**10/7– 10/11**

**7th Grade Health**

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| --- | --- | --- | --- | --- |
| Date | Objectives:The student will be able to  | Activities | Assessment | State Standards |
|  10/7 | Students will be able to name 3 ways to strengthen family relationships  | Students will complete guided notes as we read from the book as a class. | Worksheet  | 10.1.9.A10.1.9.C10.1.9.D |
|  10/9 | Students will be able to name at least 3 different assets of a good friend  | 1-5 HW on pg. 35 | Enrichment worksheet | 10.1.9. B10.1.9.E |
| 10/11 | Students will create no more than 2 behavioral distractions throughout class | Students will complete any remaining reading from chapter 1, followed by their chapter 1 review | Written review worksheet, review game  | 10.1.9. B10.1.9.E |

**9th Grade Health**

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| --- | --- | --- | --- | --- |
| Date | Objectives: The students will be able to | Activities | Assessment | State Standards |
|  10/7 | Students will be able to as a class score 85% or higher on their Quiz | Students will complete a quiz followed by the beginning of chapter 3  | quiz | **10.1.9.A****10.1.9.C** |
| 10/9 | Students will be able to define the term self esteem  | Students will finish reading lesson 1 followed by a worksheet about self-esteem, this will be completed in partners  | Worksheet  | 10.1.9.A10.1.9.C10.1.9.B |
| 10/11 | Students will be able to name at least three ways to positively influence their personal identity | Students will follow through an instructor led PowerPoint while taking notes  | Notes | 10.1.9.A10.1.9.C10.1.9.B |

**7th Grade Physical Education**

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| **Date** | **Objectives:** Students will be able to  | **Activities** | **Assessment** | **State Standards** |
| 10/8 | Go the entirety of the class with 2 or fewer penalties | Students will warm up, and then play ultimate frisbee | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.3.9.D****10.5.9.A** |
| 10/10 | Go the entirety of class with 3 or fewer behavioral disruptions | Students will warm up followed by a game of ultimate Frisbee using the goals rather than an endzone to score | 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** |
| 10/8 | Go the entirety of class with 3 or fewer behavioral disruptions | Students will warm up, and then play ultimate frisbee | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.4.9.A****10.5.9.F** |
| 10/10 | Go the entirety of class with 3 or fewer behavioral disruptions | Students will warm up followed by a game of ultimate Frisbee using the goals rather than an endzone to score | 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** |
| **10/8** | Go the entirety of class with 3 or fewer behavioral disruptions | Students will warm up, and then play ultimate frisbee | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.4.9.A****10.5.9.F** |
| **10/10** | Go the entirety of class with 3 or fewer behavioral disruptions | Students will warm up followed by a game of ultimate Frisbee using the goals rather than an endzone to score | 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** |
| **10/8** | 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 thatmakes sense | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.5.12.D****10.4.12.A** |
| **10/10** | As a class, create no safety hazards throughout class (spotting correctly, good form, no horseplay)  | Students will have the freedom of choosing what muscles to work, it just needs to be a group that makes sense | 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** |
| **9/30, 10/2, 10/4** | As a class, create no safety hazards throughout class (spotting correctly, good form, no horseplay) | As a class, we will review correct spotting form, as well as general mat room expectations. Students will have the freedom of choosing what muscles to work, it just needs to be a group that makes sense | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.5.9.A****10.5.9.D** |
| **10/1, 10/3** | As a class, create no safety hazards throughout class (spotting correctly, good form, no horseplay) | As a class, we will review correct spotting form, as well as general mat room expectations. Students will have the freedom of choosing what muscles to work as long as it makes sense.  | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.5.9.A****10.5.9.D** |