**11/29 – 12/1**

**7th Grade Health**

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| --- | --- | --- | --- | --- |
| Date | Objectives:  The student will be able to | Activities | Assessment | State Standards |
| 11/29 | name all 5 of the stages of grief following the PowerPoint as a class | Students will complete a bell ringer prior to going through a PowerPoint about how to cope with different forms of loss | bell ringer | 10.1.9.E  10.2.9.D  103.9.D |
| 12/1 | students will create no more than 3 disruptions throughout class | Students will play a review game as a class | Review game | 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 |
| 11/29 | Students will be able to identify 3 signs of a healthy relationship | Students will read through what a healthy relationship looks like. Following this, students will choose a song or movie/show that has a relationship in it and explain why it is or is not a healthy relationship. | Bell ringer, relationship paragraph | 10.1.9.D  10.2.9.D  10.3.9.B |
| 12/1 | Students will be able to state at least one way in which they respect themselves | Following their bell ringer, students will follow through a PowerPoint on how to respect yourself as well as others | Bell ringer, worksheet | 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** |
| 11/30 | Go the entirety of the class with 2 or fewer penalties | Students will be introduced to the new weight room equipment, any remaining time will be used to become familiar with it | 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** |
| 11/30 | Go the entirety of class with 3 or fewer behavioral disruptions | Students will be introduced to the new weight room equipment, any remaining time will be used to become familiar with it | 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** |
| 11/30 | Go the entirety of class with 3 or fewer behavioral disruptions | Students will be introduced to the new weight room equipment, any remaining time will be used to become familiar with it | 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** |
| 11/29 | 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** |
| 12/1 | 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** |

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

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| --- | --- | --- | --- | --- |
| **Date** | **Objectives:** The students will be able to | **Activities** | **Assessment** | **State Standards** |
| **11/29, 12/1** | 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 alongside me. | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.5.9.A**  **10.5.9.D** |
| **11/30** | 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** |