

Monday 05/08/2023	Tuesday 05/09/2023	Wednesday 05/10/2023	Thursday 05/11/2023	Friday 05/12/2023
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

<p><b>Band/Choir 7 &amp; 8 8:35am - 9:30am</b></p>	<p><b>Band/Choir 7 &amp; 8 8:35am - 9:30am</b></p>	<p><b>Band/Choir 7 &amp; 8 8:35am - 9:30am</b></p>	<p><b>Band/Choir 7 &amp; 8 8:35am - 9:30am</b></p>	<p><b>Band/Choir 7 &amp; 8 8:35am - 9:30am</b></p>
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Students will practice for Spring Performance</li> <li>• Students will finish music assignment that is due at the end of the year</li> <li>• Students will research which instruments they will likely play next year by experimenting with different instruments in class</li> </ul>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Students will practice for Spring Performance</li> <li>• Students will finish music assignment that is due at the end of the year</li> <li>• Students will research which instruments they will likely play next year by experimenting with different instruments in class</li> </ul>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Students will practice for Spring Performance</li> <li>• Students will finish music assignment that is due at the end of the year</li> <li>• Students will research which instruments they will likely play next year by experimenting with different instruments in class</li> </ul>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Students will practice for Spring Performance</li> <li>• Students will finish music assignment that is due at the end of the year</li> <li>• Students will research which instruments they will likely play next year by experimenting with different instruments in class</li> </ul>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Students will practice for Spring Performance</li> <li>• Students will finish music assignment that is due at the end of the year</li> <li>• Students will research which instruments they will likely play next year by experimenting with different instruments in class</li> </ul>
<p><b>Lesson / Instruction</b></p> <ul style="list-style-type: none"> <li>• Practice for Musical/ Concert</li> <li>• Work on finishing song writing assignment due by the end of the year</li> </ul> <p><u>IF SONG WRITING ASSIGNMENT IS DONE:</u></p> <ul style="list-style-type: none"> <li>• Investigate which instrument you might be interested in playing next year</li> </ul>	<p><b>Lesson / Instruction</b></p> <ul style="list-style-type: none"> <li>• Practice for Musical/ Concert</li> <li>• Work on finishing song writing assignment due by the end of the year</li> </ul> <p><u>IF SONG WRITING ASSIGNMENT IS DONE:</u></p> <ul style="list-style-type: none"> <li>• Investigate which instrument you might be interested in playing next year</li> </ul>	<p><b>Lesson / Instruction</b></p> <ul style="list-style-type: none"> <li>• Practice for Musical/ Concert</li> <li>• Work on finishing song writing assignment due by the end of the year</li> </ul> <p><u>IF SONG WRITING ASSIGNMENT IS DONE:</u></p> <ul style="list-style-type: none"> <li>• Investigate which instrument you might be interested in playing next year</li> </ul>	<p><b>Lesson / Instruction</b></p> <ul style="list-style-type: none"> <li>• Practice for Musical/ Concert</li> <li>• Work on finishing song writing assignment due by the end of the year</li> </ul> <p><u>IF SONG WRITING ASSIGNMENT IS DONE:</u></p> <ul style="list-style-type: none"> <li>• Investigate which instrument you might be interested in playing next year</li> </ul>	<p><b>Lesson / Instruction</b></p> <ul style="list-style-type: none"> <li>• Practice for Musical/ Concert</li> <li>• Work on finishing song writing assignment due by the end of the year</li> </ul> <p><u>IF SONG WRITING ASSIGNMENT IS DONE:</u></p> <ul style="list-style-type: none"> <li>• Investigate which instrument you might be interested in playing next year</li> </ul>
<p><b>Standards</b></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</p>	<p><b>Standards</b></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</p>	<p><b>Standards</b></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</p>	<p><b>Standards</b></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</p>	<p><b>Standards</b></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</p>

<p>defined purposes and contexts</p> <p>Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p> <p>Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</p> <p>Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.</p> <p>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.</p> <p>Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.</p> <p>Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.</p>	<p>defined purposes and contexts</p> <p>Evaluate and Refine - 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Describe the rationale for refining works by explaining the choices, based on evaluation criteria.  
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.

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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.

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

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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, 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.

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Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.  
Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.  
Explain how understanding the structure and the elements of music are used in music selected for performance.  
When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.  
Identify how cultural and historical context inform performances.  
Perform a selected piece of music demonstrating how their interpretations of the elements of music and the

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.  
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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. 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. Perform the music with technical accuracy to convey the creator's intent. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose. 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, 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.

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Evaluate - Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.  
Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.  
Describe how the elements of music and expressive qualities relate to the structure of the pieces.  
Identify the context of music from a variety of genres, cultures, and historical periods.  
Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.  
Apply teacher-provided criteria to evaluate musical works or performances.

Prep 10:28am - 11:30am

Lunch 11:30am - 12:15pm

Evaluate - Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.  
Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.  
Describe how the elements of music and expressive qualities relate to the structure of the pieces.  
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Apply teacher-provided criteria to evaluate musical works or performances.

Prep 10:28am - 11:30am

Lunch 11:30am - 12:15pm

**Music PK 12:15pm - 1:00pm**

**Objective:**

- Pulse, high/low
- Sound/silence, mallet technique

**Lesson / Instruction**

1. **(5-10 min) Sing Song for the Spring Concert**
2. **(2-3 min) Bell**  
**Ringer:** Play a song and ask students what kind of music it is and what instruments are playing
3. **(3-5 min) Finger Play: Five Little Froggies (pg 122)**
  1. Speak poem with actions; students will join
4. **(10-12 min) Game: Froggies (pg 122)**  
**Materials:** Visual #16 (frog bean bag)
  1. Echo text 2 measures at a time
  2. Prepare game; students speak "Catch, toss" catch, toss" to the dotted quarter note pulse (USE METRONOME)
  3. Add game:
    1. In a standing circle with teacher in the middle, students speak poem while the teacher tosses the frog bean bag to each student to the dotted quarter note

**PE PK 12:15pm - 1:00pm**

**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,

**Music K 12:15pm - 1:00pm**

**Objective:**

- Pulse, high/low
- Sound/silence, mallet technique

**Lesson / Instruction**

**Set Up Chairs as in photo!**

1. **(5-10 min) Sing Song for the Spring Concert**
2. **(2-3 min) Bell**  
**Ringer:** Play a song and ask students what kind of music it is and what instruments are playing
3. **(3-5 min) Finger Play: Five Little Froggies (pg 122)**
  1. Speak poem with actions; students will join
4. **(10-12 min) Game: Froggies (pg 122)**  
**Materials:** Visual #16 (frog bean bag)
  1. Echo text 2 measures at a time
  2. Prepare game; students speak "Catch, toss" catch, toss" to the dotted quarter note pulse (USE METRONOME)
  3. Add game:
    1. In a standing circle with teacher in the middle, students speak poem while the teacher tosses

**PE 1 12:15pm - 1:00pm**

**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:**

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**Lesson / Instruction**

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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,

**Music 1 12:15pm - 1:00pm**

**Objectives:**

- SML
- Repertoire, AB
- 1/4 note, 1/8 note, 1/4 rest
- Repertoire, phrase

**Lesson / Instruction**

1. **(2-3 min) Sing song for Spring Musical**
2. **(5-8 min) Melodic Reading: Which Melody Do You Hear? (pg 95)**  
**Materials:** Chart #17
  1. Present chart
  2. To prepare Written Assessment #4, class identifies one of the patterns on chart sung by teacher
3. **(8-10 min) Paper/Pencil Activity: Assessing So-Mi-La (pg 96)**  
**Materials:** Written Assessment #4
  1. Teach sings one of the fragment, and students echo
  2. Students circle the corresponding notation
4. **(12-15 min) Song with Movement: "Mexican Counting Song" (pg 96)**  
**Materials:** Piano
  1. Introduce counting to ten in Spanish
  2. Speak text to A Section rhythmically; students echo

pulse (in order around the circle)

- Students toss the bean bag back on the pulse
- The student that catches the bean bag on "you" is eliminated
- Game continues until all students are eliminated

5. **(15-18 min) Story with Instruments: Jump, Frog, Jump! (pg 123)**  
**Materials:** BOOK Chart #18, Visual #16, xylo

- Read book
- Present chart
- Students discover that the chart visually represents "Jump, Frog, Jump!"
- Read book a 2nd time while one student touches the chart with the frog beanbag on "Jump, Frog, Jump!"
- Set up xylophones to C Pentatonic
- Read story one more time and students will play any two notes on each "Jump, Frog, Jump!"

**Standards**  
Connect 10 - Synthesize and relate knowledge and personal experiences to make music.

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 Fitness: Mighty Muscles: Strength Activities (10 min)**  
**Materials:** Cones and Tape, Mats

- Mighty Muscles Strength Stations (Card 135-137) and various Mighty Muscle Task Cards

**Go Activity: Dribbling & Passing (hands) Activities (10 min)**  
**Materials:** 3-8 small balls

- Pass It On (Card 223-224)

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

- Jackhammers (Card 225)

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

**Standards**  
Exhibit a variety of small motor skills.

the frog bean bag to each student to the dotted quarter note pulse (in order around the circle)

- Students toss the bean bag back on the pulse
- The student that catches the bean bag on "you" is eliminated
- Game continues until all students are eliminated

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- Set up xylophones to C Pentatonic
- Read story one more time and students will play any two notes on each "Jump, Frog, Jump!"

**Standards**

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

- Jackhammers (Card 225)

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

**Standards**  
Perform most basic locomotor, nonlocomotor,

- Add melody; including B Section
- Perform with piano
- Add movement; perform

5. **(5 min) Rhythmic Reading: Rhythm Cards (pg. 101)**  
**Materials:** Visual #6 Grade One

- Ask class to clap 1/4
- Ask class to pat (alternating hands) 1/8 notes
- Start by using Ta's and Ti-Ti's then work to omit the speaking and just perform body percussion

6. **(10-12 min) Singing Game: "Jump Jim Joe" (pg 103) Fun!**  
**Materials:** Piano

- Partners; scattered (hands joined)
- Demonstrate song and movement with one student
- Then each choose a new partner and perform again
- 4 will become 8, then 16, etc.
- Once all students are involved, teacher accompanies on the piano

**Standards**

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

Connect 11 - Relate musical ideas and works with varied context to deepen understanding.

With substantial guidance, explore and experience a variety of music.

Plan and Make - Select and develop musical ideas for defined purposes and contexts

With substantial guidance, explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments).

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

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

With substantial guidance, consider personal, peer, and teacher feedback when demonstrating and refining personal musical ideas.

Engage in self-help skills. Perform increasingly more sophisticated actions requiring hand-eye coordination.

Exhibit physical reflexes in response to stimulation.

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.

Connect 10 - Synthesize and relate knowledge and personal experiences to make music.

Connect 11 - Relate musical ideas and works with varied context to deepen understanding.

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

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Imagine - Generate musical ideas for various purposes and contexts.

With guidance, explore and experience music concepts (such as beat and melodic contour).

With guidance, generate musical ideas (such as movements or motives).

With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.

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

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.

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

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

With limited guidance, apply personal, teacher, and peer feedback to refine performances.

With limited guidance, perform music for a specific purpose with expression.

Perform appropriately for the audience and purpose.

Connect 10 - Synthesize and relate knowledge and personal experiences to make music.

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.

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

When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.

With limited guidance, create musical ideas (such as answering a musical

Interpret - Develop personal interpretations that consider creators' intent.  
With substantial guidance, practice and demonstrate what they like about their own performances.  
With substantial guidance, apply personal, peer, and teacher feedback to refine performances.  
With substantial guidance, explore musical contrasts in music.  
Interpret - Support interpretations of musical works that reflect creators'/performers' expressive intent.  
With substantial guidance, explore music's expressive qualities (such as dynamics and tempo).

Indicate needs and wants.  
Take and interest in meeting physical needs.  
Participate in healthy routines.  
Communicate with an adult when not feeling well.  
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.

their implications for performance.  
Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.  
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, apply personal, teacher, and peer feedback to refine performances.  
With guidance, perform music with expression.  
Perform appropriately for the audience.  
With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.  
With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.  
With guidance, organize personal musical ideas using iconic notation and/or recording technology.  
With guidance, demonstrate awareness of expressive qualities (such as voice

**Music 3 1:00pm - 1:45pm**

**Objectives:**

- Label treble clef, lines/spaces
- Rhythm patterns, mallet technique

**Lesson / Instruction**

1. **(5 min) Sing Spring Concert Song**
2. **(5 min) Melodic Reading: Treble Clef Staff (pg 115)**

**Materials:** Chart #20

1. Present Chart #20
2. Review the term *staff* as "a combination of lines and spaces used for writing music"
3. Introduce the treble clef sign; identify on chart
4. Explain that a staff must have a clef sign in order to identify the note names
5. Identify treble clef staff on chart and names of lines and spaces
6. **ASK CLASS:**
  1. How many lines on a staff?
  2. How many spaces?
  3. What is the name of the first line?...the third line?...the fifth line? (This reinforces counting from the bottom up
  4. Do any letters appear twice on the staff?

question) for a specific purpose.  
With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.  
With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.  
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.  
Interpret - Support interpretations of musical works that reflect creators'/performers' expressive intent.  
Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.  
With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.  
Evaluate and Refine - Evaluate and refine selected musical ideas to create

**Music 2 1:00pm - 1:45pm**

**Objective:**

- Bar line
- 1/4, 1/8, 1/4 rest, ostinato
- Pulse, prepare canon/round

**Lesson / Instruction**

1. **(2-3 min) Sing song for Spring Musical**
2. **(8-10 min) Assessing Beats Per Measure (pg 106)**

**Materials:** Written Assessment #4

1. One at a time, direct students to each example instructing them to draw in the missing bar lines
2. Indicate that the time signature is a hint
3. **(12-15 min) Rhythmic Reading: I Can Read That! (pg 110)**  
**Materials:** Chart #18, hand drums, rhythm sticks
  1. Present chart
  2. Review **bar line, double bar line, measure, time signature**
  3. Class speaks Part One using Ta's and Ti's
  4. Explain "**SCORE READING**" how parts occurring together are combined with a bracket

Understand and anticipate potential consequences of disregarding rules.  
Recognize and describe the reasons for rules.  
Make choices about behaviors or activities when presented with alternatives.  
Control or appropriately express intense emotions most of the time.

quality, dynamics, and tempo) that support the creators' expressive intent.  
Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.  
Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.  
With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.  
Interpret - Support interpretations of musical works that reflect creators'/performers' expressive intent.

5. How many letters of the alphabet are on the staff?
6. Tell students that the treble clef is sometimes called the "**g clef**" because the sign wraps around the second line
3. **(10-12 min) Song with Movement: "The Song Has Five" (pg 115)**  
**Materials:** Chart #20
  1. Use Chart #20 to teach melody; sing song referring to lines and spaces
  2. Echo melody by phrase
  3. Add body percussion
  4. Students sing with body percussion while teacher plays piano
  5. Add locomotor movement
  6. Practice singing with movement, then without, then with (ABA)
4. **(15-18 min) Instrument Activity: I Can Play That! (pg 118)**  
**Materials:** Xylo visual, Chart #16, barred instruments
  1. Present chart #16
  2. Review Part 1 of the rhythm - students speak with rhythm symbols while patting alternating knees

musical work(s) that meet appropriate criteria.  
Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.  
With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).  
Evaluate - Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.  
With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.  
With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.  
With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.

5. Lead class to discover Part Two is a pattern (ostinato)
6. Choose a student to point to Part One while class speaks Part One and teacher speaks Part Two
7. Divide class into 2 groups, each to speak one of the parts
8. Extension:
  1. Transfer Part One = drums
  2. Transfer Part Two = rhythm sticks
4. **(3-5 min) Rhythmic Training: Four Beats After (pg 113)**
  1. Gives students exposure to canons and rounds
  2. In a standing circle, teacher begins a sequence of actions representing the pulse that changes after every 4 beats
  3. The class echoes the teacher beginning their sequence 4 beats after
5. **(2-3) Exit Ticket: Guess Notes on the Staff**

**Standards**  
Connect 10 - Synthesize and relate knowledge and personal experiences to make music.  
Improvise rhythmic and melodic patterns and

**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.

**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

**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

3. Use xylophone visual to demonstrate playing the rhythm
4. Assign student to instruments with a partner
5. Transfer rhythm to instruments BX by having students speak 2 measures, followed by playing 2 measures
6. Continue until rhythm is complete
7. **Class plays Part 1 - Teacher plays Part 2 as chord bordun on BX** (repeated)
8. Assign students at BX/ BM to play Part 2

**Standards**  
Demonstrate understanding of the structure in music selected for performance.  
Analyze - Analyze the structure and context of varied musical works and their implications for performance.  
When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.  
Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.

**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,

musical ideas for a specific purpose.  
Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.  
Interpret and apply personal, peer, and teacher feedback to revise personal music.  
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.  
Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.  
When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.  
Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.  
Apply established criteria to judge the accuracy, expressiveness, and

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: Cardiovascular**  
**Efficiency:** Aerobic Games **Materials:** 2 hoops & 4 soft balls for each group of 4 students

1. Fire Brigade (Card 78-79)

**(25 min) Go Activity: Basketball: CATCH Challenge Level 1**  
**Materials:** 1 basketball per student/then pair

1. Freeze and Pivot (Card 377)

2. Fast Break (Card 378)

**(5 min) Cool-down**  
1. Simon Says

**Standards**  
Demonstrate responsible behavior in independent group situations.  
Reflect on personal social behavior in physical activity.  
Listen respectfully to corrective feedback from others.

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: Cardiovascular**  
**Efficiency:** Aerobic Games **Materials:** 2 hoops & 4 soft balls for each group of 4 students

1. Fire Brigade (Card 78-79)

**(25 min) Go Activity: Basketball: CATCH Challenge Level 1**  
**Materials:** 1 basketball per student/then pair

1. Freeze and Pivot (Card 377)

2. Fast Break (Card 378)

**(5 min) Cool-down**  
1. Simon Says

**Standards**  
Exhibit competency in fundamental motor skills and selected combinations of skills.  
Recognize that many different countries and cultures have been the origin of games, sports, and dance, including those of

Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.  
Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.  
Plan and Make - Select and develop musical ideas for defined purposes and contexts  
Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.  
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.  
Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback.  
Interpret - Develop personal interpretations that consider creators' intent.  
Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances.

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 Fitness: Mighty Muscles: Strength Activities (10 min)**  
**Materials:** Cones and Tape, Mats

1. Mighty Muscles Strength Stations (Card 135-137) *and various Mighty Muscle Task Cards*

**Go Activity: Dribbling & Passing (hands) Activities (10 min)**  
**Materials:** 3-8 small balls

1. Pass It On (Card 223-224)

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

1. Jackhammers (Card 225)

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

**Standards**  
Move in different pathways, general space with different

effectiveness of performances.  
Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.  
Perform appropriately for the audience and purpose.  
Perform music for a specific purpose with expression and technical accuracy.  
Interpret - Support interpretations of musical works that reflect creators'/performers' expressive intent.  
Demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent.

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 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,

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 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

Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.  
Perform music with expression and technical accuracy.  
Demonstrate performance decorum and audience etiquette appropriate for the context and venue.  
Interpret - Support interpretations of musical works that reflect creators'/performers' expressive intent.

speeds, and in personal space to a rhythm.  
Actively participate in health enhancement class.  
Recognize that physical activity causes physical changes.  
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.

**Band 5 1:45pm - 2:30pm**

**Objectives:**

- Rhythm patterns, phrase
- Questions-Answer, repertoire, chord bordun, mallet technique

**Lesson / Instruction**

1. **(5 min) Sing song for Spring Musical**
2. **(5 min) Rhythmic Reading: Rhythm Cards (pg 121)**  
**Materials:** Visual #13
  1. One at a time, class speaks each rhythm using rhythm symbols
3. **(22-25 min) Song with Instruments: "Cumberland Gap" (pg 122)**  
**Materials:** CBB, BM, AM, temple blocks, AX, SX
  1. **Creating an orchestra (see Spotify for song)**
  2. Develop melody by isolating "like" parts (MRD and SMD)
  3. Divide class into 2 groups
    1. **Group 1:** Sings MRD fragments
    2. **Group 2:** Sings SMD fragments
    3. **Teacher:** Sings text shown in measures 2, 4, 6, 8
    4. **Add the real text**
    5. **Replace text with new text** (pg 123) "We can't wait,

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**

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.

**Q1 Band 2:45pm - 3:30pm**

**Music 4 1:45pm - 2:30pm**

**Objectives:**

- Pulse, time/space/shape/force
- 6/8, canon/round, extended form, pianissimo/fortissimo

**Lesson / Instruction**

1. **(5 min) Sing Spring Concert Song**
2. **(10-12 min) Movement Activity: Movement Game (pg 121)**  
**Materials:** Recording, Visual #11
  1. Play recording while student walk around
  2. When music stops and teacher shows one of the stick figure cards, students find a partner or group to create the shape
  3. Allow students to pick the remaining cards
3. **(12-15 min) Speech Activity with Instruments: Early to Bed (pg 122)**  
**Materials:** Hand drums
  1. Echo text to proverb
  2. Practice clapping rhythm with and without text
  3. Divide class in 1/2; perform as a 2-part canon at 3 beats
  4. Distribute hand drums, ideally one per student,

Perform basic locomotor, nonlocomotor, and manipulative skills.  
Identify active play opportunities outside health enhancement class.

**Recess 1:45pm - 2:00pm**

we're almost there..." etc.

6. **Switch to instruments**

**History:** *The*

*Cumberland Gap is a pass through the southern portion of the Appalachian Mountains where Kentucky, Tennessee, and Virginia meet. In 1775 Daniel Boone (Frontiersman) led a group of loggers and widened the path, making it easier to settle western frontiers.*

**Standards**

Connect 10 - Synthesize and relate knowledge and personal experiences to make music.

Connect 11 - Relate musical ideas and works with varied context to deepen understanding.

Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.

Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.

Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and

**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

and perform as a 2-part canon

5. Class develops form (ABC)

1. Proverb spoken in unison
2. Proverb spoken in unison
3. Proverb transferred to instruments in canon

6. Review terms *pianissimo* and *fortissimo* - let class choose dynamic levels for each part of the form

**Standards**

Demonstrate understanding of the structure in music selected for performance.

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

When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.

Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.

Demonstrate and describe how the expressive qualities (such as dynamics and

**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,

harmony) in music selected for performance.  
When analyzing selected music, read and perform using standard notation. Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation. Interpret - Support interpretations of musical works that reflect creators'/performers' expressive intent. Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time. Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

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:**

**Cardiovascular**

**Efficiency:** Aerobic Games **Materials:** 2 hoops & 4 soft balls for each group of 4 students

1. Fire Brigade (Card 78-79)

**(25 min) Go Activity:**

**Basketball:** CATCH Challenge Level 1

**Materials:** 1 basketball per student/then pair

1. Freeze and Pivot (Card 377)
2. Fast Break (Card 378)

**(5 min) Cool-down**

1. Simon Says

**Standards**

Perform a combination of motor skills in various contexts.  
Discuss the origin of a game, sport or dance, including traditional and contemporary American Indian contributions and cultures.

tempo) are used in performers' interpretations to reflect expressive intent. Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas. Plan and Make - Select and develop musical ideas for defined purposes and contexts. Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback. Interpret - Develop personal interpretations that consider creators' intent. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances. Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.

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 Fitness: Mighty**

**Muscles:** Strength Activities **(10 min)**

**Materials:** Cones and Tape, Mats

1. Mighty Muscles Strength Stations (Card 135-137) and various Mighty Muscle Task Cards

**Go Activity: Dribbling & Passing (hands)**

**Activities (10 min)**

**Materials:** 3-8 small balls

1. Pass It On (Card 223-224)

**Go Activity: Dribbling & Passing (hands)**

**Activities (10 min)**

**Materials:** 1 basketball per student, boundaries

1. Jackhammers (Card 225)

**Cool-down: (5 min)**

1. Simon Says (Card 5)

**Standards**

Perform basic locomotor, nonlocomotor, and

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.  
Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.  
Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill.  
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.  
Analyze - Analyze the structure and context of varied musical works and their implications for performance.  
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, cultural, and historical) and how creators and performers manipulate the elements of music.

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

Perform music with expression and technical accuracy.  
Demonstrate performance decorum and audience etiquette appropriate for the context and venue.  
Interpret - Support interpretations of musical works that reflect creators'/performers' expressive intent.

manipulative skills in mature patterns.  
Identify games, sports, or dances performed in other cultures.  
Recognize the balance of good nutrition with physical activity.  
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.

Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).

**Q1 Band 2:45pm - 3:30pm**

Describe the positive social interactions that come when engaged with others in physical activity.

**Q1 Band 2:45pm - 3:30pm**

Work independently and safely in physical activity settings.  
Describe the value of "good health balance".  
Compare physical activities that bring confidence and challenges; and  
Discuss positive results gained from participating in physical activities with others.

**Q1 Band 2:45pm - 3:30pm**