






Monday 11/20/2023	Tuesday 11/21/2023	Wednesday 11/22/2023	Thursday 11/23/2023	Friday 11/24/2023
<p>Thanksgiving Meal</p> <p>Breakfast Duty 8:00am - 8:30am</p> <p>Band/Choir - 7 & 8 (Woodwinds) 8:35am - 9:30am</p> <p>Have Students Concentrate on Learning Music for the Concert this Week</p> <p>Standards</p> <p>MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p>MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p> <p>MU:Cr2.1.7a Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.</p> <p>MU:Cr2.1.7b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.</p> <p>MU:Cr3.1.7a Evaluate their own work,</p>	<p>Breakfast Duty 8:00am - 8:30am</p> <p>Band/Choir - 7 & 8 (Brass/Other) 8:35am - 9:30am</p> <p>Have Students Concentrate on Learning Music for the Concert this Week</p> <p>Standards</p> <p>MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p>MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p> <p>MU:Cr2.1.7a Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.</p> <p>MU:Cr2.1.7b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.</p> <p>MU:Cr3.1.7a Evaluate their own work,</p>	<p> Thanksgiving Break</p>	<p> Thanksgiving Break</p>	<p> Thanksgiving Break</p>



applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.

MU:Cr3.1.7b Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).

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

MU:Pr4.3 Interpret - Develop personal interpretations that consider creators' intent.

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

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

MU:Pr4.1.7a Apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after

criteria such as appropriate application of elements of music including style, form, and use of sound sources.

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MU:Pr4.1.7a Apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify



discussion, identify expressive qualities, technical challenges, and reasons for choices.

MU:Pr4.2.7a Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.

MU:Pr4.2.7b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.

MU:Pr4.3.7a Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

MU:Pr5.1.7a Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.

MU:Pr6.1.7a Perform the music with technical accuracy and stylistic

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MU:Pr6.1.7a Perform the music with technical accuracy and stylistic expression to convey the creator's intent.



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

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

MU:Re7.2.7a Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.

MU:Re8.1.7a Support personal interpretation of contrasting programs of music and explain how creators' or performers' apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.

MU:Re9.1.7a Select from teacher-provided criteria to evaluate musical works or performances.

MU:Cn11.0 Connect 11 - Relate musical ideas and works with varied context to deepen understanding.

MU:Cr2.1.8b Use standard and/or iconic notation and/or audio/ video

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MU:Re9.1.7a Select from teacher-provided criteria to evaluate musical works or performances.

MU:Cn11.0 Connect 11 - Relate musical ideas and works with varied context to deepen understanding.

MU:Cr2.1.8b Use standard and/or iconic notation and/or audio/ video recording to document personal



recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.

MU:Cr3.1.8a Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.

MU:Cr3.1.8b Describe the rationale for refining works by explaining the choices, based on evaluation criteria.

MU:Pr4.3.8a Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).

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

MU:Pr6.1.8a Perform the music with technical accuracy, stylistic expression, and culturally

rhythmic phrases, melodic phrases, and harmonic sequences.

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

MU:Pr6.1.8a Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in



authentic practices in music to convey the creator's intent.

MU:Re7.2.8a Compare how the elements of music and expressive qualities relate to the structure within programs of music.

MU:Re9.1.8a Apply appropriate personally-developed criteria to evaluate musical works or performances.

Objectives:

- Students will work on perfecting their part in the music ensemble and/or their own individual performance pieces for the winter concert.

Lesson / Instruction

Students will spend the next few weeks concentrating on playing and perfecting their part in the instrumental piece and singing pieces they have selected for the winter concert.

Prep 9:33am - 11:20am

Lunch 11:20am - 12:12pm

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

Practice for Concert!

Lesson / Instruction

- Practice for Concert and Thanksgiving Craft

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

Practice for Concert!

Lesson / Instruction

- Practice for Concert and Thanksgiving Craft

music to convey the creator's intent.

MU:Re7.2.8a Compare how the elements of music and expressive qualities relate to the structure within programs of music.

MU:Re9.1.8a Apply appropriate personally-developed criteria to evaluate musical works or performances.

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Prep 9:33am - 11:20am

Lunch 11:20am - 12:12pm

PE - Pre K 12:15pm - 1:00pm

Jump Rope Activities

Standards

2.1c Exhibit a variety of small motor skills.

2.1e Engage in self-help skills.

2.1f Perform increasingly more sophisticated actions requiring hand-eye coordination.

2.2a Exhibit physical reflexes in response to stimulation.



Music - 5 1:45pm - 2:30pm

Practice for Concert!

Lesson / Instruction

- Practice for Concert and Thanksgiving Craft

Break 2:30pm - 2:45pm

Music - 6 2:45pm - 3:30pm

Practice for Concert!

Lesson / Instruction

- Practice for Concert and Thanksgiving Craft

2.2b Develop muscle tone and strength in trunk, neck, head, arms and legs.

2.2c Use developing motor skills to move more independently.

2.2d Develop coordination to use motor skills with toys.

2.2e Demonstrate skills to move in the environment.

2.2f Refine motor coordination and skills to play with toys and people.

2.2g Demonstrate increased ability to use skills requiring balance.

2.2h Perform large motor movement alone or with others.

2.2i Manipulate objects with large muscles.

2.3b Focus eyes on near and far objects.

2.3c Calm with assistance.

2.3f Demonstrate an awareness of her body in space.

2.3g Practice sensory integration.

2.3h Adapt movements to specific situations.

2.3i Demonstrate concepts through movement.

2.4a React to participation in daily routines.

2.4b Demonstrate increased ability to self-soothe and fall asleep.



- 2.4c** Indicate needs and wants.
- 2.4d** Take and interest in meeting physical needs.
- 2.4e** Participate in healthy routines.
- 2.4f** Communicate with an adult when not feeling well.
- 2.4g** Participate in bathroom routines with growing independence.
- 2.6a** Attempt new large and small motor activities.
- 2.6b** Participate in simple movement games.
- 2.6c** Initiate active play, exploration, and engagement with the environment.
- 2.6e** Engage in activities requiring new skills, without adult assistance.
- 2.6f** Participate in physically active games with peers.
- 2.6g** Recognize the positive feelings experienced during and after physical activity.
- 2.7a** Show preference for familiar people and recognize the difference between familiar people and strangers.
- 2.7b** Respond to cues from caregiver regarding obvious signs of danger or previous warnings.
- 2.7c** Respond to warnings and redirection for unsafe



behaviors in situations, although not consistently.

2.7d Recognize rules and follow basic safety instructions.

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

2.7f Understand and anticipate potential consequences of disregarding rules.

2.7g Recognize and describe the reasons for rules.

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

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

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

Objective:

- Traveling
- Non-manipulative skills (twisting, balancing, stretching, turning, curling)
- Jumping, landing, transferring weight
- Develop cardiovascular fitness, practice basic jump rope skills
- Relationships (with people, matching in unison of body parts: round, narrow, wide, symmetrical)
- Spatial awareness (location, direction, levels, pathways)
- Effort (slow, free flow)

Kindergarten:

- Jump over a line or rope using two-foot patterns (double and single bounce)

1st Grade:

- Jump a swinging rope (long or short) using single and double bounces
- Correctly turn a short jump rope



2nd Grade:

- Jump a self-turned rope both forward and backward
- Jump overhead turning long rope

Lesson / Instruction

Procedure: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up: (5 min)

1. Partner High-5 Together (Card 12)

Go Fitness: Limber

Limbs: Stretching

Activities (10 min)

Materials: 1 cone per pair of students

1. Short Story Stretching (Card 171)

Go Activity: Jump Rope

Activities (25 min)

Materials: Jump ropes (stand on rope with handles reaching armpits)

1. Follow Me (Card 278)

Materials: 1 jump rope per student, *Jump Rope Task Cards*

Glossy of Terms:

Walk and

Jump: Turn rope while walking forward

Double

Bounce: Jump with both feet twice for each rope turn

Single

Bounce: Jump with both feet once for every rope turn

Straddle:

Jump and land with feet apart or together

Skier: Jump side to side over a line

Hop: Jump on one foot

Rocker: Start with 1 foot in front (keep that foot in front) and rock from the front foot to the back foot



"X": Cross one foot in front of the other and jump, uncross and jump

Backward: Turn rope backward and jump

Bell: Jump forward and backward over a line

Wounded

Duck: Jump with heels in and toes out, then heels out and toes in

Side-swing: Swing the rope to one side of the body, then swing overhead and jump

Criss-Cross Arms: Turn rope forward and cross arms in front (hug yourself). Jump forward, uncross arms and jump again

Double Under: With 1 jump, pass the rope under your feet twice (lift knees and rotate the rope faster with your wrist)

Cool-down: (5 min)

1. Simon Says (Card 5)

PE - 4 1:00pm - 1:45pm

FRISBEE UNIT

Standards

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



contributions and cultures.

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

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

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

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

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

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

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

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

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

4.PE.16 Work safely with peers and



equipment in physical activity settings.

Objective:

- Cardiovascular Efficiency, Throwing

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm-up (5 min)

- Copy Cat (Card 19)

Go Fitness (12 min)

- Musical Hoops

Need: Hula Hoops

- (Card 39)

Go Activity: Flying Disc - CATCH Challenge III (15 min) **Need:** Frisbee

- All-Run Flying Disk (Card 433)

Cool-down (5 min)

- Copy Cat (Card 19)

Materials / Resources / Technology

- 12" Fabric or Rope to hang on to between partners
- Hula Hoops
- Score Sheets
- Fitness Flash Cards (88, 89, 95, 103)

Recess 1:45pm - 2:00pm

PE - 3 2:00pm - 2:45pm

FRISBEE UNIT

Standards

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

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

4.PE.4 Understand the concept of open spaces to activities such as combination



skills, small-sided practice tasks, gymnastics, and dance environments.

4.PE.6 Analyze opportunities for participating in physical activities outside health enhancement class.

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

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

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

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

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

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

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

Objective:

- Cardiovascular Efficiency, Throwing

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm-up (5 min) - Flash Fitness Fun



Materials: Flash Fitness Task Cards

- (Card 16)

Go Fitness (12 min) -

Cone Crazy **Need:** 1 Cone for every 2 students

- (Card 39)

Go Activity: Flying Disc - CATCH Challenge III (15 min) **Need:** Frisbee, pinnies for one team, cones to designate grids

1. Ultimate Flying Disk (Card 435)

Cool-down (5 min) - Flash Fitness Fun **Materials:** Flash Fitness Task Cards

- (Card 16)

Materials / Resources / Technology

- 12" Fabric or Rope to hang on to between partners
- Hula Hoops
- Score Sheets
- Fitness Flash Cards (88, 89, 95, 103)