

Monday 05/29/2023	Tuesday 05/30/2023	Wednesday 05/31/2023	Thursday 06/01/2023	Friday 06/02/2023
Memorial Day	Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am
				Isibindi End of Year Assembly/Cup Award 8:30am - 9:30am

<p>Band/Choir 7 & 8 8:35am - 9:30am</p>	<p>Band/Choir 7 & 8 8:35am - 9:30am</p>	<p>Band/Choir 7 & 8 8:35am - 9:30am</p>	<p>Band/Choir 6 9:33am - 10:25am</p>
<p>Objectives:</p> <ul style="list-style-type: none"> • Students will finish music assignment that is due at the end of the year • Students will research which instruments they will likely play next year by experimenting with different instruments in class 	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will finish music assignment that is due at the end of the year • Students will research which instruments they will likely play next year by experimenting with different instruments in class 	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will finish music assignment that is due at the end of the year • Students will research which instruments they will likely play next year by experimenting with different instruments in class 	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will research which instruments they will likely play next year by experimenting with different instruments in class
<p>Lesson / Instruction</p> <ul style="list-style-type: none"> • Work on finishing song writing assignment due by the end of the year <p><u>IF SONG WRITING ASSIGNMENT IS DONE:</u></p> <ul style="list-style-type: none"> • Investigate which instrument you might be interested in playing next year 	<p>Lesson / Instruction</p> <ul style="list-style-type: none"> • Work on finishing song writing assignment due by the end of the year <p><u>IF SONG WRITING ASSIGNMENT IS DONE:</u></p> <ul style="list-style-type: none"> • Investigate which instrument you might be interested in playing next year 	<p>Lesson / Instruction</p> <ul style="list-style-type: none"> • Work on finishing song writing assignment due by the end of the year <p><u>IF SONG WRITING ASSIGNMENT IS DONE:</u></p> <ul style="list-style-type: none"> • Investigate which instrument you might be interested in playing next year 	<p>Lesson / Instruction</p> <ul style="list-style-type: none"> • Work on finishing song writing assignment due by the end of the year <p>If music creation assignment is complete:</p> <ol style="list-style-type: none"> 1. Continue to research which instruments you would like to play next year 2. Try instruments to find a good fit
<p>Standards</p> <p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>Plan and Make - Select and develop musical ideas for defined purposes and contexts</p> <p>Evaluate and Refine - Evaluate and refine selected</p>	<p>Standards</p> <p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>Plan and Make - Select and develop musical ideas for defined purposes and contexts</p> <p>Evaluate and Refine - Evaluate and refine selected</p>	<p>Standards</p> <p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>Plan and Make - Select and develop musical ideas for defined purposes and contexts</p> <p>Evaluate and Refine - Evaluate and refine selected</p>	<p>Standards</p> <p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>Analyze - Analyze the structure and context of varied musical works and their implications for performance.</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>

musical ideas to create musical work(s) that meet appropriate criteria.
Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.
Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent.
Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.
Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.
Describe the rationale for refining works by explaining the choices, based on evaluation criteria.

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Music 1 12:15pm - 1:00pm

Objective:

- Leave students inspired to continue listening to music over the summer

Lesson / Instruction

(45 min) Music Video: Animusic (DVD)

Standards

Connect 11 - Relate musical ideas and works with varied context to deepen understanding.
Select - Select varied musical works to present based on interest, knowledge, technical skill, and context.
Analyze - Analyze the structure and context of varied musical works and their implications for performance.
Interpret - Support interpretations of musical works that reflect creators'/performers' expressive intent.
With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.

GWIZ Chemistry Presentations 1:00pm - 3:00pm

Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.

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

Analyze - Analyze the structure and context of varied musical works and their implications for performance.

Interpret - Develop personal interpretations that consider creators' intent.

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

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

Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and

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PE K 1:00pm - 1:45pm

Dribbling & Passing (hands) Activities

Objectives:

- Proper warm-up and cool-down and stretching techniques
- Practice and improve fundamental hand dribbling and passing skills
- Actively participate in dribbling and passing activities and challenges to utilize learned skills and develop physical fitness
- Have fun being physically active

Basic Skills:

1. **Dribbling:** Using 1 hand to repeatedly bounce the ball
2. **Passing:** Throwing the ball to another player
 - Chest Pass
 - Bounce Pass
 - Overhead Pass
3. **Catching:** Receiving the ball

Lesson / Instruction

Warm Up: (10 min)

1. 3 Laps around Gym
2. Go Fitness: Limber Limbs - Stretching Activities
 - Neck - Side to side, left and right
 - Chest - Hands clasped behind back
 - Back - Hug body
 - Truck, sides - Feet shoulder width apart,

explain expressive qualities, technical challenges, and reasons for choices.
When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.
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.
Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.
Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.
Select - Choose music appropriate for a specific purpose or context.
Analyze - Analyze how the structure and context of varied musical works inform the response. Enduring Understanding: Response to music is informed by analyzing context (social,

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- Back of thighs - Cross feet one over the other and touch toes (hands on legs to support back)
- Front of thighs - Reach back to grab ankle, knee toward ground, pull ankle toward body
- Calves - Lunge forward and bend knee to 90 degree angle, hold upper body straight

Go Activity: Dribbling & Passing (hands) Activities (10 min)
Materials: 1 ball per student, 4 cones
1. Under Control (Card 228)

Go Activity: Dribbling & Passing (hands) Activities (10 min)
Materials: 1 basketball per student, boundaries
1. Frozen Dribble (Card 229)

Cool-down: (5 min)
1. Simon Says (Card 5)

Standards
Move in different pathways, general space with different speeds, and in personal space to a rhythm.
Actively participate in health enhancement class.
Recognize that physical activity causes physical changes.

cultural, and historical) and how creators and performers manipulate the elements of music.
Interpret - Support interpretations of musical works that reflect creators'/performers' expressive intent.
Evaluate - Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.
Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.
Compare how the elements of music and expressive qualities relate to the structure within programs of music.
Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.
Apply appropriate personally-developed criteria to evaluate musical works or performances.
Connect 10 - Synthesize and relate knowledge and personal experiences to make music.

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Practice warm-up and cool-down activities relative to vigorous physical activity. Follow directions in group settings (e.g., safe behaviors, following rules, taking turns).
Acknowledge responsibility for behavior when prompted.
Follow instruction and direction when prompted.
Recognize the established protocol for class activities.
Share equipment and space with others.
Recognize differences in ideas, cultures, and body types.
Follow teacher directions for safe participation and proper use of equipment with minimal reminders.
Understand that physical activity is important for good health.
Acknowledge that some physical activities are challenging or difficult; and
Identify physical activities that result in a positive personal experience while playing with friends.
Perform basic locomotor, nonlocomotor, and manipulative skills.
Identify active play opportunities outside health enhancement class.

Recess 1:45pm - 2:00pm

Band/Choir 6 9:33am - 10:25am

Objectives:

- Students will research which instruments they will likely play next year by experimenting with different instruments in class

Lesson / Instruction

- Work on finishing song writing assignment due by the end of the year
- If music creation assignment is complete:
1. Continue to research which instruments you would like to play next year
 2. Try instruments to find a good fit

Standards

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Analyze - Analyze the structure and context of varied musical works and their implications for performance.

Prep 10:28am - 11:30am

6th Grade Field Trip
10:30am - 3:00pm

Lunch 11:30am - 12:15pm

Band/Choir 6 9:33am - 10:25am

Objectives:

- Students will research which instruments they will likely play next year by experimenting with different instruments in class

Lesson / Instruction

- Work on finishing song writing assignment due by the end of the year
- If music creation assignment is complete:
1. Continue to research which instruments you would like to play next year
 2. Try instruments to find a good fit

Standards

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Analyze - Analyze the structure and context of varied musical works and their implications for performance.

Prep 10:28am - 11:30am

4th and 5th Grade Field Trip
10:30am - 3:00pm

Lunch 11:30am - 12:15pm

Band/Choir 6 9:33am - 10:25am

Objectives:

- Students will research which instruments they will likely play next year by experimenting with different instruments in class

Lesson / Instruction

- Work on finishing song writing assignment due by the end of the year
- If music creation assignment is complete:
1. Continue to research which instruments you would like to play next year
 2. Try instruments to find a good fit

Standards

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Analyze - Analyze the structure and context of varied musical works and their implications for performance.

Prep 10:28am - 11:30am

Lunch 11:30am - 12:15pm

PE 2 2:00pm - 2:45pm

Dribbling & Passing (hands) Activities

Objectives:

- Proper warm-up and cool-down and stretching techniques
- Practice and improve fundamental hand dribbling and passing skills
- Actively participate in dribbling and passing activities and challenges to utilize learned skills and develop physical fitness
- Have fun being physically active

Basic Skills:

1. **Dribbling:** Using 1 hand to repeatedly bounce the ball
2. **Passing:** Throwing the ball to another player
 - Chest Pass
 - Bounce Pass
 - Overhead Pass
3. **Catching:** Receiving the ball

Lesson / Instruction

Warm Up: (10 min)

1. 3 Laps around Gym
2. Go Fitness: Limber Limbs - Stretching Activities
 - Neck - Side to side, left and right
 - Chest - Hands clasped behind back
 - Back - Hug body
 - Truck, sides - Feet shoulder width apart,

<p>PE PK 12:15pm - 1:00pm</p>	<p>Music K 12:15pm - 1:00pm</p>	<p>PE 1 12:15pm - 1:00pm</p>	
<p>Dribbling & Passing (hands) Activities</p>	<p>Objective:</p> <ul style="list-style-type: none"> Encourage students to explore all kinds of music as well as teach a desire for learning more about music. 	<p>Dribbling & Passing (hands) Activities</p>	
<p>Objectives:</p> <ul style="list-style-type: none"> Proper warm-up and cool-down and stretching techniques Practice and improve fundamental hand dribbling and passing skills Actively participate in dribbling and passing activities and challenges to utilize learned skills and develop physical fitness Have fun being physically active 	<p>Lesson / Instruction</p> <ol style="list-style-type: none"> (10 min) Read a Book About Music 	<p>Objectives:</p> <ul style="list-style-type: none"> Proper warm-up and cool-down and stretching techniques Practice and improve fundamental hand dribbling and passing skills Actively participate in dribbling and passing activities and challenges to utilize learned skills and develop physical fitness Have fun being physically active 	<ul style="list-style-type: none"> hand on hip, lean to one side, then the other Back of thighs - Cross feet one over the other and touch toes (hands on legs to support back) Front of thighs - Reach back to grab ankle, knee toward ground, pull ankle toward body Calves - Lunge forward and bend knee to 90 degree angle, hold upper body straight
<p>Basic Skills:</p> <ol style="list-style-type: none"> Dribbling: Using 1 hand to repeatedly bounce the ball Passing: Throwing the ball to another player <ul style="list-style-type: none"> Chest Pass Bounce Pass Overhead Pass Catching: Receiving the ball 	<p>Materials: Book, Video</p> <ol style="list-style-type: none"> Book will be about concepts Kindergarten can relate to (25 min) Show Several Examples of Different Kinds of Music (Smartboard) <ol style="list-style-type: none"> Examine a variety of genres 	<p>Basic Skills:</p> <ol style="list-style-type: none"> Dribbling: Using 1 hand to repeatedly bounce the ball Passing: Throwing the ball to another player <ul style="list-style-type: none"> Chest Pass Bounce Pass Overhead Pass Catching: Receiving the ball 	<p>Go Activity: Dribbling & Passing (hands) Activities (10 min)</p> <p>Materials: 1 ball per student, 4 cones</p> <ol style="list-style-type: none"> Under Control (Card 228)
<p>Lesson / Instruction</p> <p>Warm Up: (10 min)</p> <ol style="list-style-type: none"> 3 Laps around Gym Go Fitness: Limber Limbs - Stretching Activities <ul style="list-style-type: none"> Neck - Side to side, left and right Chest - Hands clasped behind back Back - Hug body Truck, sides - Feet shoulder width apart, 	<p>Standards</p> <p>Connect 11 - Relate musical ideas and works with varied context to deepen understanding.</p> <p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>Analyze - Analyze the structure and context of varied musical works and</p>	<p>Lesson / Instruction</p> <p>Warm Up: (10 min)</p> <ol style="list-style-type: none"> 3 Laps around Gym Go Fitness: Limber Limbs - Stretching Activities <ul style="list-style-type: none"> Neck - Side to side, left and right Chest - Hands clasped behind back Back - Hug body Truck, sides - Feet shoulder width apart, 	<p>Go Activity: Dribbling & Passing (hands) Activities (10 min)</p> <p>Materials: 1 basketball per student, boundaries</p> <ol style="list-style-type: none"> Frozen Dribble (Card 229) <p>Cool-down: (5 min)</p> <ol style="list-style-type: none"> Simon Says (Card 5)
			<p>Standards</p> <p>Perform basic locomotor, nonlocomotor, and manipulative skills in mature patterns.</p> <p>Identify games, sports, or dances performed in other cultures.</p> <p>Recognize the balance of good nutrition with physical activity.</p>

hand on hip, lean to one side, then the other

- Back of thighs - Cross feet one over the other and touch toes (hands on legs to support back)
- Front of thighs - Reach back to grab ankle, knee toward ground, pull ankle toward body
- Calves - Lunge forward and bend knee to 90 degree angle, hold upper body straight

Go Activity: Dribbling & Passing (hands) Activities (10 min)
Materials: 1 ball per pair of students

1. Partner Dribble (Card 230)

Go Activity: Dribbling & Passing (hands) Activities (10 min)
Materials: 1 ball per student, 6 cones

1. Circulation (Card 231-232)

Cool-down: (5 min)

1. Simon Says (Card 5)

Standards

Exhibit a variety of small motor skills.
Engage in self-help skills.
Perform increasingly more sophisticated actions requiring hand-eye coordination.
Exhibit physical reflexes in response to stimulation.

their implications for performance.

With guidance, demonstrate and state personal interest in varied musical selections.

With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.

With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.

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

With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.

With guidance, apply personal and expressive preferences in the evaluation of music.

hand on hip, lean to one side, then the other

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Go Activity: Dribbling & Passing (hands) Activities (10 min)
Materials: 1 ball per student, 4 cones

1. Under Control (Card 228)

Go Activity: Dribbling & Passing (hands) Activities (10 min)
Materials: 1 basketball per student, boundaries

1. Frozen Dribble (Card 229)

Cool-down: (5 min)

1. Simon Says (Card 5)

Standards

Perform most basic locomotor, nonlocomotor, and manipulative skills using mature patterns.
Move in self-space.
Differentiate between fast and slow speeds, strong and light force.
Actively engage in health enhancement class.

Describe physical activities outside health enhancement class.

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

Identify physical activities which contribute to developing strength and fitness.

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

Practice skills with minimal teacher prompting.

Accept responsibility for class protocols with behavior and performance actions.

Accept specific corrective feedback from a teacher.

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

Work independently with others in partner environments.

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

Work independently and safely in physical activity settings.

Describe the value of "good health balance".

Compare physical activities that bring confidence and challenges; and

Develop muscle tone and strength in trunk, neck, head, arms and legs.
Use developing motor skills to move more independently.
Develop coordination to use motor skills with toys.
Demonstrate skills to move in the environment.
Refine motor coordination and skills to play with toys and people.
Demonstrate increased ability to use skills requiring balance.
Perform large motor movement alone or with others.
Manipulate objects with large muscles.
Respond to touch, movement, and sound.
Focus eyes on near and far objects.
Calm with assistance.
Demonstrate an awareness of her body in space.
Adapt movements to specific situations.
Demonstrate concepts through movement.
React to participation in daily routines.
Indicate needs and wants.
Take and interest in meeting physical needs.
Participate in healthy routines.
Communicate with an adult when not feeling well.

PE 5 1:45pm - 2:30pm

Basketball Unit

Objective:

- Practice and improve fundamental basketball skills (dribbling, pivoting, passing, catching, and shooting).
- Actively participate in basketball lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.

3rd Grade:

- Throw to a target area using an overhand motion
- Throw overhand using varied amounts of force and speed
- Catch a variety of different balls alone and with a partner

4th Grade:

- Throw a variety of balls to target at different levels and sizes
- Move in different directions to catch a ball thrown by a partner
- Throw and move to catch an object in a small group keep-away situation

5th Grade:

- Using a variety of objects, throw a leading pass overhand to a partner
- Catch objects of different sizes and weights by

Understand muscles that grow strong with physical activity.
Identify warm-up and cool-down activities related to vigorous physical activity.
Accept personal responsibility by using equipment and space appropriately.
Follow the rules or parameters of the learning environment.
Respond appropriately to general feedback from a teacher.
Exhibit the established protocols for class activities.
Work independently with others in a variety of class environments.
Discuss ways to accept other's ideas, cultural diversity, and body types.
Follow teacher directions for safe participation and proper use of equipment without teacher reminders.
Identify physical activity as a component of good health.
Understand that challenges in physical activities can lead to success; and

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

Q1 Band 2:45pm - 3:30pm

<p>Participate in bathroom routines with growing independence. Attempt new large and small motor activities. Participate in simple movement games. Initiate active play, exploration, and engagement with the environment. Participate in simple games, dance, outdoor play, and other forms of movement. Engage in activities requiring new skills, without adult assistance. Participate in physically active games with peers. Recognize the positive feelings experienced during and after physical activity. Show preference for familiar people and recognize the difference between familiar people and strangers. Respond to cues from caregiver regarding obvious signs of danger or previous warnings. Identify who has hurt or made him or her feel bad. Recognize rules and follow basic safety instructions. Understand and anticipate potential consequences of disregarding rules. Recognize and describe the reasons for rules.</p>	<p>moving to a designated area</p> <ul style="list-style-type: none"> • Throw and catch in a small group game to keep the ball away from opponents or reach a goal 	<p>Music 3 1:00pm - 1:45pm</p>
<p>Lesson / Instruction 5TH GRADE'S LAST DAY!</p> <p>Procedures: (10 min)</p> <ul style="list-style-type: none"> • Bathroom • Drinks • 3 Laps <p>(5 min) Warm Up</p> <ol style="list-style-type: none"> 1. Stretch-er-cise (Card 281) <p>(10 min) Go Fitness: Muscular Strength & Endurance</p> <p>Materials: 1 Beanbag per student/1 cage ball-really large ball</p> <ol style="list-style-type: none"> 1. Steel Abs Challenges (Card 235-236) 2. Boulder Ball (Card 241) <p>(25 min) Go Activity: Basketball: CATCH Challenge Level III</p> <p>Materials: 1 bball per team (6) and pinnies for half the class</p> <ol style="list-style-type: none"> 1. Five CATCH Keep Away (Card 388) 2. Over the Line (Card 389-390) <p>(5 min) Cool-down</p> <ol style="list-style-type: none"> 1. Simon Says 	<p>Standards</p> <p>Exhibit competency in fundamental motor skills</p>	<p>Notes / Reflection</p>
		<p>Objectives:</p> <ul style="list-style-type: none"> • Music Symbol Cards • Definition of Music Terminology • Rhythm patterns, phrase • Pulse
		<p>Lesson / Instruction</p> <ol style="list-style-type: none"> 1. (5 min) Review Music Symbol Cards (pg 141) <p>Materials: Music Symbol Cards</p> <ol style="list-style-type: none"> 2. (5 min) Review Definition of Terms (pg 151) <p>Materials: Teacher's Manual</p> <ol style="list-style-type: none"> 3. (12-15 min) Group Project: Rhythms in Movement (pg 125) <p>Materials: Visual #13</p> <ol style="list-style-type: none"> 1. Divide class in groups of 4 or 5 students 2. Each group chooses a rhythm card and creates movement to illustrate them 3. Groups share with class 4. Establish a group pulse (1/4 note = 108);

Make choices about behaviors or activities when presented with alternatives. Control or appropriately express intense emotions most of the time.

and selected combinations of skills.
Recognize that many different countries and cultures have been the origin of games, sports, and dance, including those of traditional and contemporary American Indian cultures. Combine spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics, dance and games environments. Chart and analyze fitness benefits of physical activity outside health enhancement class. Actively participate in all activities of health enhancement class. Identify the need for warm-up and cool-down activities related to various physical activities. Participate in physical activity with responsible interpersonal behavior. Participate with responsible personal behavior in a variety of physical activity contexts, environments, and facilities. Give corrective feedback respectfully to peers. Critique the etiquette involved in rules of various activities. Accept, recognize, and actively involve others with

groups perform again (USE METRONOME)
4. **(12-15 min) Folk Dance: "The Sweets of May" (pg 126)**

- Materials:** Piano, Video
1. Video Link for Dance: <http://youtu.be/wlza0Tvqd1Y>
 2. Show students the full dance first before beginning the dance

Standards

Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent. Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context. When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation. Demonstrate understanding of the structure in music selected for performance. Interpret - Develop personal interpretations that consider creators' intent. Analyze - Analyze the structure and context of

PE 4 1:00pm - 1:45pm

Basketball Unit

Objective:

- Practice and improve fundamental basketball skills (dribbling, pivoting, passing, catching, and shooting).
- Actively participate in basketball lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.
- Develop muscular strength and endurance in different muscle groups

3rd Grade:

- Throw to a target area using an overhand motion
- Throw overhand using varied amounts of force and speed
- Catch a variety of different balls alone and with a partner

4th Grade:

- Throw a variety of balls to target at different levels and sizes
- Move in different directions to catch a ball thrown by a partner
- Throw and move to catch an object in a small group keep-away situation

5th Grade:

both higher and lower skill abilities into physical activities and group projects. Accept other's ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects. Apply safety principles with physical activities. Compare the health benefits of participating in selected physical activities. Analyze the social benefits gained from participating in physical activity.

varied musical works and their implications for performance.

Q1 Band 2:45pm - 3:30pm

- Using a variety of objects, throw a leading pass overhand to a partner
- Catch objects of different sizes and weights by moving to a designated area
- Throw and catch in a small group game to keep the ball away from opponents or reach a goal

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

(5 min) Warm Up

1. Stretch-er-cise (Card 281)

(10 min) Go Fitness:

Muscular Strength & Endurance

Materials: 1 Beanbag per student/[1 cage ball-really large ball](#)

1. Steel Abs Challenges (Card 235-236)
2. Boulder Ball (Card 241)

(25 min) Go Activity:

Basketball: CATCH
Challenge Level III

Materials: 1 bball per team (6) and pinnies for half the class

1. Five CATCH Keep Away (Card 388)
2. Over the Line (Card 389-390)

(5 min) Cool-down

1. Simon Says

Standards

Music 4 1:45pm - 2:30pm

Objectives:

- Lines/spaces
- Note values
- Music Symbols
- Time Signatures
- Treble and Bass Clef Notes

Lesson / Instruction

1. **(8-10 min) Melodic**

Reading: One on One (pg 127)

Materials: Visual #2

1. In a seated circle, one student stands behind the other
2. The teacher holds up a treble clef flash card
3. If the student standing answers first, s/he moves to stand behind the next student in the circle
4. Game continues until the challenger answers first
5. The challenger then becomes the standing student, and the game continues "one on one"

2. **(15 min) Music Review**

1. Visual #9 (notes)
2. Visual #10 (sharp, flat)
3. Seventeen Music Symbol Cards

3. **(20 min) Music Jeopardy**

1. Create two teams
2. Set Jeopardy Timer

Standards

Demonstrate responsible behavior in independent group situations.
Reflect on personal social behavior in physical activity.
Listen respectfully to corrective feedback from others.
Adhere to rules of etiquette in a variety of physical activities.
Recognize and support individual differences in movement performance at all skill levels.
Work safely with peers and equipment in physical activity settings.
Engage in warm-up and cool-down activities related to cardio-respiratory fitness assessment.
Use a combination of motor skills to engage in a variety of activities.
Actively engages in the activities of health enhancement class, both teacher-directed and independent.
Analyze opportunities for participating in physical activities outside health enhancement class.
Describe ways to accept other's ideas, cultural diversity, and body types during games and physical activities.
Discuss the origin of a variety of games, sports, or

Connect 11 - Relate musical ideas and works with varied context to deepen understanding.
Analyze - Analyze the structure and context of varied musical works and their implications for performance.
Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.
When analyzing selected music, read and perform using standard notation.
Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).
Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent.

dances, including traditional and contemporary American Indian contributions and cultures.

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

Discuss the importance of hydration and hydration choices relative to physical activities.

Describe and compare the positive social interactions when engaged in partner, small-group, and large-group physical activities.

Rate the enjoyment of participating in challenging and mastered physical activities; and

Examine the health benefits of participating in physical activity.

Identify the components of health-related fitness.

Recess 1:45pm - 2:00pm

PE 3 2:00pm - 2:45pm

Basketball Unit

Objective:

- Practice and improve fundamental basketball skills (dribbling, pivoting, passing, catching, and shooting).
- Actively participate in basketball lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.

3rd Grade:

- Throw to a target area using an overhand motion
- Throw overhand using varied amounts of force and speed
- Catch a variety of different balls alone and with a partner

4th Grade:

- Throw a variety of balls to target at different levels and sizes
- Move in different directions to catch a ball thrown by a partner
- Throw and move to catch an object in a small group keep-away situation

5th Grade:

- Using a variety of objects, throw a leading pass overhand to a partner
- Catch objects of different sizes and weights by

<p>moving to a designated area</p> <ul style="list-style-type: none">• Throw and catch in a small group game to keep the ball away from opponents or reach a goal
<p>Lesson / Instruction</p> <p>Procedures: (10 min)</p> <ul style="list-style-type: none">• Bathroom• Drinks• 3 Laps <p>(5 min) Warm Up</p> <ol style="list-style-type: none">1. Stretch-er-cise (Card 281) <p>(10 min) Go Fitness: Muscular Strength & Endurance</p> <p>Materials: 1 Beanbag per student/1 cage ball-really large ball</p> <ol style="list-style-type: none">1. Steel Abs Challenges (Card 235-236)2. Boulder Ball (Card 241) <p>(25 min) Go Activity: Basketball: CATCH Challenge Level III</p> <p>Materials: 1 bball per team (6) and pinnies for half the class</p> <ol style="list-style-type: none">1. Five CATCH Keep Away (Card 388)2. Over the Line (Card 389-390) <p>(5 min) Cool-down</p> <ol style="list-style-type: none">1. Simon Says
<p>Standards</p> <p>Perform a combination of motor skills in various contexts.</p> <p>Discuss the origin of a game, sport or dance, including</p>

traditional and contemporary American Indian contributions and cultures.
Recognize the concept of open space in movement context.
Engage in the activities of health enhancement class without teacher prompting
Describe the concept of physical fitness and provide examples of physical activity than enhance fitness.
Recognize the importance of warm-up and cool-down activities related to vigorous physical activity.
Practice personal responsibility in teacher-directed activities.
Work independently for extended periods of time.
Accept and implement specific corrective teacher feedback.
Recognize the role of rules and etiquette in physical activity with peers.
Support and work cooperatively with others.
Discuss ways to accept other's ideas, cultural diversity, and body types during games and physical activities.
Work independently and safely in physical activity settings.
Discuss the relationship between physical activity and good health.

Discuss the challenge that comes from learning a new physical activity; and Describe the positive social interactions that come when engaged with others in physical activity.

Q1 Band 2:45pm - 3:30pm

Catie's Baby Shower
3:30pm - 4:00pm