**4/22– 4/26**

**7th Grade Health**

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| Date | Objectives:  The student will be able to | Activities | Assessment | State Standards |
| 4/23 | students will create no more than 2 behavioral disruptions as a class | STUDENTS WILL BE PSSA TESTING | Review scores | 10.1.9.E  10.2.9.D  103.9.D |
| 4/25 | students will create no more than 2 behavioral disruptions as a class | Following their bell ringer, students will pick up at their powerpoint on the circulatory system followed by a worksheet | Bell ringer, circulatory worksheet | 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 |
| 4/23 | students will create no more than 2 behavioral disruptions as a class | Due to the flight 93 trip, remaining students will watch the “Supersize me” video | Video questions | 10.1.9.D  10.2.9.D  10.3.9.B |
| 4/25 | students will create no more than 2 behavioral disruptions as a class | Students will complete their bell ringer followed by a brief review of the content learned this far, students will then begin reading about the respiratory system | Test | 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** |
| 4/22 | Go the entirety of the class with 2 or fewer mishaps/incorrect usage of equipment | STUDENTS WILL BE PSSA TESTING | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.3.9.D**  **10.5.9.A** |
| 4/24 | Go the entirety of the class with asking no more than 5 times how the game is played | STUDENTS WILL BE PSSA TESTING | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.3.9.D**  **10.5.9.A** |
| 4/26 | 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** |
| 4/22 | 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** |
| 4/24 | Go the entirety of the class with no mishaps/incorrect usage of equipment | Following their warmup, students will introduced to ping pong with an emphasis on serving | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.4.9.A**  **10.5.9.F** |
| 4/26 | Go the entirety of the class with no mishaps/incorrect usage of equipment | Following their warmup, Students will play 2v2 ping pong | 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** |
| 4/22 | Go the entirety of the class with no mishaps/incorrect usage of equipment | Following their warmup, students will begin playing table tennis | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.5.12.D**  **10.4.12.A** |
| 4/24 | Go the entirety of class with 3 or fewer behavioral disruptions | Following their warmup, students will play table tennis | Students will be assessed based on their dress, participation, sportsmanship, and conduct | **10.5.12.D**  **10.4.12.A** |
| 4/26 | Go the entirety of class with 3 or fewer behavioral disruptions | Following their warmup, students will play table tennis | 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** |
| 4/23 | 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** |
| 4/25 | 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** |

**Jr. High Weight Training (A) and (B) class**

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| --- | --- | --- | --- | --- |
| **Date** | **Objectives:** The students will be able to | **Activities** | **Assessment** | **State Standards** |
| **4/23, 4/25** | 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** |
| **4/22, 4/24, 4/26** | 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** |