

Monday 12/05/2022	Tuesday 12/06/2022	Wednesday 12/07/2022	Thursday 12/08/2022	Friday 12/09/2022
Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am
Band/Choir 7 & 8 8:35am - 9:30am	Band/Choir 7 & 8 8:35am - 9:30am	Band/Choir 7 & 8 8:35am - 9:30am	Band/Choir 7 & 8 8:35am - 9:30am	Band/Choir 7 & 8 8:35am - 9:30am
Lesson / Instruction 1. Practice for Concert! 1. Practice entire section of their classes performance including moving from student's audience area, to risers, to orchestra area, while performing their individual pieces 2. Complete each song in order without interruption if possible	Lesson / Instruction 1. Practice for Concert! 1. Practice entire section of their classes performance including moving from student's audience area, to risers, to orchestra area, while performing their individual pieces 2. Complete each song in order without interruption if possible	Lesson / Instruction 1. Practice for Concert! 1. Practice entire section of their classes performance including moving from student's audience area, to risers, to orchestra area, while performing their individual pieces 2. Complete each song in order without interruption if possible	Lesson / Instruction 1. Practice for Concert! 1. Practice entire section of their classes performance including moving from student's audience area, to risers, to orchestra area, while performing their individual pieces 2. Complete each song in order without interruption if possible	Lesson / Instruction 1. Practice for Concert! 1. Practice entire section of their classes performance including moving from student's audience area, to risers, to orchestra area, while performing their individual pieces 2. Complete each song in order without interruption if possible
Standards MU:Pr5.1 Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others. MU:Pr6.1 Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. MU:Pr4.1.8a Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific	Standards MU:Pr5.1 Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others. MU:Pr6.1 Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. MU:Pr4.1.8a Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific	Standards MU:Pr5.1 Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others. MU:Pr6.1 Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. MU:Pr4.1.8a Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific	Standards MU:Pr5.1 Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others. MU:Pr6.1 Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. MU:Pr4.1.8a Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific	Standards MU:Pr5.1 Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others. MU:Pr6.1 Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. MU:Pr4.1.8a Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific

purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices.

MU:Pr4.2.8a Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.

MU:Pr4.2.8b When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.

MU:Pr5.1.8a Identify and apply personally-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.

MU:Pr6.1.8a Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.

MU:Pr6.1.8b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.

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<p>MU:Re9.1.8a Apply appropriate personally-developed criteria to evaluate musical works or performances.</p>	<p>MU:Re9.1.8a Apply appropriate personally-developed criteria to evaluate musical works or performances.</p>	<p>MU:Re9.1.8a Apply appropriate personally-developed criteria to evaluate musical works or performances.</p>	<p>MU:Re9.1.8a Apply appropriate personally-developed criteria to evaluate musical works or performances.</p>	<p>MU:Re9.1.8a Apply appropriate personally-developed criteria to evaluate musical works or performances.</p>
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etiquette appropriate for venue and purpose.

MU:Pr6.1.6a Perform the music with technical accuracy to convey the creator's intent.

MU:Pr5.1.6a Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.

MU:Pr4.3.6a Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

MU:Pr4.2.6b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.

MU:Pr6.1 Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

MU:Pr5.1 Rehearse, Evaluate and Refine - Evaluate and refine personal and

etiquette appropriate for venue and purpose.

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MU:Pr6.1 Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

MU:Pr5.1 Rehearse, Evaluate and Refine - Evaluate and refine personal and

<p>ensemble performances, individually or in collaboration with others.</p> <p>MU:Pr4.1 Select - Select varied musical works to present based on interest, knowledge, technical skill, and context.</p>	<p>ensemble performances, individually or in collaboration with others.</p> <p>MU:Pr4.1 Select - Select varied musical works to present based on interest, knowledge, technical skill, and context.</p>	<p>ensemble performances, individually or in collaboration with others.</p> <p>MU:Pr4.1 Select - Select varied musical works to present based on interest, knowledge, technical skill, and context.</p>	<p>ensemble performances, individually or in collaboration with others.</p> <p>MU:Pr4.1 Select - Select varied musical works to present based on interest, knowledge, technical skill, and context.</p>	<p>ensemble performances, individually or in collaboration with others.</p> <p>MU:Pr4.1 Select - Select varied musical works to present based on interest, knowledge, technical skill, and context.</p>
<p>Prep 10:28am - 11:30am</p>	<p>Prep 10:28am - 11:30am</p>	<p>Prep 10:28am - 11:30am</p>	<p>Prep 10:28am - 11:30am</p>	<p>Prep 10:28am - 11:30am</p>
<p>Lunch 11:30am - 12:15pm</p>	<p>Lunch 11:30am - 12:15pm</p>	<p>Lunch 11:30am - 12:15pm</p>	<p>Lunch 11:30am - 12:15pm</p>	<p>Lunch 11:30am - 12:15pm</p>
<p>Music PK 12:15pm - 1:00pm</p> <p>Objective:</p> <ul style="list-style-type: none"> • Get concert ready <p>Lesson / Instruction</p> <ol style="list-style-type: none"> Practice for Concert! <ol style="list-style-type: none"> 1. Practice sitting in the student audience and filing on and off the risers for singing 2. Practice singing with Kindergarten Class <p>Standards</p> <p>MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p>MU:Cr2.1.PreKb With substantial guidance, select and keep track of the order for performing original musical ideas, using iconic notation and/or recording technology.</p> <p>MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to</p>	<p>PE PK 12:15pm - 1:00pm</p> <p>Bowling Unit</p> <p>Objective:</p> <ul style="list-style-type: none"> • The purpose of this activity is to have the students practice bowling technique while working in small groups, while also practicing basic math skills by keeping score on a score sheet • Bowling (underhand toss/throw), process of taking turns, good sportsmanship and counting skills • Working on gross and fine motor skills <p>Lesson / Instruction</p> <ol style="list-style-type: none"> Warm Up Procedure: (10 min) <ul style="list-style-type: none"> ◦ 3 Laps ◦ Drinks ◦ Bathroom ◦ Stretching Share the History of Bowling: <ol style="list-style-type: none"> 1. The earliest known forms of 	<p>Music K 12:15pm - 1:00pm</p> <p>Objective:</p> <ul style="list-style-type: none"> • Get concert ready <p>Lesson / Instruction</p> <ol style="list-style-type: none"> Practice for Concert! <ol style="list-style-type: none"> 1. Practice sitting in the student audience and filing on and off the risers for singing 2. Practice singing with Pre-School Class <p>Standards</p> <p>MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p>MU:Cr2.1.PreKb With substantial guidance, select and keep track of the order for performing original musical ideas, using iconic notation and/or recording technology.</p> <p>MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to</p>	<p>PE 1 12:15pm - 1:00pm</p> <p>Bowling Unit</p> <p>Objective:</p> <ul style="list-style-type: none"> • The purpose of this activity is to have the students practice bowling technique while working in small groups, while also practicing basic math skills by keeping score on a score sheet • Bowling (underhand toss/throw), process of taking turns, good sportsmanship and counting skills • Working on gross and fine motor skills <p>Lesson / Instruction</p> <ol style="list-style-type: none"> Warm Up Procedure: (10 min) <ul style="list-style-type: none"> ◦ 3 Laps ◦ Drinks ◦ Bathroom ◦ Stretching Share the History of Bowling: <ol style="list-style-type: none"> 1. The earliest known forms of 	<p>Music 1 12:15pm - 1:00pm</p> <p>Objective:</p> <ul style="list-style-type: none"> • Get concert ready <p>Lesson / Instruction</p> <ol style="list-style-type: none"> Practice for Concert! <ol style="list-style-type: none"> 1. Practice sitting in the student audience and filing on and off the risers for singing 2. Practice singing and playing bells with 2nd grade class <p>Standards</p> <p>MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p>MU:Cr2.1.PreKb With substantial guidance, select and keep track of the order for performing original musical ideas, using iconic notation and/or recording technology.</p> <p>MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected</p>

create musical work(s) that meet appropriate criteria.

MU:Pr5.1 Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

MU:Pr5.1.PreKa With substantial guidance, practice and demonstrate what they like about their own performances.

MU:Pr5.1.PreKb With substantial guidance, apply personal, peer, and teacher feedback to refine performances.

MU:Pr6.1 Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

MU:Pr6.1.PreKa With substantial guidance, perform music with expression.

Music 2 1:00pm - 1:45pm

Objective:

- Get concert ready

Lesson / Instruction

1. Practice for Concert!

1. Practice sitting in the student audience and filing on and off the risers for singing

bowling date back to ancient Egypt

2. Wall drawings of bowling were found in a royal Egyptian tomb dated to 5200 BC and miniature pins and balls were found in an Egyptian child's grave around that time as well
3. Thought to be a child's game involving stone balls, a miniature alabaster vase-shaped figures
4. Later in 1895 in Egypt they found balls made using the husks of grains, covered in leather, and bound with string
5. Other balls made of porcelain have also been found, indicating that these were rolled along the ground rather than thrown due to their size and weight

3. **Set Up:** Go over bowling (underhand toss/throw) cues prior to activity.
 1. Face the target
 2. Step with opposite foot from throwing hand

create musical work(s) that meet appropriate criteria.

MU:Pr5.1 Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

MU:Pr5.1.PreKa With substantial guidance, practice and demonstrate what they like about their own performances.

MU:Pr5.1.PreKb With substantial guidance, apply personal, peer, and teacher feedback to refine performances.

MU:Pr6.1 Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

MU:Pr6.1.PreKa With substantial guidance, perform music with expression.

MU:Re9.1 Evaluate - Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

MU:Pr6.1.Kb Perform appropriately for the audience.

MU:Pr6.1.Ka With guidance, perform music with expression.

bowling date back to ancient Egypt

2. Wall drawings of bowling were found in a royal Egyptian tomb dated to 5200 BC and miniature pins and balls were found in an Egyptian child's grave around that time as well
3. Thought to be a child's game involving stone balls, a miniature alabaster vase-shaped figures
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3. **Set Up:** Go over bowling (underhand toss/throw) cues prior to activity.
 1. Face the target
 2. Step with opposite foot from throwing hand

musical ideas to create musical work(s) that meet appropriate criteria.

MU:Pr5.1.PreKa With substantial guidance, practice and demonstrate what they like about their own performances.

MU:Pr5.1.PreKb With substantial guidance, apply personal, peer, and teacher feedback to refine performances.

MU:Pr6.1.PreKa With substantial guidance, perform music with expression.

MU:Pr6.1.1b Perform appropriately for the audience and purpose.

MU:Pr6.1.1a With limited guidance, perform music for a specific purpose with expression.

MU:Pr5.1.1b With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.

MU:Pr5.1.1a With limited guidance, apply personal, teacher, and peer feedback to refine performances.

MU:Pr4.2.1b When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.

MU:Pr4.2.1a With limited guidance, demonstrate

- Practice singing and playing bells with 1st grade class

Standards

MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.

MU:Cr2.1.PreKb With substantial guidance, select and keep track of the order for performing original musical ideas, using iconic notation and/or recording technology.

MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

MU:Pr5.1 Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

MU:Pr5.1.PreKa With substantial guidance, practice and demonstrate what they like about their own performances.

MU:Pr5.1.PreKb With substantial guidance, apply personal, peer, and teacher feedback to refine performances.

MU:Pr6.1 Present - Perform expressively, with appropriate interpretation and

- Tick- Arm goes back like a grandfather clock
 - Tock- Arm swings forward to release the ball
 - Have students use the saying "Tick-Tock goes the Clock" and that will help them remember the cues for the underhand toss
 - Place students in groups of 3 and give them a "bowling alley" to play (three pieces of floor tape will be marked in a triangle formation for each group of students to play)
 - Once each group has their "bowling alley" area, send each group to retrieve three pins, choice of bowling ball, scoring sheet and a pencil
 - Demonstrate with two students how to take turns and keep score and set the pins up using the floor tape.
4. **Procedure:**

MU:Pr5.1.Kb With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.

MU:Pr5.1.Ka With guidance, apply personal, teacher, and peer feedback to refine performances.

Practice Time
1:00pm - 2:00pm

PE 5 1:45pm - 2:30pm

Floor Hockey

- Objective:**
- Practice and improve fundamental floor hockey skills (stick handling, passing, receiving, and shooting).
 - Actively participate in floor hockey lead-up games and challenges to utilize learned skills and develop physical fitness.
 - Have fun being physically active.

5th Grade

- Objectives:**
- In a large-group activity, use a hockey stick to safely control and dribble a plastic puck or whiffle-type ball
 - Dribble and strike a plastic puck or whiffle-type ball using both forehand and backhand strokes to a target or partner

Lesson / Instruction

- Tick- Arm goes back like a grandfather clock
 - Tock- Arm swings forward to release the ball
 - Have students use the saying "Tick-Tock goes the Clock" and that will help them remember the cues for the underhand toss
 - Place students in groups of 3 and give them a "bowling alley" to play (three pieces of floor tape will be marked in a triangle formation for each group of students to play)
 - Once each group has their "bowling alley" area, send each group to retrieve three pins, choice of bowling ball, scoring sheet and a pencil
 - Demonstrate with two students how to take turns and keep score and set the pins up using the floor tape.
4. **Procedure:**

knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.

MU:Pr6.1 Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

MU:Pr5.1 Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

MU:Cr2.1.1b With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.

PE K 1:00pm - 1:45pm

Bowling Unit

- Objective:**
- The purpose of this activity is to have the students practice bowling technique while working in small groups, while also practicing basic math skills by keeping score on a score sheet
 - Bowling (underhand toss/throw), process of taking turns, good sportsmanship

technical accuracy, and in a manner appropriate to the audience and context.

MU:Pr6.1.PreKa With substantial guidance, perform music with expression.

Band 5 1:45pm - 2:30pm

Lesson / Instruction

1. Practice for Concert!
2. Practice sitting in the student audience and filing on and off the risers for singing and to orchestra area for recorders

Standards

MU:Re9.1.5a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.

MU:Re9.1 Evaluate - Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

MU:Re7.1 Select - Choose music appropriate for a specific purpose or context.

MU:Pr6.1.5b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

1. The students take turns rolling the ball using proper technique trying to knock down the three pins. The student will get one turn at a time. After the student takes their own turn, he/she will write down their score on their sheet. It will then be another students' turn. The three students rotate their turns and keep track of their score.
2. Students set the pins for each turn by placing the pins on the floor tape
3. Set up the pins ball right against the wall
4. The score sheet reminds students of whose turn it is
5. **Variations:**
 1. This lesson can be taught to all grade levels with the distance of bowling being increased
 2. More bowling pins can be utilized to make it a more traditional bowling game with more floor tape
 3. Students can take two turns

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up (3-5 min): Quick Draw

- (Card 8)

Go Fitness (5-12 min): Pump it Up Push-Up Challenges

- (Card 230-233)

Go Activity (25 min): Floor Hockey

Need: Hockey Sticks, Puck, Whiffle Balls, Poly Spots

1. Super Stick Handling (Card 399)

Cool-down (3-5 min): Count Down

- (Card 12)

Standards

4.PE.3 Discuss the origin of a variety of games, sports, or dances, including traditional and contemporary American Indian contributions and cultures.

4.PE.1 Use a combination of motor skills to engage in a variety of activities.

4.PE.4 Understand the concept of open spaces to activities such as combination skills, small-sided practice tasks, gymnastics, and dance environments.

4.PE.7 Actively engages in the activities of health enhancement class, both teacher-directed and independent.

1. The students take turns rolling the ball using proper technique trying to knock down the three pins. The student will get one turn at a time. After the student takes their own turn, he/she will write down their score on their sheet. It will then be another students' turn. The three students rotate their turns and keep track of their score.
2. Students set the pins for each turn by placing the pins on the floor tape
3. Set up the pins ball right against the wall
4. The score sheet reminds students of whose turn it is
5. **Variations:**
 1. This lesson can be taught to all grade levels with the distance of bowling being increased
 2. More bowling pins can be utilized to make it a more traditional bowling game with more floor tape
 3. Students can take two turns

and counting skills

- Working on gross and fine motor skills

Lesson / Instruction

1. **Warm Up Procedure: (10 min)**
 - 3 Laps
 - Drinks
 - Bathroom
 - Stretching
2. **Share the History of Bowling:**
 1. The earliest known forms of bowling date back to ancient Egypt
 2. Wall drawings of bowling were found in a royal Egyptian tomb dated to 5200 BC and miniature pins and balls were found in an Egyptian child's grave around that time as well
 3. Thought to be a child's game involving stone balls, a miniature alabaster vase-shaped figures
 4. Later in 1895 in Egypt they found balls made using the husks of grains, covered in leather, and bound with string
 5. Other balls made of porcelain have also been found, indicating that

MU:Pr6.1.5a Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.

MU:Pr5.1.5b Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.

MU:Pr5.1.5a Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.

Q1 Band 2:45pm - 3:30pm

- in a row to work on "spares"
4. Vocabulary of bowling could also be introduced
6. **Assessment Ideas:**
1. The [score sheet](#) is a great way to see if the students are taking equal amounts of turns, playing fairly, sharing, keeping accurate scores and to see if the students have the ability to find the sum of their scores after the completion of the activity
 2. A rubric for good teamwork and sportsmanship can be used if effective objectives are utilized
 3. A rubric for bowling technique can also be used for psychomotor assessment of skills
 4. Adaptations for Students with Disabilities can be done by altering the distance of the pins, or how far apart the pins are Students can also be teamed with

4.PE.9 Engage in warm-up and cool-down activities related to cardio-respiratory fitness assessment.

4.PE.10 Demonstrate responsible behavior in independent group situations.

4.PE.11 Reflect on personal social behavior in physical activity.

4.PE.12 Listen respectfully to corrective feedback from others.

4.PE.13 Adhere to rules of etiquette in a variety of physical activities.

4.PE.14 Recognize and support individual differences in movement performance at all skill levels.

4.PE.16 Work safely with peers and equipment in physical activity settings.

4.PE.18 Rate the enjoyment of participating in challenging and mastered physical activities; and

Q1 Band 2:45pm - 3:30pm

- in a row to work on "spares"
4. Vocabulary of bowling could also be introduced
6. **Assessment Ideas:**
1. The [score sheet](#) is a great way to see if the students are taking equal amounts of turns, playing fairly, sharing, keeping accurate scores and to see if the students have the ability to find the sum of their scores after the completion of the activity
 2. A rubric for good teamwork and sportsmanship can be used if effective objectives are utilized
 3. A rubric for bowling technique can also be used for psychomotor assessment of skills
 4. Adaptations for Students with Disabilities can be done by altering the distance of the pins, or how far apart the pins are Students can also be teamed with

- these were rolled along the ground rather than thrown due to their size and weight
3. **Set Up:** Go over bowling (underhand toss/throw) cues prior to activity.
1. Face the target
 2. Step with opposite foot from throwing hand
 3. Tick- Arm goes back like a grandfather clock
 4. Tock- Arm swings forward to release the ball
 5. Have students use the saying "Tick-Tock goes the Clock" and that will help them remember the cues for the underhand toss
 6. Place students in groups of 3 and give them a "bowling alley" to play (three pieces of floor tape will be marked in a triangle formation for each group of students to play)
 7. Once each group has their "bowling alley" area, send

helpers to keep score if necessary.

Standards

- 2.1c Exhibit a variety of small motor skills.
- 2.1f Perform increasingly more sophisticated actions requiring hand-eye coordination.
- 2.2a Exhibit physical reflexes in response to stimulation.
- 2.2b Develop muscle tone and strength in trunk, neck, head, arms and legs.
- 2.2c Use developing motor skills to move more independently.
- 2.2d Develop coordination to use motor skills with toys.
- 2.2e Demonstrate skills to move in the environment.
- 2.2f Refine motor coordination and skills to play with toys and people.
- 2.2g Demonstrate increased ability to use skills requiring balance.
- 2.2h Perform large motor movement alone or with others.
- 2.2i Manipulate objects with large muscles.
- 2.3b Focus eyes on near and far objects.
- 2.3c Calm with assistance.
- 2.3f Demonstrate an awareness of her body in space.

helpers to keep score if necessary.

Standards

- 1.PE.17 Identify physical activity as a component of good health.
- 1.PE.1 Perform most basic locomotor, nonlocomotor, and manipulative skills using mature patterns.
- 1.PE.4 Differentiate between fast and slow speeds, strong and light force.
- 1.PE.7 Actively engage in health enhancement class.
- 1.PE.8 Understand muscles that grow strong with physical activity.
- 1.PE.9 Identify warm-up and cool-down activities related to vigorous physical activity.
- 1.PE.10 Accept personal responsibility by using equipment and space appropriately.
- 1.PE.11 Follow the rules or parameters of the learning environment.
- 1.PE.12 Respond appropriately to general feedback from a teacher.
- 1.PE.13 Exhibit the established protocols for class activities.
- 1.PE.14 Work independently with others in a variety of class environments.

each group to retrieve three pins, choice of bowling ball, scoring sheet and a pencil

8. Demonstrate with two students how to take turns and keep score and set the pins up using the floor tape.

4. **Procedure:**

1. The students take turns rolling the ball using proper technique trying to knock down the three pins. The student will get one turn at a time. After the student takes their own turn, he/she will write down their score on their sheet. It will then be another students' turn. The three students rotate their turns and keep track of their score.

2. Students set the pins for each turn by placing the pins on the floor tape
3. Set up the pins ball right against the wall
4. The score sheet reminds students of whose turn it is

5. **Variations:**

1. This lesson can be taught to all

2.3i Demonstrate concepts through movement.

2.4a React to participation in daily routines.

2.4c Indicate needs and wants.

2.4d Take and interest in meeting physical needs.

2.4e Participate in healthy routines.

2.4f Communicate with an adult when not feeling well.

2.4g Participate in bathroom routines with growing independence.

2.6a Attempt new large and small motor activities.

2.6b Participate in simple movement games.

2.6d Participate in simple games, dance, outdoor play, and other forms of movement.

2.6e Engage in activities requiring new skills, without adult assistance.

2.6f Participate in physically active games with peers.

2.7a Show preference for familiar people and recognize the difference between familiar people and strangers.

2.7b Respond to cues from caregiver regarding obvious signs of danger or previous warnings.

1.PE.15 Discuss ways to accept other's ideas, cultural diversity, and body types.

1.PE.16 Follow teacher directions for safe participation and proper use of equipment without teacher reminders.

1.PE.18 Understand that challenges in physical activities can lead to success; and

1.PE.19 Describe positive results gained from participating in physical activities with others.

Music 3 1:00pm - 1:45pm

Lesson / Instruction

1. Practice for Concert!
2. Practice sitting in the student audience and filing on and off the risers for singing and to orchestra area for recorders

Standards

MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.

MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

MU:Cr1.1.3b Generate musical ideas (such as rhythms and melodies) within a

- grade levels with the distance of bowling being increased
2. More bowling pins can be utilized to make it a more traditional bowling game with more floor tape
 3. Students can take two turns in a row to work on "spares"
 4. Vocabulary of bowling could also be introduced
6. **Assessment Ideas:**
1. The [score sheet](#) is a great way to see if the students are taking equal amounts of turns, playing fairly, sharing, keeping accurate scores and to see if the students have the ability to find the sum of their scores after the completion of the activity
 2. A rubric for good teamwork and sportsmanship can be used if effective objectives are utilized
 3. A rubric for bowling technique can also be used

2.7c Respond to warnings and redirection for unsafe behaviors in situations, although not consistently.

2.7d Recognize rules and follow basic safety instructions.

2.7e Identify who has hurt or made him or her feel bad.

2.7h Make choices about behaviors or activities when presented with alternatives.

2.7i Control or appropriately express intense emotions most of the time.

PE 4 1:00pm - 1:45pm

Floor Hockey

Objective:

- Practice and improve fundamental floor hockey skills (stick handling, passing, receiving, and shooting).
- Actively participate in floor hockey lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.

4th Grade

Objectives:

- Dribble a whiffle-type ball with a hockey stick around and through stationary objects
- Pass a plastic puck of whiffle-

given tonality and/or meter.

MU:Cr2.1.3b Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.

MU:Cr3.1.3a Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback.

MU:Cr3.2.3a Present the final version of personal created music to others, and describe connection to expressive intent.

MU:Pr4.1 Select - Select varied musical works to present based on interest, knowledge, technical skill, and context.

MU:Pr4.2 Analyze - Analyze the structure and context of varied musical works and their implications for performance.

MU:Pr5.1 Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

MU:Pr6.1 Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the

for psycho-motor assessment of skills

4. Adaptations for Students with Disabilities can be done by altering the distance of the pins, or how far apart the pins are. Students can also be teamed with helpers to keep score if necessary.

Standards

K.PE.1 Perform basic locomotor, nonlocomotor, and manipulative skills.

K.PE.3 Move in different pathways, general space with different speeds, and in personal space to a rhythm.

K.PE.5 Identify active play opportunities outside health enhancement class.

K.PE.6 Actively participate in health enhancement class.

K.PE.8 Practice warm-up and cool-down activities relative to vigorous physical activity.

K.PE.9 Follow directions in group settings (e.g., safe behaviors, following rules, taking turns).

K.PE.10 Acknowledge responsibility for behavior when prompted.

K.PE.11 Follow instruction and

type ball to a moving target

Lesson / Instruction
Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up (3-5 min): Quick Draw

- (Card 8)

Go Fitness (5-12 min): Pump it Up Push-Up Challenges

- (Card 230-233)

Go Activity (25 min): Floor Hockey

Need: Hockey Sticks, Puck, Whiffle Ball, Poly Spots

1. Super Stick Handling (Card 399)

Cool-down (3-5 min): Count Down

- (Card 12)

Standards

4.PE.1 Use a combination of motor skills to engage in a variety of activities.

4.PE.3 Discuss the origin of a variety of games, sports, or dances, including traditional and contemporary American Indian contributions and cultures.

4.PE.4 Understand the concept of open spaces to activities such as combination skills, small-sided practice tasks, gymnastics, and dance environments.

4.PE.6 Analyze opportunities for participating in

audience and context.

MU:Pr4.2.3a Demonstrate understanding of the structure in music selected for performance.

MU:Pr4.2.3b When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.

MU:Pr4.2.3c Describe how context (such as personal and social) can inform a performance.

MU:Pr5.1.3b Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.

MU:Pr6.1.3a Perform music with expression and technical accuracy.

MU:Pr6.1.3b Demonstrate performance decorum and audience etiquette appropriate for the context and venue.

MU:Re9.1 Evaluate - Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

Music 4 1:45pm - 2:30pm

Lesson / Instruction

1. Practice for Concert!
2. Practice sitting in the student audience and

direction when prompted.

K.PE.12 Recognize the established protocol for class activities.

K.PE.13 Share equipment and space with others.

K.PE.14 Recognize differences in ideas, cultures, and body types.

K.PE.15 Follow teacher directions for safe participation and proper use of equipment with minimal reminders.

K.PE.17 Acknowledge that some physical activities are challenging or difficult; and

K.PE.18 Identify physical activities that result in a positive personal experience while playing with friends.

Recess 1:45pm - 2:00pm

PE 2 2:00pm - 2:45pm

Bowling Unit

Objective:

- The purpose of this activity is to have the students practice bowling technique while working in small groups, while also practicing basic math skills by keeping score on a score sheet
- Bowling (underhand toss/throw), process of taking turns, good

physical activities outside health enhancement class.

4.PE.7 Actively engages in the activities of health enhancement class, both teacher-directed and independent.

4.PE.9 Engage in warm-up and cool-down activities related to cardio-respiratory fitness assessment.

4.PE.10 Demonstrate responsible behavior in independent group situations.

4.PE.11 Reflect on personal social behavior in physical activity.

4.PE.13 Adhere to rules of etiquette in a variety of physical activities.

4.PE.14 Recognize and support individual differences in movement performance at all skill levels.

4.PE.15 Describe ways to accept other's ideas, cultural diversity, and body types during games and physical activities.

4.PE.16 Work safely with peers and equipment in physical activity settings.

Recess 1:45pm - 2:00pm

PE 3 2:00pm - 2:45pm

Floor Hockey

Objective:

filing on and off the risers for singing and to orchestra area for recorders

Standards

MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.

MU:Cr2.1 Plan and Make - Select and develop musical ideas for defined purposes and contexts

MU:Cr3.1.4a Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback to show improvement over time.

MU:Cr2.1.4b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.

MU:Pr5.1 Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

MU:Pr6.1 Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the

sportsmanship and counting skills
• Working on gross and fine motor skills

Lesson / Instruction

1. **Warm Up Procedure: (10 min)**
 - 3 Laps
 - Drinks
 - Bathroom
 - Stretching
2. **Share the History of Bowling:**
 1. The earliest known forms of bowling date back to ancient Egypt
 2. Wall drawings of bowling were found in a royal Egyptian tomb dated to 5200 BC and miniature pins and balls were found in an Egyptian child's grave around that time as well
 3. Thought to be a child's game involving stone balls, a miniature alabaster vase-shaped figures
 4. Later in 1895 in Egypt they found balls made using the husks of grains, covered in leather, and bound with string
 5. Other balls made of porcelain have also been found,

- Practice and improve fundamental floor hockey skills (stick handling, passing, receiving, and shooting).
- Actively participate in floor hockey lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.

3rd Grade

Objectives:

- Dribble a plastic puck or whiffle-type ball with a hockey stick and change directions and pathways at the signal
- Pass a plastic puck or whiffle-type ball to a stationary target

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up (3-5 min): Quick Draw

- (Card 8)

Go Fitness (5-12 min): Pump it Up

Push-Up Challenges

- (Card 230-233)

Go Activity (25 min): Floor Hockey

Need: Hockey Sticks, Puck, Whiffle Ball, Poly Spots

1. Super Stick Handling (Card 399)

Cool-down (3-5 min): Count Down

audience and context.

MU:Pr4.2.4b When analyzing selected music, read and perform using iconic and/or standard notation.

MU:Pr5.1.4a Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.

MU:Pr5.1.4b Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.

MU:Pr6.1.4a Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.

MU:Pr6.1.4b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.

MU:Re7.1 Select - Choose music appropriate for a specific purpose or context.

MU:Re8.1 Interpret - Support interpretations of musical works that reflect creators'/performers' expressive intent.

indicating that these were rolled along the ground rather than thrown due to their size and weight

3. **Set Up:** Go over bowling (underhand toss/throw) cues prior to activity.
 1. Face the target
 2. Step with opposite foot from throwing hand
 3. Tick- Arm goes back like a grandfather clock
 4. Tock- Arm swings forward to release the ball
 5. Have students use the saying "Tick-Tock goes the Clock" and that will help them remember the cues for the underhand toss
 6. Place students in groups of 3 and give them a "bowling alley" to play (three pieces of floor tape will be marked in a triangle formation for each group of students to play)
 7. Once each group has their "bowling alley"

- (Card 12)

Standards

- 4.PE.3** Discuss the origin of a variety of games, sports, or dances, including traditional and contemporary American Indian contributions and cultures.
- 4.PE.1** Use a combination of motor skills to engage in a variety of activities.
- 4.PE.4** Understand the concept of open spaces to activities such as combination skills, small-sided practice tasks, gymnastics, and dance environments.
- 4.PE.7** Actively engages in the activities of health enhancement class, both teacher-directed and independent.
- 4.PE.9** Engage in warm-up and cool-down activities related to cardio-respiratory fitness assessment.
- 4.PE.10** Demonstrate responsible behavior in independent group situations.
- 4.PE.11** Reflect on personal social behavior in physical activity.
- 4.PE.12** Listen respectfully to corrective feedback from others.
- 4.PE.13** Adhere to rules of etiquette in a variety of physical activities.

- area, send each group to retrieve three pins, choice of bowling ball, scoring sheet and a pencil
8. Demonstrate with two students how to take turns and keep score and set the pins up using the floor tape.
4. **Procedure:**
1. The students take turns rolling the ball using proper technique trying to knock down the three pins. The student will get one turn at a time. After the student takes their own turn, he/she will write down their score on their sheet. It will then be another students' turn. The three students rotate their turns and keep track of their score.
 2. Students set the pins for each turn by placing the pins on the floor tape
 3. Set up the pins ball right against the wall
 4. The score sheet reminds students of whose turn it is
5. **Variations:**

4.PE.14 Recognize and support individual differences in movement performance at all skill levels.

4.PE.16 Work safely with peers and equipment in physical activity settings.

4.PE.18 Rate the enjoyment of participating in challenging and mastered physical activities; and

Q1 Band 2:45pm - 3:30pm

1. This lesson can be taught to all grade levels with the distance of bowling being increased
2. More bowling pins can be utilized to make it a more traditional bowling game with more floor tape
3. Students can take two turns in a row to work on "spares"
4. Vocabulary of bowling could also be introduced
6. **Assessment Ideas:**
 1. The [score sheet](#) is a great way to see if the students are taking equal amounts of turns, playing fairly, sharing, keeping accurate scores and to see if the students have the ability to find the sum of their scores after the completion of the activity
 2. A rubric for good teamwork and sportsmanship can be used if effective objectives are utilized
 3. A rubric for bowling

technique can also be used for psycho-motor assessment of skills

4. Adaptations for Students with Disabilities can be done by altering the distance of the pins, or how far apart the pins are. Students can also be teamed with helpers to keep score if necessary.

Standards

2.PE.1 Perform basic locomotor, nonlocomotor, and manipulative skills in mature patterns.

2.PE.3 Identify games, sports, or dances performed in other cultures.

2.PE.6 Describe physical activities outside health enhancement class.

2.PE.7 Actively engage in health enhancement class in response to instruction and practice.

2.PE.8 Identify physical activities which contribute to developing strength and fitness.

2.PE.9 Describe warm-up and cool-down activities related to vigorous physical activity.

2.PE.10 Practice skills with minimal teacher prompting.

2.PE.11 Accept responsibility for class protocols with behavior and performance actions.

2.PE.12 Accept specific corrective feedback from a teacher.

2.PE.13 Recognize the role of rules and etiquette in teacher-designed physical activities.

2.PE.14 Work independently with others in partner environments.

2.PE.15 Recognize ways to accept other's ideas, cultural diversity, and body types during games and physical activities.

2.PE.19 Discuss positive results gained from participating in physical activities with others.

Q1 Band 2:45pm - 3:30pm