 | Students will be able to identify 3 ways as a class to build selft-esteem | Students will finish their anti-bullying posters. Any remaining time will be used to begin our mental/emotional health PowerPoint | Questions within book | 10.1.9.E  10.2.9.D  103.9.D |
| 11/17 | Students will create no more than 2 distractions throughout class | Students will pick up where we left off on our mental/emotional health powerpoint. If time allows, students will complete a worksheet | Classroom behavior | 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 |
| 11/15 | Students will be able complete the worksheet with a partner at 80% correctness or better | Students will pick up at slide 11 within their depression & anxiety PowerPoint before watching a brief video and beginning a shot PowerPoint on suicide prevention | Scoring of worksheet | 10.1.9.D  10.2.9.D  10.3.9.B |
| 11/17 | Students will create no more than 2 classroom disruptions as a class throughout their PowerPoint presentation | Students will pick up where we left off on our suicide prevention PowerPoint, once complete we will complete a one page essay on suicide knowledge | Suicide knowledge essay | 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** |
| 11/14 | Go the entirety of the class with 2 or fewer penalties | Students will be introduced to speed ball following their warmup | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.3.9.D**  **10.5.9.A** |
| 11/16 | Go the entirety of class with 3 or fewer behavioral disruptions | Students will play speed 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**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Objectives** | **Activities** | **Assessment** | **State Standards** |
| 11/14 | Go the entirety of class with 3 or fewer behavioral disruptions | Students will be introduced to speed ball following their warmup | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.4.9.A**  **10.5.9.F** |
| 11/16 | Go the entirety of class with 3 or fewer behavioral disruptions | Students will play speed 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** |
| 11/14 | Go the entirety of class with 3 or fewer behavioral disruptions | Students will review the rules of speed 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** |
| 11/16 | Go the entirety of the class with 2 or fewer penalties throughout gameplay | Students will play speed 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** |
| 11/15 | 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** |
| 11/17 | 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** |

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

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| --- | --- | --- | --- | --- |
| **Date** | **Objectives:** The students will be able to | **Activities** | **Assessment** | **State Standards** |
| **11/14, 11/16** | 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** |
| **11/15, 11/17** | 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** |