**1/16 – 1/19**

**7th Grade Health**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Objectives:The student will be able to  | Activities | Assessment | State Standards |
| 1/17 | students will be able to name what type of fat is typically solid at room temperature | Students will complete their bell ringer followed by Kahoot review on nutrition  | Kahoot participation  | 10.1.9.E10.2.9.D103.9.D |
| 1/19 | Students will be able to score 80% or higher as a class on their nutrition test  | Following their bell ringer, students will finish the powerpoint from last class. Any remaining time will be used to begin talking about managing calories to gain or lose weight  | Lesson check  | 10.1.9.E10.2.9.D103.9.D |

**9th Grade Health**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Objectives: The students will be able to | Activities | Assessment | State Standards |
| 1/17 | Students will be able to as a class identify the 6 nutrients without prior teachin g |  Following their bell ringer, students will follow through a PowerPoint on water, vitamins, and minerals | Bell ringer, worksheet | 10.1.9.D10.2.9.D10.3.9.B |
| 1/19 | Students will be able to name how how they can judge how much they need of a nutrient  | Following their Bell Ringer, students will take notes on a powerpoint talking about RDV’s | Review questions  | 10.1.9.D10.2.9.D10.3.9.B |

**7th Grade Physical Education**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Objectives:** Students will be able to  | **Activities** | **Assessment** | **State Standards** |
| 1/16 | Go the entirety of the class with 2 or fewer mishaps/incorrect usage of equipment  | Following their warmup, students will begin by dribbling a hockey puck in place, dribbling while moving, followed by gameplay  | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.3.9.D****10.5.9.A** |
| 1/18 | Go the entirety of the class with no mishaps/incorrect usage of equipment | Following their warmup, students will sharpen their skills using partner passing before 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**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Objectives** | **Activities** | **Assessment** | **State Standards** |
| 1/16 | Go the entirety of class with 3 or fewer behavioral disruptions | Following their warmup, students will begin by dribbling a hockey puck in place, dribbling while moving, followed by gameplay | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.4.9.A****10.5.9.F** |
| 1/18 | Go the entirety of the class with no mishaps/incorrect usage of equipment | Following their warmup, students will sharpen their skills using partner passing before 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**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Objectives:** The students will be able to  | **Activities** | **Assessment** | **State Standards** |
| 1/16 | Go the entirety of the class with no mishaps/incorrect usage of equipment | Following their warmup, students will begin by dribbling a hockey puck in place, dribbling while moving, followed by gameplay | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.5.12.D****10.4.12.A** |
| 1/18 | Go the entirety of class with 3 or fewer behavioral disruptions | Following their warmup, students will sharpen their skills using partner passing before getting into gameplay | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.5.12.D****10.4.12.A** |

**Sr. High Weight Training**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date:** | **Objectives:** | **Activities** | **Assessment** | **State Standards** |
| 1/17 | 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** |
| 1/19 | 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** |
| **1/16, 1/18** | 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** |
| **1/17,1/19** | 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** |