**9/9– 9/13**

**7th Grade Health**

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| --- | --- | --- | --- | --- |
| Date | Objectives:The student will be able to  | Activities | Assessment | State Standards |
|  9/9 | Students will be able to differentiate between verbal and nonverbal communication | Bell ringer, As a class, we will read lesson 3 and discuss each as topic as we go.  | Students reading as a class, ability to stay on task, grading on questions | 10.1.9.A10.1.9.C10.1.9.D |
|  9/11 | Students will be able to name 3 influences that they have in their life  | Students will finish reading lesson 3 as well as complete questions 1-5 in their book  | Students ability to stay on task in class, homework | 10.1.9. B10.1.9.E |
| 9/13 | Students will be able to list at least 3 scenarios where decision making is important  | Students will complete their bell ringer followed by reading and a worksheet  | Bell ringer, worksheet  | 10.1.9.A10.1.9.C10.1.9.D |

**9th Grade Health**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Objectives: The students will be able to | Activities | Assessment | State Standards |
|  9/9 | Define the term wellness and relate how wellness looks like for them  | Reading chapter one as a class, discussing content, worksheet, review questions  | Worksheet  | **10.1.9.A****10.1.9.C** |
| 9/11 |  | ALL STUDENTS WILL BE AT SCTC |  | 10.1.9.A10.1.9.C10.1.9.B |
| 9/13 | Define the term health literacy | Read in partners, complete lesson quiz  | Bell ringer, lesson quiz  | 10.1.9.A10.1.9.C10.1.9.B |

**7th Grade Physical Education**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Objectives:** Students will be able to  | **Activities** | **Assessment** | **State Standards** |
| 9/10 | Go the entirety of the class with 2 or fewer penalties | Students will warm up, and then get with a partner to perform partner passing to get their skills warmed up. Following this, we will introduce ultimate football  | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.3.9.D****10.5.9.A** |
| 9/12 | Go the entirety of class with 3 or fewer behavioral disruptions | Students will warm up followed by ultimate football  | 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** |
| 9/10 | Go the entirety of class with 3 or fewer behavioral disruptions | Students will warm up, and then get with a partner to perform partner passing to get their skills warmed up. Following this, we will introduce ultimate football | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.4.9.A****10.5.9.F** |
| 9/12 | Go the entirety of class with 3 or fewer behavioral disruptions | Students will warm up followed by ultimate football  | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.4.9.A****10.5.9.F** |

**Sr. High Physical Education**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Objectives:** The students will be able to  | **Activities** | **Assessment** | **State Standards** |
| **9/10** | Go the entirety of class with 3 or fewer behavioral disruptions | Students will warm up followed by ultimate football  | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.4.9.A****10.5.9.F** |
| **9/12** | Go the entirety of class with 3 or fewer behavioral disruptions | Students will warm up and play ultimate football  | 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** |
| **9/9** | 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** |
| **9/11** | Lift without needing to be reminded to stay on task. One or fewer reinforcement strategies should be needed to keep each group on task | 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** |
| **9/13** | Lift without needing to be reminded to stay on task. One or fewer reinforcement strategies should be needed to keep each group on task | 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**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Objectives:** The students will be able to | **Activities** | **Assessment** | **State Standards** |
| **9/9, 9/11, 9/13** | Lift without needing to be reminded to stay on task. One or fewer reinforcement strategies should be needed to keep each group on task | 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** |
| **9/10, 9/12** | Lift without needing to be reminded to stay on task. One or fewer reinforcement strategies should be needed to keep each group on task | 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** |