**1/13– 1/17**

**7th Grade Health**

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| Date | Objectives:The student will be able to - | Activities | Assessment | State Standards |
|  1/13 | Students will create no more than 2 behavioral disruptions within class.  | Students will as a class read pages 240-245 with periodic breaks of teacher led instruction on key topics. Students will complete 1-5 on pg. 245  | 1-5 on page 245  | 10.2.9.A10.2.9.C |
| 1/15 | Students will complete their quiz with an average score of 80% or higher  | The teacher will hit on key topics from pages 246-255. Following this, students will take an open-book quiz on the chapter  | Open-book quiz  | 10.2.9.A10.2.9.C |
| 1/17 | Students will complete their quiz with an average score of 80% or higher | Students will take notes on a powerpoint detailing the skeletal and muscular systems followed by a pop-quiz on the muscualar system  | quiz | 10.2.9.A10.2.9.C |

**9th Grade Health**

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| Date | Objectives: The students will be able to | Activities | Assessment | State Standards |
|  1/13 | Complete their skeletal labeling worksheet at 80% or higher as a class average | Following their bell ringer, students will finish up reading their skeletal system lesson (336-338) followed by a skeletal system labeling diagram. Students will then review the skeletal system by taking notes on key points within a Powerpoint Presentation | Skeletal labeling, quiz  | 10.1.9.B10.1.9.E |
| 1/15 | Complete their Muscular labeling worksheet at 80% or higher as a class average | Students will read pages 339-343 as a class with periodic stops by the teacher to talk about key points. Following this, students will complete a muscular system labeling diagram.  | Muscular labeling, class participation  | 10.1.9.B10.1.9.E |
| 1/17 | Complete their Muscular labeling worksheet at 80% or higher as a class average | Students will take notes on a powerpoint detailing the skeletal and muscular systems followed by a pop-quiz on the muscualar system | Muscular labeling, class participation | 10.1.9.B10.1.9.E |

**7th Grade Physical Education**

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| **Date** | **Objectives:** Students will be able to  | **Activities** | **Assessment** | **State Standards** |
| 1/14 | Go the entirety of the class with no safety issues  | Students will watch as either the instructor or an experienced student with directions from the teacher demonstrate how to properly use each piece of equipment within the weight room. We will not allow students to lift any free weights overhead due to lack of experience within the weight room for this unit.  | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.3.9.D****10.5.9.A** |
| 1/16 | Through effective team communication, positively encourage each other 5 or more times throughout class | Students will complete a dynamic warmup as a class followed by splitting into 3 groups. One group will run/walk in the hall. One will complete pre-determined plyometric workouts in the mat room, and one group will complete a brief resistance training or cardio workout within the weight room created by myself.  | 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** |
| 1/14 | Go the entirety of the class with no safety issues  | Students will watch as either the instructor or an experienced student with directions from the teacher demonstrate how to properly use each piece of equipment within the weight room. We will not allow students to lift any free weights overhead due to lack of experience within the weight room for this unit. | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.4.9.A****10.5.9.F** |
| 1/16 | Through effective team communication, positively encourage each other 5 or more times throughout class | Students will complete a dynamic warmup as a class followed by splitting into 3 groups. One group will run/walk in the hall. One will complete pre-determined plyometric workouts in the mat room, and one group will complete a brief resistance training or cardio workout within the weight room created by myself. | 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** |
| **1/14** | Go the entirety of class with 3 or fewer behavioral disruptions | Students will watch as either the instructor or an experienced student with directions from the teacher demonstrate how to properly use each piece of equipment within the weight room.  | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.4.9.A****10.5.9.F** |
| **1/16** | Through effective team communication, positively encourage each other 5 or more times throughout class | Students will complete a dynamic warmup as a class followed by splitting into 3 groups. One group will run/walk in the hall. One will complete pre-determined plyometric workouts in the mat room, and one group will complete a brief resistance training or cardio workout within the weight room created by myself. | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.4.9.A****10.5.9.F** |

**Sr. High Weight Training**

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| --- | --- | --- | --- | --- |
| **Date:** | **Objectives:** | **Activities** | **Assessment** | **State Standards** |
| **1/13** | As a class, positively encourage each other at least 3 times throughout the class. | Students will receive their workouts from last class with grades as well as notes on them. We will talk about common mistakes and room for improvement. Students will be able to also compete in the class vs. class competition of biking to Jacksonville  | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.5.12.D****10.4.12.A** |
| **1/15** | As a class, create no safety hazards throughout class (spotting correctly, good form, no horseplay)  | Students will be asked about the differences between static and dynamic warm-ups. Students will have 2 classes to come up with a dynamic warm-up for their group. We will then explain the differences and uses for each. Students will be able to also compete in the class vs. class competition of biking to Jacksonville | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.5.12.D****10.4.12.A** |
| **1/17** | As a class, create no safety hazards throughout class (spotting correctly, good form, no horseplay) | Students will be asked about the differences between static and dynamic warm-ups. Students will have 2 classes to come up with a dynamic warm-up for their group. We will then explain the differences and uses for each. Students will be able to also compete in the class vs. class competition of biking to Jacksonville | 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** |
| **1/13,****1/15, 1/17** | As a class, create no safety hazards throughout class (spotting correctly, good form, no horseplay) | As a class, we will review the term “time under tension” and how to use this to your advantage while working out. Students will have the choice of selecting a workout, creating one with the teacher, or competing in the “cardio to Jacksonville challenge” | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.5.9.A****10.5.9.D** |
| **1/14, 1/16** | As a class, create no safety hazards throughout class (spotting correctly, good form, no horseplay) | As a class, we will review the term “time under tension” and how to use this to your advantage while working out. Students will have the choice of selecting a workout, creating one with the teacher, or competing in the “cardio to Jacksonville challenge” | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.5.9.A****10.5.9.D** |