**4/15– 4/19**

**7th Grade Health**

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| Date | Objectives:  The student will be able to | Activities | Assessment | State Standards |
| 4/15 | students will create no more than 2 behavioral disruptions as a class | Students will play a review game in preparation of their quiz | Review scores | 10.1.9.E  10.2.9.D  103.9.D |
| 4/17 | students will create no more than 2 behavioral disruptions as a class | Students will take their quiz followed by an introduction of the respiratory system | Quiz | 10.1.9.E  10.2.9.D  103.9.D |
| 4/19 | students will create no more than 2 behavioral disruptions as a class | Students will complete their bell ringer followed by a Powerpoint and a worksheet | Worksheet, notes | 10.1.9.E  10.2.9.D  103.9.D |

**9th Grade Health**

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| Date | Objectives: The students will be able to | Activities | Assessment | State Standards |
| 4/15 | students will create no more than 2 behavioral disruptions as a class | Students will review for their upcoming test | bell ringer | 10.1.9.D  10.2.9.D  10.3.9.B |
| 4/17 | students will create no more than 2 behavioral disruptions as a class | Students will complete their unit test followed by an introduction to the cardiovascular system | Test | 10.1.9.D  10.2.9.D  10.3.9.B |
| 4/19 | students will create no more than 2 behavioral disruptions as a class | Students will complete their bell ringer followed by a powerpoint and a worksheet | Bell ringer, worksheet | 10.1.9.D  10.2.9.D  10.3.9.B |

**7th Grade Physical Education**

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| **Date** | **Objectives:** Students will be able to | **Activities** | **Assessment** | **State Standards** |
| 4/16 | Go the entirety of the class with 2 or fewer mishaps/incorrect usage of equipment | STUDENTS WILL BE ON A FIELD TRIP | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.3.9.D**  **10.5.9.A** |
| 4/18 | Go the entirety of the class with asking no more than 5 times how the game is played | Students will play 3 ball dodgeball as their warmup followed by capture the ball as their 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** |
| 4/16 | Go the entirety of class with 3 or fewer behavioral disruptions | Following their warmup, students will attempt to play capture the ball | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.4.9.A**  **10.5.9.F** |
| 4/18 | Go the entirety of the class with no mishaps/incorrect usage of equipment | Following their warmup, students will begin playing wiffle ball or capture the ball, their choice. | 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** |
| 4/16 | Go the entirety of the class with no mishaps/incorrect usage of equipment | Following their warmup, students will play wiffle-ball | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.5.12.D**  **10.4.12.A** |
| 4/18 | Go the entirety of class with 3 or fewer behavioral disruptions | Following their warmup, students will play wiffle-ball | 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** |
| 4/15 | 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** |
| 4/17 | 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 review and discuss their goal from the beginning of the year, if they met their mid-year goal, and if they are on track for their year-long goal | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.5.12.D**  **10.4.12.A** |
| 4/19 | 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**

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| --- | --- | --- | --- | --- |
| **Date** | **Objectives:** The students will be able to | **Activities** | **Assessment** | **State Standards** |
| **4/16, 4/18** | 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** |
| **4/15, 4/17, 4/19** | 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** |