





Monday 02/16/2026	Tuesday 02/17/2026	Wednesday 02/18/2026	Thursday 02/19/2026	Friday 02/20/2026
No School	School Day 101	School Day 102	School Day 103	School Day 104
 <p>Presidents' Day</p>	 <p>Helena for PRAXIS</p>	<p>Breakfast Duty 8:00am - 8:17am</p> <p>Choir - 7 &amp; 8 8:17am - 9:05am</p>	<p>Breakfast Duty 8:00am - 8:17am</p> <p>Band - 7 &amp; 8 8:17am - 9:05am</p>	<p>Breakfast Duty 8:00am - 8:17am</p> <p>Choir - 7 &amp; 8 8:17am - 9:05am</p>
	<p>Breakfast Duty 8:00am - 8:17am</p> <p>Band - 7 &amp; 8 8:17am - 9:05am</p> <p><b>BAND: ROCK AROUND THE CLOCK</b></p> <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:Cn11.0</b> Connect 11 - Relate musical ideas and works with varied context to deepen understanding.</p> <p><b>MU:Pr4.2</b> Analyze - Analyze the structure and context of varied musical works and their implications for performance.</p> <p><b>MU:Pr5.1</b> Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</p> <p><b>MU:Pr4.2.7b</b> When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.</p> <p><b>MU:Pr6.1.7a</b> Perform the music with technical accuracy</p>	<p><b>CHOIR: MR. SANDMAN &amp; PUT YOUR HEAD ON MY SHOULDER</b></p> <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: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:Cr2.1.7a</b> 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><b>MU:Cr2.1.7b</b> Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.</p> <p><b>MU:Cr3.1.7a</b> Evaluate their own work, applying selected criteria such as appropriate</p>	<p><b>BAND: ROCK AROUND THE CLOCK</b></p> <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:Cn11.0</b> Connect 11 - Relate musical ideas and works with varied context to deepen understanding.</p> <p><b>MU:Pr4.2</b> Analyze - Analyze the structure and context of varied musical works and their implications for performance.</p> <p><b>MU:Pr5.1</b> Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</p> <p><b>MU:Pr4.2.7b</b> When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.</p> <p><b>MU:Pr6.1.7a</b> Perform the music with technical accuracy and stylistic expression to convey the creator's intent.</p> <p><b>MU:Cr3.1.7a</b> Evaluate</p>	<p><b>CHOIR: MR. SANDMAN &amp; PUT YOUR HEAD ON MY SHOULDER</b></p> <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: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:Cr2.1.7a</b> 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><b>MU:Cr2.1.7b</b> Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.</p> <p><b>MU:Cr3.1.7a</b> Evaluate their own work, applying selected criteria such as appropriate</p>



and stylistic expression to convey the creator's intent.

**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: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:Pr4.3.7a** 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,

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 discussion, identify expressive qualities, technical challenges,

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

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

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**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.

**Objectives:**

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).

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and determine when the music is ready to perform.

**Objectives:**

- Practice simple songs as well as their piece for the Spring Concert

**Lesson / Instruction**

**FOR TODAY, HAVE STUDENTS PRACTICE THEIR PARTS INDEPENDENTLY FOR THE ROCK AROUND THE CLOCK**

**(10 mins) Warm-Up and Tuning**

- Embouchure Warmers** - long tones and lip slurs, generally directed downward - *Lessons 1-4, pg. 75-79:*
- Arm and Finger Warmers - Excellerators**
  - Scales, intervals, arpeggios, articulations (how each note is played, e.g., fermata, staccato)

*Once Players are Warmed Up:*

- Tune the Band** -
  - Instruction and Evaluation** - relating to various aspects of musicianship, including:
    - rhythm, tonality, harmony (chords), intervals, history, playing by ear, improvisation, and composition
  - Activities and Assessments** - that develop and evaluate critical thinking, in particular as it relates to the day's primary rehearsal selection
  - Choral** (all together) - allow students to use what they have learned or

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 expression to convey the creator's intent.

**MU:Re8.1** Interpret -

- Practice simple songs as well as their piece for the Spring Concert

**Lesson / Instruction**

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  - Activities and Assessments** - that develop and evaluate critical thinking, in particular as it relates to the day's primary rehearsal selection
  - Choral** (all together) - allow students to use what they have learned or prepared during the warm-up period

**(5 mins) The Familiar Selection - eg, Lesson #16, pg. 97 "Hot Cross Buns."**

- Play music confidently before starting the primary rehearsal selection**
  - Select a short, well-rehearsed piece, or a portion of a piece (not exceeding 5 min), and play it with as few stops as possible
  - Do not spend time "rehearsing" this selection

**(15 min) The Primary Rehearsal** - *Receives the most attention during the rehearsal*

and reasons for choices.

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**MU:Re8.1** Interpret -



prepared during the warm-up period

**(5 mins) The Familiar Selection** - *EG, Lesson #16, pg. 97 "Hot Cross Buns."*

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  - Do not spend time "rehearsing" this selection

**(15 min) The Primary Rehearsal** - *Receives the most attention during the rehearsal*

- Go beyond the "woodshedding" stage, ready to enter the next phase of learning
- Rehearse this selection in sections
- Isolate potential problem passages before the rehearsal begins (don't waste time continuously starting from the beginning)
- Know the score well enough to recognize sections that are similar to others, and limit time rehearsing them

**(10 min) The Secondary Rehearsal Selection** - *Woodshed (rehearse difficult passages until played flawlessly), a selection which has recently been sight-read*

- Thoroughly familiarize students with a "fresh" piece of music
- Rehearse in sections, repeating and drilling as necessary

**(5 min) Sight Reading** - *Once reviewed, this selection will move to the secondary rehearsal stage*

- Choose a **NEW SELECTION** of music and read it in its entirety, recognizing elements of music:
  - rhythm (patterns)
  - melody (scale)
  - harmony (arpeggio - one note after another rising or descending)
  - style (genre)

**Prep 9:08am - 10:07am**

PE - 6th Grade 10:10am - 11:09am

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 recording to document personal rhythmic phrases,

- Go beyond the "woodshedding" stage, ready to enter the next phase of learning
- Rehearse this selection in sections
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**Prep 9:08am - 10:07am**

PE - 6th Grade 10:10am - 11:09am

**Rock Wall**

**Standards**

**8.PE.1** Perform with mature form, locomotor, nonlocomotor and manipulative skills necessary for participating in games and sports, outdoor pursuits, and individual performance activities.

**8.PE.5** Describe and apply a variety of movement concepts.

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**Rock Wall**

**Standards**

- 8.PE.1** Perform with mature form, locomotor, nonlocomotor and manipulative skills necessary for participating in games and sports, outdoor pursuits, and individual performance activities.
- 8.PE.5** Describe and apply a variety of movement concepts.
- 8.PE.6** Describe the relationship between poor nutrition and health risk factors.
- 8.PE.7** Identify the five components of health-related fitness and explain the connection between fitness and overall physical and mental health.
- 8.PE.8** Identify forms of technology and social media that support a healthy, active lifestyle.
- 8.PE.14** Accept responsibility for improving one's own levels of physical activity and fitness.
- 8.PE.15** Explain practices that promote responsible behavior of self and others in a variety of physical activities.
- 8.PE.16** Provide encouragement and feedback to peers without prompting from teacher.
- 8.PE.17** Apply rules and etiquette by

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

**8.PE.6** Describe the relationship between poor nutrition and health risk factors.

**8.PE.7** Identify the five components of health-related fitness and explain the connection between fitness and overall physical and mental health.

**8.PE.8** Identify forms of technology and social media that support a healthy, active lifestyle.

**8.PE.14** Accept responsibility for improving one's own levels of physical activity and fitness.

**8.PE.15** Explain practices that promote responsible behavior of self and others in a variety of physical activities.

**8.PE.16** Provide encouragement and feedback to peers without prompting from teacher.

**8.PE.17** Apply rules and etiquette by acting as an official during modified games, dance and rhythm.

**8.PE.18** Cooperate with classmates on problem-solving initiatives during adventure activities, large-group initiatives, and game play.

**8.PE.19** Respond appropriately to participant's ethical and unethical behavior during physical activity by

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.

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acting as an official during modified games, dance and rhythm.

**8.PE.18** Cooperate with classmates on problem-solving initiatives during adventure activities, large-group initiatives, and game play.

**8.PE.19** Respond appropriately to participant's ethical and unethical behavior during physical activity by using roles and guidelines for resolving conflicts.

**8.PE.20** Provide ways to accept other's ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.

**8.PE.21** Identify safety concerns and use physical activity and fitness equipment appropriately.

**8.PE.22** Identify the five components of health-related fitness and explain the connection between fitness and overall physical and mental health.

**Objectives:**

- Participate in an overall full-body physical activity where students climb across a rock wall to the other side.

**Lesson / Instruction**

**Students will:**

- Take turns climbing the rock wall or a free-choice activity if not
- NOTE: TEACHER MUST STAY PRESENT AT THE**

**MU:Re7.2.8a** Comp are 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 are spending time concentrating on their vocal range part in the instrumental piece selected for the winter concert.

**Lesson / Instruction**

**Warm Up (whole class):**

- Light cardio - walk around the school
- Yawn-Sigh Technique
  - Yawn (take in air) with your mouth closed.
  - Then, exhale through your nose as if you are sighing.
    - Helps relax the voice and improve it's range.*
- Humming Warm-Ups
  - Place tip of your tongue behind bottom front teeth and hum from C3 up to C5, while keeping your mouth closed.
  - Each note should sound like "hmmm" — including the "h" sound is less taxing on your voice.
    - Good warm-up because it doesn't put a lot of strain on your vocal cords.*
- Lip Buzz (lip trill) Vocal Warm-Up
  - Motorboat sound (lips vibrate as air is blown from mouth & nose) thru diatonic scale (white keys) from C3 to C5.
- Two-Octave Pitch Glide Warm-Up
  - Make "eeee" or "ohhhh" sound gradually gliding through chromatic scale (all keys) from C3 to C5.
    - This transitions*

using roles and guidelines for resolving conflicts.

**8.PE.20** Provide ways to accept other's ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.

**8.PE.21** Identify safety concerns and use physical activity and fitness equipment appropriately.

**8.PE.22** Identify the five components of health-related fitness and explain the connection between fitness and overall physical and mental health.

**Objectives:**

- Participate in an overall full-body physical activity where students climb across a rock wall to the other side.

**Lesson / Instruction**

**Students will:**

- Take turns climbing the rock wall or a free-choice activity if not
- NOTE: TEACHER MUST STAY PRESENT AT THE ROCK WALL SO THEY FOLLOW THE RULES**

**Lunch 11:12am - 12:12pm**

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

**AEROBIC GAMES - #2**

**Standards**

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

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

**MU:Re7.2.8a** Comp are 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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    - This transitions*



ROCK WALL SO THEY FOLLOW THE RULES

Lunch 11:12am - 12:12pm

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

**AEROBIC GAMES - #2**

**Standards**

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

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

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

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

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

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

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

**1.PE.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

*from your chest voice to your head voice to warm up all areas.*

6. **Vocal Sirens Exercise**

- Make an "oooo" sound like a siren gradually from from C3 to C5.
  - The sound is continuous and covers tones between the notes.*

7. **Vocal Slides Technique**  
(portamento, Italian for "the act of carrying")

- Slide from one note to the next in the diatonic scale (white keys) from C3 to C5.
  - USE: Do, Re, Me, solfege, and hand signs.*

**Sing our Song**

- Have each group pick either the home room, home-ec room, or vestibule to practice singing their parts.
- They need their computers to log on to Musescore.com for their vocal range of the song

**Prep 9:08am - 10:07am**

PE - 6th Grade 10:10am - 11:09am

**Rock Wall**

**Standards**

**8.PE.1** Perform with mature form, locomotor, nonlocomotor and manipulative skills necessary for participating in games and sports, outdoor pursuits, and individual performance activities.

**8.PE.5** Describe and apply a variety of movement concepts.

**8.PE.6** Describe the relationship between poor nutrition and health risk factors.

**8.PE.7** Identify the

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

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

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

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

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

**1.PE.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.

**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)**

- Walking Talking Spelling Bees (Card 14)

**Go Fitness: (12 min)**

- Crabs & Seagulls (Card 127)

**Go Activity: (15 min)**

- Rainbow Crossing (Card 107)

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

*from your chest voice to your head voice to warm up all areas.*

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teacher reminders.

**Objectives:**

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

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

**FRISBEE UNIT:  
Lesson #7**

**Standards**

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

**4.PE.9** Engage in warm-up and cool-

five components of health-related fitness and explain the connection between fitness and overall physical and mental health.

**8.PE.8** Identify forms of technology and social media that support a healthy, active lifestyle.

**8.PE.14** Accept responsibility for improving one's own levels of physical activity and fitness.

**8.PE.15** Explain practices that promote responsible behavior of self and others in a variety of physical activities.

**8.PE.16** Provide encouragement and feedback to peers without prompting from teacher.

**8.PE.17** Apply rules and etiquette by acting as an official during modified games, dance and rhythm.

**8.PE.18** Cooperate with classmates on problem-solving initiatives during adventure activities, large-group initiatives, and game play.

**8.PE.19** Respond appropriately to participant's ethical and unethical behavior during physical activity by using roles and guidelines for resolving conflicts.

**8.PE.20** Provide ways to accept

- Walking Talking Spelling Bees (Card 14)

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

**RECORDERS:  
BLUEBERRY HILL**

**Standards**

**MU:Cr1.1.3b** Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.

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

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

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

**MU:Pr4.3.3a** Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).

**MU:Pr5.1.3a** Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances.

**Objectives:**

- Learn to play the Recorder in

five components of health-related fitness and explain the connection between fitness and overall physical and mental health.

**8.PE.8** Identify forms of technology and social media that support a healthy, active lifestyle.

**8.PE.14** Accept responsibility for improving one's own levels of physical activity and fitness.

**8.PE.15** Explain practices that promote responsible behavior of self and others in a variety of physical activities.

**8.PE.16** Provide encouragement and feedback to peers without prompting from teacher.

**8.PE.17** Apply rules and etiquette by acting as an official during modified games, dance and rhythm.

**8.PE.18** Cooperate with classmates on problem-solving initiatives during adventure activities, large-group initiatives, and game play.

**8.PE.19** Respond appropriately to participant's ethical and unethical behavior during physical activity by using roles and guidelines for resolving conflicts.

**8.PE.20** Provide ways to accept



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, Muscular Strength, flexibility

**Lesson / Instruction**

**Procedures: (10 min)**

- Bathroom
- Drinks
- 3 Laps

**Warm-up: Go Fitness: Muscular Strength & Endurance**

- Bears to the Honey Pot (Card 239-240)

**Go Fitness: Cardiovascular Efficiency: Aerobic Rhythms**

- Vamos a la Playa (Card 121-122)

**Go Activity: Flying Disk: CATCH Challenge Level II**

- Throw and Go (Card 430)

Recess 1:45pm - 2:00pm

other's ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.

**8.PE.21** Identify safety concerns and use physical activity and fitness equipment appropriately.

**8.PE.22** Identify the five components of health-related fitness and explain the connection between fitness and overall physical and mental health.

**Objectives:**

- Participate in an overall full-body physical activity where students climb across a rock wall to the other side.

**Lesson / Instruction**

**Students will:**

- Take turns climbing the rock wall or a free-choice activity if not
  - NOTE: TEACHER MUST STAY PRESENT AT THE ROCK WALL SO THEY FOLLOW THE RULES**

Lunch 11:12am - 12:12pm

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

**SINGING/ CHOREOGRAPHY: JAILHOUSE ROCK & Graduation song**

**Standards**

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

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

preparation for the Spring Concert

**Lesson / Instruction**

**Students will:**

- Begin learning about the recorder
- Begin learning notes and the fingering of those notes on the recorder
- Play easy songs from the Essential Elements Recorder Book

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

**DRUM CIRCLE: ROCKIN' ROBIN**

**Standards**

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

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

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

**MU:Cr1.1** Imagine - Generate musical ideas for various purposes and contexts.

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

**MU:Cr1.1.5a** Improve rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and

other's ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.

**8.PE.21** Identify safety concerns and use physical activity and fitness equipment appropriately.

**8.PE.22** Identify the five components of health-related fitness and explain the connection between fitness and overall physical and mental health.

**Objectives:**

- Participate in an overall full-body physical activity where students climb across a rock wall to the other side.

**Lesson / Instruction**

**Students will:**

- Take turns climbing the rock wall or a free-choice activity if not
  - NOTE: TEACHER MUST STAY PRESENT AT THE ROCK WALL SO THEY FOLLOW THE RULES**

Lunch 11:12am - 12:12pm

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

**BOOMWACKERS: SEE YA LATER ALLIGATOR**

**Standards**

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

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

**MU:Cr1.1** Imagine -



PE - 3 2:00pm - 2:45pm  
**FRISBEE UNIT:  
Lesson #7**  
**Standards**  
**3.PE.1** Perform a combination of motor skills in various contexts.  
**3.PE.3** Discuss the origin of a game, sport or dance, including traditional and contemporary American Indian contributions and cultures.  
**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.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

**MU:Cn10.0.Ka** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.  
**MU:Cr1.1.Ka** With guidance, explore and experience music concepts (such as beat and melodic contour).  
**MU:Cr1.1.Kb** With guidance, generate musical ideas (such as movements or motives).  
**MU:Cr2.1.Ka** With guidance, demonstrate and choose favorite musical ideas.  
**MU:Cr2.1.Ka** With guidance, organize personal musical ideas using iconic notation and/or recording technology.  
**MU:Cr3.1.Ka** With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.  
**MU:Pr4.1** Select - Select varied musical works to present based on interest, knowledge, technical skill, and context.  
**MU:Pr4.2** Analyze - Analyze the structure and context of varied musical works and their implications for performance.  
**MU:Pr5.1** Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble

historical).  
**MU:Cr1.1.5b** Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.  
**MU:Cr2.1.5a** Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.  
**MU:Cr2.1.5b** Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.  
**MU:Cr3.1.5a** Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes.  
**MU:Pr4.2** Analyze - Analyze the structure and context of varied musical works and their implications for performance.  
**Objectives:**

- Learn about rhythm and beats associated with playing drums
- Incorporate drums into a 1950's song

**Lesson / Instruction**  
**Students will:**

Generate musical ideas for various purposes and contexts.  
**MU:Cr2.1** Plan and Make - Select and develop musical ideas for defined purposes and contexts  
**MU:Cr3.1** Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.  
**MU:Cr2.1.1b** With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.  
**MU:Cr3.1.1a** With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.  
**MU:Pr4.1** Select - Select varied musical works to present based on interest, knowledge, technical skill, and context.  
**MU:Pr5.1** Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.  
**MU:Pr4.2.1a** With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic



independently and safely in physical activity settings.

**Objective:**

- Cardiovascular Efficiency, Muscular Strength, flexibility

**Lesson / Instruction**

**Procedures: (10 min)**

- Bathroom
- Drinks
- 3 Laps

**Warm-up: Go Fitness:**

**Muscular Strength &**

**Endurance**

- Bears to the Honey Pot (Card 239-240)

**Go Fitness:**

**Cardiovascular**

**Efficiency: Aerobic**

**Rhythms**

- Vamos a la Playa (Card 121-122)

**Go Activity: Flying Disk:**

**CATCH Challenge Level**

**II**

- Throw and Go (Card 430)

Practice Time 2:45pm - 3:30pm

performances, individually or in collaboration with others.

**MU:Pr4.2.Ka** 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.

**MU:Pr4.3.Ka** With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.

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

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

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

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

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

**MU:Re7.2** Analyze - Analyze how the structure and context of varied musical works inform the

- Learn about the timing of beats and rhythm regarding playing along with a song
- Create a drum circle in which each student has their own part in supporting the song to be performed
- Explore possible improvisation opportunities for the song with the drums

contour) in music from a variety of cultures selected for performance.

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

**MU:Pr4.3.1a** Demonstrate and describe music's expressive qualities (such as dynamics and tempo).

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

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

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

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

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

**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



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.

**Objectives:**

- Learn about and perform a song from the 1950's, learning about the style of the era, as well as the notes, beats and rhythms necessary to sing the song successfully.

**Lesson / Instruction**

**Students will:**

- Learn about the 1950's era and the music that was popular at the time
- Look at the Jailhouse Rock sheet music (Musecore) to understand all of the musical elements of the piece
- Listen to the song, then follow along singing with the sheet music
- The goal is to sing together as a class in tune

Music - 5 1:00pm - 1:45pm

**ORFF: LOVE ME TENDER**

**Standards**

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

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

historical) and how creators and performers manipulate the elements of music.

**MU:Re8.1.1a** With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

**MU:Re7.2.1a** 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.

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

**Objectives:**

- Create a Boomwacker song

**Lesson / Instruction**

**Students will:**

- Create a Boomwacker song using software, adding other complementary elements to bring it all together
- Work together as a class to create a new song from the basic elements of a song

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

**AEROBIC GAMES - #2**

**Standards**

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

**K.PE.5** Identify



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

**MU:Cr2.1.5b** Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.

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

**MU:Pr4.2.5b** When analyzing selected music, read and perform using standard notation.

**MU:Pr5.1.5a** Apply teacher-provided and established criteria and feedback to evaluate the accuracy and

active play opportunities outside health enhancement class.

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

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

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

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

**K.PE.11** Follow instruction and direction when prompted.

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

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

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

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

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

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



expressiveness of ensemble and personal performances.

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

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

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

- Objectives:**
- Explain/review music theory concepts
  - Begin practicing the Elvis piece for the Spring Concert

**Lesson / Instruction**

- Students will:**
- Listen and ask questions regarding the music piece selected for the Spring Concert
  - Practice their part of the music individually on chosen instruments
  - Work toward playing together as a class the entire song
  - NOTE: Use sheet music in 5th grade folder

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

**FRISBEE UNIT:  
Lesson #7**

**Standards**

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

friends.

**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)**

- Walking Talking Spelling Bees (Card 14)

**Go Fitness: (12 min)**

- Crabs & Seagulls (Card 127)

**Go Activity: (15 min)**

- Rainbow Crossing (Card 107)

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

- Walking Talking Spelling Bees (Card 14)

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

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

**AEROBIC GAMES - #2**

**Standards**

- 1.PE.1** Perform most basic locomotor, nonlocomotor, and manipulative skills using mature patterns.
- 1.PE.3** Move in self-space.
- 1.PE.4** Differentiate between fast and slow speeds, strong and light force.
- 1.PE.7** Actively engage in health enhancement class.
- 1.PE.10** Accept personal responsibility by using equipment and space appropriately.
- 1.PE.11** Follow the rules or parameters of the learning



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

environment.

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

**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.

**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)**

- Walking Talking Spelling Bees (Card 14)

**Go Fitness: (12 min)**

- Crabs & Seagulls (Card 127)

**Go Activity: (15 min)**

- Rainbow Crossing (Card 107)

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

- Walking Talking Spelling Bees (Card 14)

Practice Time 2:45pm - 3:30pm



activity settings.

**Objective:**

- Cardiovascular Efficiency, Muscular Strength, flexibility

**Lesson / Instruction**

**Procedures: (10 min)**

- Bathroom
- Drinks
- 3 Laps

**Warm-up: Go Fitness:**

**Muscular Strength & Endurance**

- Bears to the Honey Pot (Card 239-240)

**Go Fitness:**

**Cardiovascular**

**Efficiency: Aerobic**

**Rhythms**

- Vamos a la Playa (Card 121-122)

**Go Activity: Flying Disk:**

**CATCH Challenge Level**

**II**

- Throw and Go (Card 430)

Recess 2:30pm - 2:45pm

Band/Choir - 6 2:45pm - 3:30pm

**BAND: ROCK AROUND THE CLOCK**

**Standards**

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

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

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

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



collaboration with others.

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

**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: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:Pr4.3.7a** 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.

**Objectives:**

- Practice simple songs  
as well as their piece  
for the Spring Concert

**Lesson / Instruction**

**(10 mins) Warm-Up and**

**Tuning**

1. **Embouchure Warmers** - long tones and lip slurs, generally directed downward - [Lessons 1-4, pg. 75-79:](#)
2. **Arm and Finger Warmers - Excellerators**
  - a. Scales, intervals, arpeggios, articulations (how each note is played, e.g., fermata, staccato)

*Once Players are Warmed Up:*

1. **Tune the Band -**
  - a. **Instruction and Evaluation** - relating to various aspects of musicianship, including:
    - a. rhythm, tonality, harmony (chords), intervals, history, playing by ear, improvisation, and composition
  - b. **Activities and Assessments** - that develop and evaluate critical thinking, in particular as it relates to the day's primary rehearsal selection
  - c. **Choral** (all together) - allow students to use



what they have learned or prepared during the warm-up period

**(5 mins) The Familiar**

**Selection** - eg, Lesson #16, pg. 97 "Hot Cross Buns."

1. **Play music confidently before starting the primary rehearsal selection**
  - a. Select a short, well-rehearsed piece, or a portion of a piece (not exceeding 5 min), and play it with as few stops as possible
  - b. Do not spend time "rehearsing" this selection

**(15 min) The Primary**

**Rehearsal** - *Receives the most attention during the rehearsal*

1. Go beyond the "woodshedding" stage, ready to enter the next phase of learning
2. Rehearse this selection in sections
3. Isolate potential problem passages before the rehearsal begins (don't waste time continuously starting from the beginning)
4. Know the score well enough to recognize sections that are similar to others, and limit time rehearsing them

**(10 min) The Secondary**

**Rehearsal Selection** -

*Woodshed (rehearse difficult passages until played flawlessly), a selection which has recently been sight-read*

1. Thoroughly familiarize students with a "fresh" piece of music
2. Rehearse in sections, repeating and drilling as necessary

**(5 min) Sight Reading** -

*Once reviewed, this selection will move to the secondary rehearsal stage*

1. Choose a **NEW SELECTION** of music and read it in its entirety, recognizing elements of music:
  - a. rhythm (patterns)
  - b. melody (scale)
  - c. harmony (arpeggio - one note after another rising or descending)
  - d. style (genre)