



Monday 05/27/2024	Tuesday 05/28/2024	Wednesday 05/29/2024	Thursday 05/30/2024	Friday 05/31/2024
<div data-bbox="89 233 360 352"> <p>Memorial Day</p> </div> <div data-bbox="89 363 360 401" style="background-color: orange; color: white; padding: 2px;"> <p>No School Day</p> </div>	<div data-bbox="381 233 657 310" style="background-color: black; color: white; padding: 2px;"> <p><b>Breakfast Duty</b> 8:00am - 8:30am</p> </div> <div data-bbox="381 321 657 422" style="background-color: #c8c89d; padding: 2px;"> <p>Band/Choir - 7 &amp; 8 (Group B) 8:35am - 9:30am</p> </div> <div data-bbox="381 432 657 552" style="background-color: #e6e6e6; padding: 2px;"> <p><b>Practice for Spring Concert - Ukuleles and Solo Songs for Musical</b></p> </div> <div data-bbox="381 562 657 1940"> <p><b>Standards</b></p> <p><b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p><b>MU:Cn10.0.8a</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>MU:Cr1.1</b> Imagine - Generate musical ideas for various purposes and contexts.</p> <p><b>MU:Cr2.1</b> Plan and Make - Select and develop musical ideas for defined purposes and contexts</p> <p><b>MU:Cr3.1</b> Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p> <p><b>MU:Cr3.2</b> Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</p> <p><b>MU:Cr1.1.8a</b> Generate rhythmic, melodic</p> </div>	<div data-bbox="678 233 954 352"> <p>REHERSAL DAY</p> </div> <div data-bbox="678 363 954 457" style="background-color: #e6e6e6; padding: 2px;"> <p>Maggie will uses the morning and I will use the afternoon.</p> </div> <div data-bbox="678 468 954 546" style="background-color: black; color: white; padding: 2px;"> <p><b>Breakfast Duty</b> 8:00am - 8:30am</p> </div> <div data-bbox="678 556 954 655" style="background-color: #800040; color: white; padding: 2px;"> <p><b>Band/Choir - 7 &amp; 8 (Group A) 8:35am - 9:30am</b></p> </div> <div data-bbox="678 665 954 785" style="background-color: #e6e6e6; padding: 2px;"> <p><b>Practice for Spring Concert - Ukuleles and Solo Songs for Musical</b></p> </div> <div data-bbox="678 795 954 1940"> <p><b>Standards</b></p> <p><b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p><b>MU:Cn10.0.8a</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>MU:Cr1.1</b> Imagine - Generate musical ideas for various purposes and contexts.</p> <p><b>MU:Cr2.1</b> Plan and Make - Select and develop musical ideas for defined purposes and contexts</p> <p><b>MU:Cr3.1</b> Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p> <p><b>MU:Cr3.2</b> Present - Share creative</p> </div>	<div data-bbox="976 233 1252 352"> <p>CONCERT DAY</p> </div> <div data-bbox="976 363 1252 441" style="background-color: black; color: white; padding: 2px;"> <p><b>Breakfast Duty</b> 8:00am - 8:30am</p> </div> <div data-bbox="976 451 1252 550" style="background-color: #c8c89d; padding: 2px;"> <p>Band/Choir - 7 &amp; 8 (Group B) 8:35am - 9:30am</p> </div> <div data-bbox="976 560 1252 680" style="background-color: #e6e6e6; padding: 2px;"> <p><b>Practice for Spring Concert - Ukuleles and Solo Songs for Musical</b></p> </div> <div data-bbox="976 690 1252 1940"> <p><b>Standards</b></p> <p><b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p><b>MU:Cn10.0.8a</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>MU:Cr1.1</b> Imagine - Generate musical ideas for various purposes and contexts.</p> <p><b>MU:Cr2.1</b> Plan and Make - Select and develop musical ideas for defined purposes and contexts</p> <p><b>MU:Cr3.1</b> Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p> <p><b>MU:Cr3.2</b> Present - Share creative musical work that conveys intent, demonstrates</p> </div>	<div data-bbox="1273 233 1549 310" style="background-color: black; color: white; padding: 2px;"> <p><b>Breakfast Duty</b> 8:00am - 8:30am</p> </div> <div data-bbox="1273 321 1549 420" style="background-color: #800040; color: white; padding: 2px;"> <p><b>Band/Choir - 7 &amp; 8 (Group A) 8:35am - 9:30am</b></p> </div> <div data-bbox="1273 430 1549 619" style="background-color: #e6e6e6; padding: 2px;"> <p><b>Pick up a new instrument to try for next year, or learn a new song on the same instrument used this year</b></p> </div> <div data-bbox="1273 630 1549 728" style="background-color: #c8c89d; padding: 2px;"> <p>Band/Choir - 7 &amp; 8 (Group B) 8:35am - 9:30am</p> </div> <div data-bbox="1273 739 1549 837" style="background-color: #e6e6e6; padding: 2px;"> <p><b>Prep 9:33am - 11:20am</b></p> </div> <div data-bbox="1273 848 1549 905" style="background-color: #e6e6e6; padding: 2px;"> <p><b>Lunch 11:20am - 12:12pm</b></p> </div> <div data-bbox="1273 915 1549 972" style="background-color: #ff00ff; color: white; padding: 2px;"> <p><b>Music - 1 12:15pm - 1:00pm</b></p> </div> <div data-bbox="1273 982 1549 1020" style="background-color: #e6e6e6; padding: 2px;"> <p><b>PE Make Up Time</b></p> </div> <div data-bbox="1273 1031 1549 1940"> <p><b>Standards</b></p> <p><b>1.PE.1</b> Perform most basic locomotor, nonlocomotor, and manipulative skills using mature patterns.</p> <p><b>1.PE.2</b> Combine locomotor and nonlocomotor motor skills in a teacher-designed dance.</p> <p><b>1.PE.3</b> Move in self-space.</p> <p><b>1.PE.7</b> Actively engage in health enhancement class.</p> <p><b>1.PE.9</b> Identify warm-up and cool-down activities related to vigorous physical activity.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Improve fitness</li> <li>Increase energy</li> <li>Better skills</li> </ul> </div>



and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.

**MU:Cr2.1.8a** 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.

**MU:Cr2.1.8b** Use standard and/or iconic notation and/or audio/ video 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:Cr3.2.8a** Present the final version of their documented personal composition, song, or arrangement, using

musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

**MU:Cr1.1.8a** Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.

**MU:Cr2.1.8a** 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.

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

craftsmanship, and exhibits originality.

**MU:Cr1.1.8a** Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.

**MU:Cr2.1.8a** 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.

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

- Learn sport and recreation
- Have fun!

**Lesson / Instruction**

**Make up PE time**

**Procedures: (10 min)**

- 3 Laps
- Drinks
- Bathroom

**Warm-Up: (5 min)**

- Automobile (Card 57)

**Go Fitness: (12 min)**

- Race and Reach (Card 169)

**Go Activity: (15 min)**

- Musical Hoops (Card 65)

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

- Automobile (Card 57)

**PE - Kinder 1:00pm - 1:45pm**

**AEROBIC GAMES - #5**

**Standards**

**1.PE.1** Perform most basic locomotor, nonlocomotor, and manipulative skills using mature patterns.

**1.PE.2** Combine locomotor and nonlocomotor motor skills in a teacher-designed dance.

**1.PE.3** Move in self-space.

**1.PE.7** Actively engage in health enhancement class.

**1.PE.8** Understand muscles that grow strong with physical activity.

**1.PE.9** Identify warm-up and cool-down activities related to vigorous physical activity.

**1.PE.10** Accept personal responsibility by using equipment and space appropriately.



craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.

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

**MU:Cr1.1.7a** Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.

**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.

**MU:Cr2.1.7b** Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic

choices, based on evaluation criteria.

**MU:Cr3.2.8a** 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.

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

**MU:Cr1.1.7a** Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.

**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.

**MU:Cr3.2.8a** 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.

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

**MU:Cr1.1.7a** Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.

**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.

**MU:Cr2.1.7b** Use standard and/or iconic notation and/or

**1.PE.11** Follow the rules or parameters of the learning environment.

**1.PE.12** Respond appropriately to general feedback from a teacher.

**1.PE.13** Exhibit the established protocols for class activities.

**1.PE.14** Work independently with others in a variety of class environments.

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

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

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

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

- Objectives:**
- Improve fitness
  - Increase energy
  - Better skills
  - Learn sport and recreation
  - Have fun!

**Lesson / Instruction**

**Procedures: (10 min)**

- 3 Laps
- Drinks
- Bathroom

**Warm-Up: (5 min)**

- Automobile (Card 57)

**Go Fitness: (12 min)**

- Race and Reach (Card 169)

**Go Activity: (15 min)**

- Musical Hoops (Card 65)

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



phrases, and harmonic sequences.

**MU:Cr3.1.7a** Evaluate their own work, 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:Cr3.2.7a** Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.

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

**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

**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.

**MU:Cr3.1.7a** Evaluate their own work, 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:Cr3.2.7a** Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.

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

**MU:Pr4.2.7a** Explain and demonstrate the structure of contrasting pieces of music selected for

audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.

**MU:Cr3.1.7a** Evaluate their own work, 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:Cr3.2.7a** Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.

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

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

- Automobile (Card 57)

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

**PE - 2 2:00pm - 2:45pm**

**AEROBIC GAMES - #5**

**Standards**

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

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

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

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

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

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

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

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

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



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 expression to convey the creator's intent.

**MU:Pr6.1.7b** Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.

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

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.

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

**MU:Pr6.1.7b** Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.

**MU:Re7.1** Select - Choose music appropriate for a

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

**2.PE.16** Work independently and safely in physical activity settings.

**2.PE.18** Compare physical activities that bring confidence and challenges; and

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

- Objectives:**
- Improve fitness
  - Increase energy
  - Better skills
  - Learn sport and recreation
  - Have fun!

**Lesson / Instruction**

**Procedures: (10 min)**

- 3 Laps
- Drinks
- Bathroom

**Warm-Up: (5 min)**

- Automobile (Card 57)

**Go Fitness: (12 min)**

- Race and Reach (Card 169)

**Go Activity: (15 min)**

- Musical Hoops (Card 65)

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

- Automobile (Card 57)



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

**MU:Cn10.0.7a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

**MU:Cn11.0.7a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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

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

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

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

**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

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

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

**MU:Cn10.0.7a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

**MU:Cn11.0.7a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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

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

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

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

**MU:Pr4.1.7a** Apply collaboratively-developed criteria for

specific purpose or context.

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

**MU:Cn10.0.7a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

**MU:Cn11.0.7a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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

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

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

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

**MU:Pr4.1.7a** Apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a



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

**MU:Re7.2** 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.

**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:Re7.1.7a** Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose.

**MU:Re7.2.7b** Identify and compare the context of music from a variety of genres, cultures, and historical periods.

**MU:Re8.1.7a** Support personal interpretation of contrasting programs

selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.

**MU:Re7.2** 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.

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

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**MU:Re7.1.7a** Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose.

**MU:Re7.2.7b** Identify and compare the context of music from a variety of genres, cultures, and historical periods.

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**MU:Re7.1.7a** Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose.

**MU:Re7.2.7b** Identify and compare the context of music from a variety of genres, cultures, and historical periods.

**MU:Re8.1.7a** Support personal



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.

- Objectives:**
- Select and develop musical ideas for defined purposes and contexts
  - Choose musical works to present based on interest, knowledge, technical skill, and context.
  - Choose music appropriate for a specific purpose or context.
  - Read and perform rhythmic and melodic patterns using iconic or standard notation.
  - Rehearse, evaluate and refine ensemble performances in collaboration with others.
  - Perform music for a specific purpose with expression and technical accuracy.
  - Perform appropriately for the audience and purpose.

- Lesson / Instruction**
1. Continue practice of "Sittin' on the Dock of the Bay" on Ukuleles for those not in the play
  2. The rest of the students will work on songs for their part in the play

**Prep 9:33am - 11:20am**

Lunch 11:20am - 12:12pm

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

**AEROBIC GAMES - #5**

- Standards**
- 2.1c Exhibit a variety of small motor skills.
  - 2.1e Engage in self-help skills.

**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.

- Objectives:**
- Select and develop musical ideas for defined purposes and contexts
  - Choose musical works to present based on interest, knowledge, technical skill, and context.
  - Choose music appropriate for a specific purpose or context.
  - Read and perform rhythmic and melodic patterns using iconic or standard notation.
  - Rehearse, evaluate and refine ensemble performances in collaboration with others.
  - Perform music for a specific purpose with expression and technical accuracy.
  - Perform appropriately for the audience and purpose.

- Lesson / Instruction**
1. Continue practice of "Sittin' on the Dock of the Bay" on Ukuleles for those not in the play
  2. The rest of the students will work on songs for their part in the play

**Prep 9:33am - 11:20am**

Lunch 11:20am - 12:12pm

**Rehersal Schedule for afternoon 12:30pm - 2:45pm**

- 7th/8th Grade - 12:30 - 12:45
- 6th Grade 12:45 - 1:00
- 5th Grade 1:00 - 1:15

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.

- Objectives:**
- Select and develop musical ideas for defined purposes and contexts
  - Choose musical works to present based on interest, knowledge, technical skill, and context.
  - Choose music appropriate for a specific purpose or context.
  - Read and perform rhythmic and melodic patterns using iconic or standard notation.
  - Rehearse, evaluate and refine ensemble performances in collaboration with others.
  - Perform music for a specific purpose with expression and technical accuracy.
  - Perform appropriately for the audience and purpose.

- Lesson / Instruction**
1. Continue practice of "Sittin' on the Dock of the Bay" on Ukuleles for those not in the play
  2. The rest of the students will work on songs for their part in the play

**Prep 9:33am - 11:20am**

Lunch 11:20am - 12:12pm

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

**AEROBIC GAMES - #5**

- Standards**
- 1.PE.1 Perform most basic locomotor, nonlocomotor, and



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

**2.2a** Exhibit physical reflexes in response to stimulation.

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

**2.2c** Use developing motor skills to move more independently.

**2.2d** Develop coordination to use motor skills with toys.

**2.2e** Demonstrate skills to move in the environment.

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

**2.2g** Demonstrate increased ability to use skills requiring balance.

**2.2h** Perform large motor movement alone or with others.

**2.2i** Manipulate objects with large muscles.

**2.3a** Respond to touch, movement, and sound.

**2.3b** Focus eyes on near and far objects.

**2.3c** Calm with assistance.

**2.3e** Manipulate materials to explore sound.

**2.3f** Demonstrate an awareness of her body in space.

4th Grade - 1:15 - 1:30  
3rd Grade 1:30 - 1:45  
2nd Grade 1:45 - 2:00  
1st Grade 2:00 - 2:15  
Kindergarten - 2:15 - 2:30  
PreSchool 2:30 -2:45

manipulative skills using mature patterns.

**1.PE.2** Combine locomotor and nonlocomotor motor skills in a teacher-designed dance.

**1.PE.3** Move in self-space.

**1.PE.4** Differentiate between fast and slow speeds, strong and light force.

**1.PE.6** Discuss the benefits of being active and exercising or playing.

**1.PE.7** Actively engage in health enhancement class.

**1.PE.8** Understand muscles that grow strong with physical activity.

**1.PE.9** Identify warm-up and cool-down activities related to vigorous physical activity.

**1.PE.11** Follow the rules or parameters of the learning environment.

**1.PE.12** Respond appropriately to general feedback from a teacher.

**1.PE.10** Accept personal responsibility by using equipment and space appropriately.

**1.PE.13** Exhibit the established protocols for class activities.

**1.PE.14** Work independently with others in a variety of class environments.



**2.3h** Adapt movements to specific situations.

**2.3i** Demonstrate concepts through movement.

**2.4a** React to participation in daily routines.

**2.4c** Indicate needs and wants.

**2.4d** Take and interest in meeting physical needs.

**2.4e** Participate in healthy routines.

**2.4f** Communicate with an adult when not feeling well.

**2.4g** Participate in bathroom routines with growing independence.

**2.6a** Attempt new large and small motor activities.

**2.6b** Participate in simple movement games.

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

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

**2.6f** Participate in physically active games with peers.

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

**2.7b** Respond to cues from caregiver regarding obvious

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

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

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

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

- Objectives:**
- Improve fitness
  - Increase energy
  - Better skills
  - Learn sport and recreation
  - Have fun!

**Lesson / Instruction**

**Procedures: (10 min)**

- 3 Laps
- Drinks
- Bathroom

**Warm-Up: (5 min)**

- Automobile (Card 57)

**Go Fitness: (12 min)**

- Race and Reach (Card 169)

**Go Activity: (15 min)**

- Musical Hoops (Card 65)

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

- Automobile (Card 57)



Musical/  
Concert  
(Music 1st/  
Play 2nd)  
1:00pm -  
2:30pm



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.

**Objectives:**

- Improve fitness
- Increase energy
- Better skills
- Learn sport and recreation
- Have fun!

**Lesson / Instruction**

**Procedures: (10 min)**

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

- Automobile (Card 57)

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

**TENNIS - LESSON #10**



### Standards

- 4.PE.1 Use a combination of motor skills to engage in a variety of activities.
- 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.15 Describe ways to accept other's ideas, cultural diversity, and body types during games and physical activities.
- 4.PE.16 Work safely with peers and equipment in physical activity settings.

### Objectives:



- Practice and improve fundamental striking and tennis skills (racket grip, forehand, backhand, ready position).
- Actively participate in tennis lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.

**Lesson / Instruction**

**GO ACTIVITY:** Tennis:  
CATCH Challenge Level III

**NAME OF ACTIVITY:** All  
Together (CARD 574)

**EQUIPMENT:** plastic  
paddle or tennis racket per  
student, 1 tennis ball per  
group of 4-5

**SKILL THEME(S):** striking

**SPORT SKILLS &**

**STRATEGY:** forehand &  
backhand striking, quick  
feet, moving to the ball

**ORGANIZATION:**

- Divide students into groups of 4-5. Each group has a tennis ball.
- Assign each group an area 8-10 ft. square (see grid formation card 626).

**DESCRIPTION:**

- Number the students in each group 1 through 4. Each group forms a circle.
- Student #1 begins in the middle of the circle and strikes the ball straight up in the air and moves out of the circle.
- Student #2 quickly moves into position and strikes the ball back up in the air after it has bounced once.
- Students #3 and #4 repeat the process.
- Play stops if the ball leaves the grid area or if the ball bounces more than once. Resume the activity with the student who last struck the ball.
- Award the group one point for each successful complete rotation.

**TEACHING**

**SUGGESTIONS:**

- Initially, have groups practice with a balloon.
- Encourage fast rotation and moving into position quickly.
- Remind students to "bend the knees and scoop the ball up."

**NOW TRY THIS:**



1. Instead of rotating strikes numerically, have the striker call out the number of the next student to enter the circle.
2. Challenge skilled groups to strike the ball up before it bounces.

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

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

**TENNIS - LESSON #10**

**Standards**

- 3.PE.1** Perform a combination of motor skills in various contexts.
- 3.PE.7** Engage in the activities of health enhancement class without teacher prompting
- 3.PE.9** Recognize the importance of warm-up and cool-down activities related to vigorous physical activity.
- 3.PE.10** Practice personal responsibility in teacher-directed activities.
- 3.PE.11** Work independently for extended periods of time.
- 3.PE.12** Accept and implement specific corrective teacher feedback.
- 3.PE.13** Recognize the role of rules and etiquette in physical activity with peers.
- 3.PE.14** Support and work cooperatively with others.
- 3.PE.15** Discuss ways to accept



other's ideas, cultural diversity, and body types during games and physical activities.

**3.PE.16** Work independently and safely in physical activity settings.

**Objectives:**

- Practice and improve fundamental striking and tennis skills (racket grip, forehand, backhand, ready position).
- Actively participate in tennis lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.

**Lesson / Instruction**

**GO ACTIVITY:** Tennis: CATCH Challenge Level III

**NAME OF ACTIVITY:** All Together (CARD 574)

**EQUIPMENT:** plastic paddle or tennis racket per student, 1 tennis ball per group of 4-5

**SKILL THEME(S):** striking

**SPORT SKILLS &**

**STRATEGY:** forehand & backhand striking, quick feet, moving to the ball

**ORGANIZATION:**

- Divide students into groups of 4-5. Each group has a tennis ball.
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- Award the group one point for each successful complete rotation.

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