**11/4– 11/8**

**7th Grade Health**

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| --- | --- | --- | --- | --- |
| Date | Objectives:  The student will be able to - | Activities | Assessment | State Standards |
| 11/4 | Students will be able to name the 6 nutrients | Studnents will complete their bell ringer followed by a Powerpoint on carbs, proteins, and fats | Classes comprehension on review questions | 10.1.9.A  10.1.9.D |
| 11/6 | Students will be able to differentiate between vitamins and minerals | Following their bell ringer, students will take notes on vitamins, minerals, and water followed by a short worksheet | Worksheet | 10.1.9.A  10.1.9.D |
| 11/8 | Students will be able to name 3 health risks related to sugars | Students will take part in an interactive bell ringer with placing different drinks in order from least to greatest in sugar content. Following this, they will take notes on a powerpoint dealing with sweeteners | Notes | 10.1.9.A  10.1.9.D |

**9th Grade Health**

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| Date | Objectives: The students will be able to | Activities | Assessment | State Standards |
| 11/4 | State the two ways that vitamins are absorbed (Soluble) into the body | Following their bell ringer, students will briefly review our powerpoint on nutrients that we completed last class followed by taking notes on water, vitamins and minerals | Review questions | **10.1.9.A**  **10.1.9.D** |
| 11/6 | Understand the difference between artificial and natural sweeteners | Following their bell ringer, students will attempt to arrange sugary drinks in order from least to greatest | Worksheet | 10.1.9.A  10.1.9.D |
| 11/8 | Understand how to log macros | Students will begin class with a brief quiz prior to doing research on and completing a paper logging the macros in one of their favorite meals | Macros worksheet | 10.1.9.A  10.1.9.D |

**7th Grade Physical Education**

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| **Date** | **Objectives:** Students will be able to | **Activities** | **Assessment** | **State Standards** |
| 11/5 | Go the entirety of the class with 2 or fewer players entering the goalie box | Students will warm up, rules and safety concerns for speedball will be reviewed before splitting teams and getting into gameplay | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.3.9.D**  **10.5.9.A** |
| 11/7 | Through effective team communication, positively encourage each other 5 or more times throughout class | Students will warm up, rules and safety concerns for speedball will be reviewed before splitting teams and getting into gameplay | 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** |
| 11/5 | Go the entirety of class with 3 or fewer behavioral disruptions | Students will warm up, rules and safety concerns for speedball will be reviewed before splitting teams and getting into gameplay | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.4.9.A**  **10.5.9.F** |
| 11/7 | Through effective team communication, positively encourage each other 5 or more times throughout class | Students will warm up, rules and safety concerns for speedball will be reviewed before splitting teams and getting into gameplay | 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** |
| **11/5** | Go the entirety of class with 3 or fewer behavioral disruptions | Students will warm up, rules and safety concerns for speedball will be reviewed before splitting teams and getting into gameplay | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.4.9.A**  **10.5.9.F** |
| **11/7** | Through effective team communication, positively encourage each other 5 or more times throughout class | Students will warm up, rules and safety concerns for speedball will be reviewed before splitting teams and getting into gameplay | 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** |
| **11/4** | 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** |
| **11/6** | As a class, create no safety hazards throughout class (spotting correctly, good form, no horseplay) | 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** |
| **11/8** | As a class, create no safety hazards throughout class (spotting correctly, good form, no horseplay) | 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** |

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

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| --- | --- | --- | --- | --- |
| **Date** | **Objectives:** The students will be able to | **Activities** | **Assessment** | **State Standards** |
| **11/4, 11/6, 11/8** | 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** |
| **11/5, 11/7** | 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** |