**1/8 – 1/12**

**7th Grade Health**

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| --- | --- | --- | --- | --- |
| Date | Objectives:The student will be able to  | Activities | Assessment | State Standards |
| 1/9 | students will be able to complete their food label worksheet at 90% or better  | Following their bell ringer, students will follow through a powerpoint on reading nutrition labels before finally completing a worksheet packet on nutrition labels  | Nutrition label assignment grading  | 10.1.9.E10.2.9.D103.9.D |
| 1/11 | Students will be create 3 or fewer behavioral distractions as a class  | Following their bell ringer, students will finish their nutrition label packets. Any remaining time will be used to begin reviewing for their test  | Nutrition label assignment grading | 10.1.9.E10.2.9.D103.9.D |

**9th Grade Health**

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| Date | Objectives: The students will be able to | Activities | Assessment | State Standards |
| 1/9 | Students will be able score 80% or higher on their test as a class |  Students will take their unit test, any remaning time will be used to introduce nutrition  | Unit test | 10.1.9.D10.2.9.D10.3.9.B |
| 1/11 | Students will create no more than 3 behavioral disruptions throughout the entire class  | Students will learn about sugar through a hands on bell ringer and a PowerPoint  | Pre/Post test  | 10.1.9.D10.2.9.D10.3.9.B |

**7th Grade Physical Education**

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| --- | --- | --- | --- | --- |
| **Date** | **Objectives:** Students will be able to  | **Activities** | **Assessment** | **State Standards** |
| 1/8 | Go the entirety of the class with 2 or fewer mishaps/incorrect usage of equipment  | Students will warmup with a partner before trying to play their first real game of lacrosse, this game will be without a goalie  | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.3.9.D****10.5.9.A** |
| 1/10 | Go the entirety of the class with no mishaps/incorrect usage of equipment | Students will warmup their lacrosse skills before playing a game with a goalie  | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.3.9.D****10.5.9.A** |
| 1/12 | Go the entirety of the class with no mishaps/incorrect usage of equipment | One student will pick our game for the day, since it is a Friday. I will go through the roster in alphabetical order throughout the year to take turns  | 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** |
| 1/8 | Go the entirety of class with 3 or fewer behavioral disruptions | Students will warmup with a partner before trying to play their first real game of lacrosse, this game will be without a goalie | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.4.9.A****10.5.9.F** |
| 1/10 | Go the entirety of the class with no mishaps/incorrect usage of equipment | Students will warmup their lacrosse skills before playing a game with a goalie | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.4.9.A****10.5.9.F** |
| 1/12 | Go the entirety of the class with no mishaps/incorrect usage of equipment | One student will pick our game for the day, since it is a Friday. I will go through the roster in alphabetical order throughout the year to take turns | 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** |
| 1/8 | Go the entirety of the class with no mishaps/incorrect usage of equipment | Students will warmup with a partner before trying to play their first real game of lacrosse, this game will be without a goalie | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.5.12.D****10.4.12.A** |
| 1/10 | Go the entirety of class with 3 or fewer behavioral disruptions | Students will warmup their lacrosse skills before playing a game with a goalie | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.5.12.D****10.4.12.A** |
| 1/12 | Go the entirety of class with 3 or fewer behavioral disruptions | One student will pick our game for the day, since it is a Friday. I will go through the roster in alphabetical order throughout the year to take turns | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.5.12.D****10.4.12.A** |

**Sr. High Weight Training**

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| --- | --- | --- | --- | --- |
| **Date:** | **Objectives:** | **Activities** | **Assessment** | **State Standards** |
| 1/9 | 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 that makes sense. Students will also be challenged to help create their own workout regimen with me. | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.5.12.D****10.4.12.A** |
| 1/11 | 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 also be challenged to help create their own workout regimen with me. | 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** |
| **1/8, 1/10,1/12** | 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 also be challenged to help create their own workout regimen alongside me.  | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.5.9.A****10.5.9.D** |
| **1/9,1/11** | One or fewer reinforcementstrategies 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 also be challenged to help create their own workout regimen with me.  | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.5.9.A****10.5.9.D** |