**11/18– 11/22**

**7th Grade Health**

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| Date | Objectives:The student will be able to - | Activities | Assessment | State Standards |
|  11/19 | Students will be able to recognize at least 3 common drinks that contain artificial sweeteners | Students will have an interactive bell ringer followed by a PowerPoint, notes, and a video with guided questions on sugars and artificial sweeteners  | Video worksheet  | 10.1.9.A10.1.9.D |
|  11/21 | Students will be able to complete their healthy internet activity worksheet at 80% or better  | Following their bell ringer, students will research and find a healthy meal from their favorite place to eat. Listing all of the macros. Any remaining time will be used for a kahoot review  | Bell ringer, worksheet  | 10.1.9.A10.1.9.D |

**9th Grade Health**

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| Date | Objectives: The students will be able to | Activities | Assessment | State Standards |
|  11/19 | Score 80% or better on their written review with a partner  | Students will take notes on our remaining PowerPoint slides before completing a written review with a partner  | Review  | **10.1.9.A****10.1.9.D** |
| 11/21 | Create 3 or fewer behavioral disruptions throughout class  | Students will be given the first 10 minutes of class to finish up their worksheets. Following this, students will play a nutrition review game.  | Review, review game  | 10.1.9.A10.1.9.D |

**7th Grade Physical Education**

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| **Date** | **Objectives:** Students will be able to  | **Activities** | **Assessment** | **State Standards** |
| 11/18 | Go the entirety of the class with no safety issues  | Students will warm up by passing and shooting using their lacross sticks. Students will then be split into teams and a short game of lacrosse will be played after students can name at least 3 safety concerns within lacrosse. | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.3.9.D****10.5.9.A** |
| 11/20 | Through effective team communication, positively encourage each other 5 or more times throughout class | Students will warm up by passing and shooting using their lacross sticks. Students will then be split into teams and a short game of lacrosse will be played after students can name at least 3 safety concerns within lacrosse.  | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.3.9.D****10.5.9.A** |
| 11/22 | Students will create no more than 3 behavioral disruptions throughout class  | With it being Friday, whoevers turn it is will pick their favorite PE game and we will play as a class.  | 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** |
| 11/18 | Go the entirety of the class with no safety issues  | Students will warm up by passing and shooting using their lacross sticks. Students will then be split into teams and a short game of lacrosse will be played after students can name at least 3 safety concerns within lacrosse. | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.4.9.A****10.5.9.F** |
| 11/20 | Through effective team communication, positively encourage each other 5 or more times throughout class | Students will warm up by passing and shooting using their lacross sticks. Students will then be split into teams and a short game of lacrosse will be played after students can name at least 3 safety concerns within lacrosse. | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.4.9.A****10.5.9.F** |
| 11/22 | Go the entirety of the class with no safety issues  | With it being Friday, whoevers turn it is will pick their favorite PE game and we will play as a class. | 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** |
| **11/18** | Go the entirety of class with 3 or fewer behavioral disruptions | Students will warm up by passing and shooting using their lacross sticks. Students will then be split into teams and a short game of lacrosse will be played after students can name at least 3 safety concerns within lacrosse. | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.4.9.A****10.5.9.F** |
| **11/20** | Through effective team communication, positively encourage each other 5 or more times throughout class | Students will warm up by passing and shooting using their lacross sticks. Students will then be split into teams and a short game of lacrosse will be played after students can name at least 3 safety concerns within lacrosse. | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.4.9.A****10.5.9.F** |
| **11/22** | Go the entirety of class with 3 or fewer behavioral disruptions | With it being Friday, whoevers turn it is will pick their favorite PE game and we will play as a class. | 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** |
| **11/19** | 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** |
| **11/21** | 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** |
| **11/18, 11/20,****11/22** | 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** |
| **11/19, 11/21** | 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** |