**3/31– 4/4**

**7th Grade Health**

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| --- | --- | --- | --- | --- |
| Date | Objectives:  The student will be able to - | Activities | Assessment | State Standards |
| 3/31 | Students will create no more than 2 behavioral disruptions within class. | Following their bell ringer, students will take notes on the different forms, as well as dangers of tobacco and nicotine products | Notes, bell ringer | 10.2.9.A  10.2.9.C |
| 4/2 | Students will complete their classwork at 90% correctness or better as a class | Students will notes on a lecture about alcohol as well as a PowerPoint presentation | Notes | 10.2.9.A  10.2.9.C |
| 4/4 | Students will complete their classwork at 90% correctness or better as a class | As a class we will read pages 344-349 before completing a worksheet individually | Bell ringer, worksheet | 10.2.9.A  10.2.9.C |

**9th Grade Health**

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| --- | --- | --- | --- | --- |
| Date | Objectives: The students will be able to | Activities | Assessment | State Standards |
| 3/31 | Complete their class work at 80% or higher as a class average | Following their bell ringer, students will present their drug projects | Classwork, homework | 10.1.9.B  10.1.9.E |
| 4/2 | Create 2 or fewer behavioral disruptions throughout class | Following their bell ringer, students will continue presenting their drug projects, any remaining time will be used to begin their movie on drug use and abuse | Notes, movie guide | 10.1.9.B  10.1.9.E |
| 4/4 | Create 2 or fewer behavioral disruptions throughout class | Upon completion of the film, class will turn to tobacco and nicotine with an emphasis on vaping and nicotine pouches | Movie guide, notes |  |

**7th Grade Physical Education**

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| **Date** | **Objectives:** Students will be able to | **Activities** | **Assessment** | **State Standards** |
| 4/1 | Go the entirety of the class with no safety issues | Students will select their own partners before attempting to play games of pickleball, rotating opponents each game | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.3.9.D**  **10.5.9.A** |
| 4/3 | Through effective team communication, positively encourage each other 5 or more times throughout class | Students will be introduced to capture the flag | 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** |
| 4/1 | Go the entirety of the class with no safety issues | Students will select their own partners before attempting to play games of pickleball, rotating opponents each game | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.4.9.A**  **10.5.9.F** |
| 4/3 | Through effective team communication, positively encourage each other 5 or more times throughout class | Students will be introduced to capture the flag | 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** |
| **4/1** | Go the entirety of class with 3 or fewer behavioral disruptions | Students will select their own partners before attempting to play games of pickleball, rotating opponents each game | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.4.9.A**  **10.5.9.F** |
| **4/3** | Through effective team communication, positively encourage each other 5 or more times throughout class | Students will be introduced to capture the flag | 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** |
| **3/31** | As a class, positively encourage each other at least 3 times throughout the class. | Students will work in small groups, creating and performing their own workout routine | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.5.12.D**  **10.4.12.A** |
| **4/2** | As a class, create no safety hazards throughout class (spotting correctly, good form, no horseplay) | Students will work in small groups, improving their workout plan and logging weights | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.5.12.D**  **10.4.12.A** |
| **4/4** | As a class, create no safety hazards throughout class (spotting correctly, good form, no horseplay) | Students will work in small groups, improving their workout plan and logging weights | 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** |
| **3/31, 4/2, 4/4** | As a class, create no safety hazards throughout class (spotting correctly, good form, no horseplay) | Students will select a muscle group within their group, followed by getting a pre-made workout for that muscle group and performing it | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.5.9.A**  **10.5.9.D** |
| **4/1, 4/3** | As a class, create no safety hazards throughout class (spotting correctly, good form, no horseplay) | Students will select a muscle group within their group, followed by getting a pre-made workout for that muscle group and performing it | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.5.9.A**  **10.5.9.D** |