

Circle: Farragher or Miller

DUE DATE: MAY 29, 2020



Column 1 - Each exercise below has a demonstration video link.

Column 2 - Watch each short demo and follow instructions to perform the exercise.

Column 3 - Use Muscles Word Bank to determine major muscles used during exercise.

Exercise and Demo	Perform	Which muscles?
<a href="#">Planks</a>	3 times for 30 seconds	
<a href="#">Dumbbell Curls</a>	Choose your weight, 3 sets of 10 repetitions	
<a href="#">Calf Raises</a>	3 sets of 20 repetitions	
<a href="#">Chest Flies</a>	Choose your weight, 3 sets of 10 repetitions	
<a href="#">Kayaks</a>	Choose your weight, 3 sets of 10 repetitions	
<a href="#">Wall Sits</a>	3 times for 30 seconds	
<a href="#">Extensions</a>	Choose your weight, 3 sets of 10 repetitions	
<a href="#">Arm Circles</a>	3 times for 30 seconds	
<a href="#">Shoulder Press</a>	Choose your weight, 3 sets of 10 repetitions	
<a href="#">Squats</a>	Use just your body weight, 3 sets of 10 repetitions	
<a href="#">Upright rows</a>	Choose your weight, 3 sets of 10 repetitions	
<a href="#">Bicycle Crunches</a>	3 sets of 20 repetitions	
<a href="#">Push ups</a>	3 sets of 10 repetitions	

## Muscles Word Bank

<b>Deltoids</b>	<b>Quadriceps</b>	<b>Latissimus Dorsi</b>	<b>Biceps</b>
<b>Triceps</b>	<b>Hamstrings</b>	<b>Abdominals</b>	<b>Pectorals</b>
<b>Gastrocnemius</b>	<b>Trapezius</b>	<b>Gluteus Maximus</b>	<b>Obliques</b>

**Circle: Farragher or Miller**

**Due Date: June 5th 2020**



## ***Heart Rate Activity***

1. Find and record your heart rate.

Take pulse for 10 seconds and multiply by 6

OR Download Instant Heart Rate App (free) on your phone

\_\_\_\_\_ = **beats per minute (BPM)**

2. Complete the following activities and record your heart rate.

a. Arm circles (30 seconds) - \_\_\_\_\_

b. Push-ups (20 reps) - \_\_\_\_\_

c. Speed Walking/Jog (2 minutes)- \_\_\_\_\_

3. Figure your maximum heart rate using this equation

- $220 - \text{your age} = \text{maximum heart rate}$

**Answer here =**

4. Figure your target heart rate for **MODERATE** exercise intensity using this equation.

- *Moderate exercise intensity is 50-70% of max HR*

**Max HR x .5 =**

**Max HR x .7 =**

5. Figure your target heart rate for **VIGOROUS** exercise intensity using this equation.

- *Vigorous exercise intensity is 70-85% of max HR*

**Max HR x .7 =**

**Max HR x .85 =**

6. Complete the following activities and record your heart rate

**Choose 3 of the following activities**

a. Squats (20 on/10 second rest for 2 minutes)-\_\_\_\_\_

- b. Jog/brisk walk around track (4 laps) - \_\_\_\_\_
- c. Step Ups (2 minutes) - \_\_\_\_\_
- d. Planks (20 on/10 second rest for 2 minutes) - \_\_\_\_\_
- e. Crunches/ Sit-ups (20 on/10 second rest for 2 minutes) - \_\_\_\_\_
- f. Shoulder Press (20 on/10 second rest for 2 minutes) - \_\_\_\_\_

7. Which exercises did you workout in the **MODERATE** exercise intensity?

8. Which exercises did you workout in the **VIGOROUS** exercise intensity?

Name: \_\_\_\_\_

Circle: Farragher or Miller  
DUE DATE: MAY 29, 2020



### **Health Related and Skill Related Components of Fitness**

**Directions:** Throughout the semester, you learned and participated in several physical activities that helped you develop your health-related and skill-related components of fitness. **In this assignment, you need to explain how you helped improve each health and skill related component of fitness in Physical Education this semester. Each response needs to be at least three sentences. Use the example below as a guideline.**

**Example:** I helped improve my muscular strength in P.E. this semester by performing push-ups and curl-ups. Push-ups improved my upper body strength, while curl-ups helped improve my abdominal strength. Having good muscular strength is important because it will allow me to perform everyday tasks easier in my life.

#### **Health Related Components of Fitness:**

**Muscular Endurance-**

**Muscular Strength-**

**Cardiovascular Endurance-**

**Flexibility-**

**Body Composition-**

**Skill-Related Components of Fitness:**

**Agility-**

**Balance-**

**Coordination-**

**Power-**

**Reaction Time-**

**Speed-**

# LESSON 4

## Grand Staff

If you have a piano, or your music room has a piano, you can see how the **notes** on the piano match up with the **note** names on the **grand staff**.

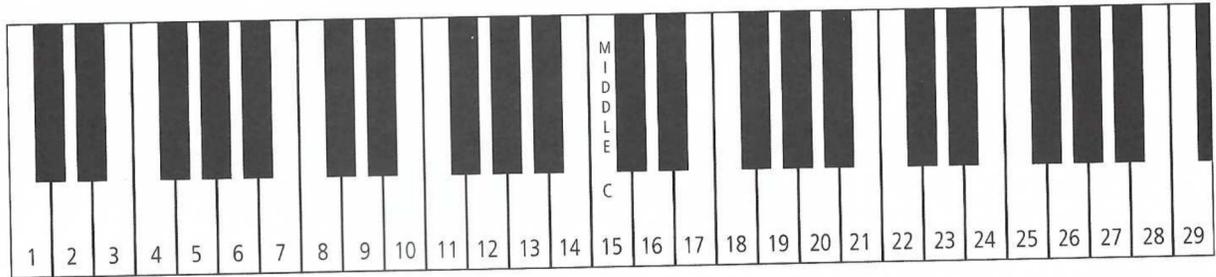
Notice that the first **ledger line** below the **treble clef** is a C, and that the first **ledger line** above the **bass clef** is also a C. On a **grand staff**, it's the same **note**, and is known as "middle C."





Quiz 53

# Keyboard Identification – White Notes



**DIRECTIONS:** On the line below each note, write the correct number from the keyboard shown above.

1. \_\_\_\_\_

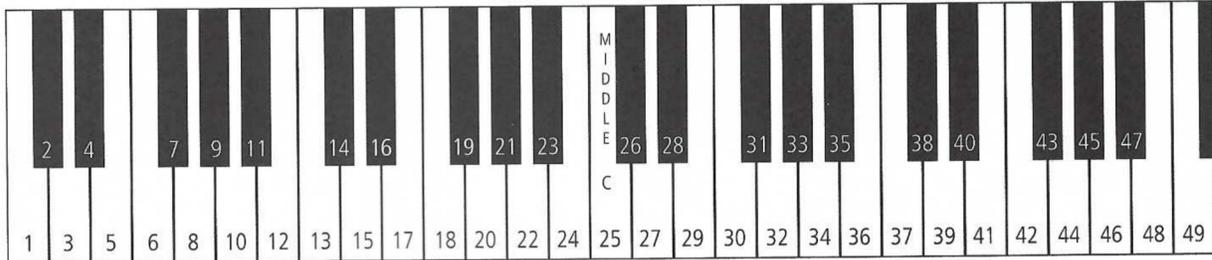
2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

QUIZ 54

# Keyboard Identification - White and Black Notes



**DIRECTIONS:** On the line below each note, write the correct number from the keyboard shown above.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_



## Jonny Lang

### Biography

- **Born**

29 January 1981 (age 39)

- **Born In**

Fargo, Cass County, North Dakota, United States

**Jonny Lang** (born Jon Gordon Langseth, Jr. in Fargo, North Dakota, January 29, 1981) is a Grammy Award-winning American singer and guitarist performing [blues](#), [gospel](#), [soul](#), and [rock](#) music, his latest work being 2013's '[Fight For My Soul](#)'. In 1995, at the age of 14, Lang released his first album, '[Smokin](#)'. Performing both as himself and as as 'Kid Jonny Lang & The Big Bang', he achieved some budding success. As a result of the LP becoming a regional hit, a major-label bidding war ensued that culminated in Lang signing to A&M Records in 1996.

In 1997, at the age of 15, he released his major-label debut, '[Lie to Me](#)'. Though it picked up mixed critical reviews, the album served as a commercial breakthrough, with single "[Lie to Me](#)" particularly receiving much airplay and earning the #12 slot on Billboard's Mainstream Rock chart. That [blues rock](#) track continues to be beloved by Lang's fan-base.

Lang followed with '[Wander This World](#)', released on October 20, 1998. Broadening his sound somewhat with influences from classic [soul](#) and modern [rock](#), the release experienced widespread success. His singles, "[Wander This World](#)" and "[Still Rainin](#)", did particularly well, the latter tune reaching the #8 slot on Billboard's Mainstream Rock chart.

Several releases and constant touring later, Lang's latest work is '[Fight For My Soul](#)', released on September 2, 2013. The album has received critical acclaim from publications such as Allmusic, with the reviewers remarking that Lang "dives headfirst into classic soul and R&B, its elastic, funky grooves allowing the guitarist plenty of

space to solo". It also hit the #20 slot on Billboard's 'Top Rock Albums' chart, selling extremely well.

Part of his success has been due to a voice that sounds somewhat like that of a 40-year-old blues veteran, containing what fans have seen as a harshness tempered by a fine falsetto that has taken prominence in his newest albums. Another part of his success is his scorching, electrifying guitar solos, which display a prodigious natural talent honed by years of practice and playing. Whatever the secret to his success, the youngster has quickly become a fixture in the blues world, drawing crowds wherever he goes.

Lang has drawn deeply from the wellspring of influences from the likes of [Stevie Ray Vaughan](#), [Albert King](#), [Luther Allison](#), and [Albert Collins](#). Many blues artists have also been encouraged to pick up the guitar from his example. As he becomes more confident in his role as a musical veteran instead of a boy wonder, one can see the possibilities he has yet to share with his fans.



## HEALTH EDUCATION WEEKS 7,8,9

Name:

Date:

Habit 2...Begin With the End In Mind

With fewer commitments to attend to in the next few weeks, what can you accomplish?

What are 3 personal goals that you can accomplish in the next few weeks? Write them in SMART goal format. (Specific, Measurable, Attainable, Realistic and Time oriented). Perhaps this extra time can allow you to finally organize your closet, read a book or learn a new food recipe. Make sure to list the steps you will need to take to accomplish your goal.

GOAL 1.

GOAL 2.

GOAL 3.

**PROJECT: Heart Art – for Kent County High School (Examples below)****What's the BIG IDEA?/Why am I learning this:**

Art Standards: (grade 5-8 ) Anchor Standard 10: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

**Your Assignment: To create a heart that shows YOUR self expression:**

Hearts, they are a pretty-easy and basic thing to draw, right? Why would I be asking middle school art students to draw a heart? It's pretty-simple. Hearts are a universal symbol for care and compassion. We each have a heart in our bodies that pump blood through our circulatory system. They are essential to life. They are also essential to a project that we are going to participate in that the High School is putting together. **The intention of the project is to share LOVE and JOY throughout our community.**

The Kent County High School Art Department has asked that each student at KCMS in Art create a heart that is at least 8 inches tall and 8 inches wide (8"x8"). You can make this heart out of any material(s) that you like and make it look however you want. From the projects that we have been doing over our distance learning, you know that you can use household items, items from nature, magazines, coloring tools, scissors, recyclable materials, food, etc. to create art with. Traditional materials aren't necessary. **\*These hearts will be shared in a county-wide KCHS art project that you will see later in the summer.**

**How will you do this:**

**Step 1:** Draw out your 8" x 8" heart on a piece of paper or cardboard for stability. Hearts can be symmetrical (mirror image) or not. It's up to you and there is no right or wrong way to do this.

**Step 2:** Use whatever material or lots of materials to make your heart to add color and design.

**Step 3:** Use as much or as little color as you want to add your own personal pizzazz.

**Note:** In a college class I was asked to make a "Quilt of my life". We could make it out of anything that we wanted to, and I decided that I would make mine out of glass. I love making stained glass and so I made each square in my quilt a different color that represented someone special in my life. My husband was red, and I was aqua. My grandmother was purple, and my dad was blue. I still have it in my kitchen window. **The point is that you can make this heart out of anything that makes sense to you.**

**Materials:** *Whatever you have to create your heart with: coloring tools, paper, household items, items from nature, magazines, scissors, recyclable materials, food, etc.*

**How to turn in:** *Turn in via Google Classroom OR take a photograph of your artwork and email it to Mrs. McCormick: [jmccormick@kent.k12.md.us](mailto:jmccormick@kent.k12.md.us)*

## PROJECT: Trash to Art (Examples below)



### What's the BIG IDEA?/Why am I learning this:

Art Standards: (grade 5-8 ) **Anchor Standard 10:** Synthesize and Relate knowledge and personal experiences to make art.

**Anchor Standard 11:** Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

**These projects are trash. Like literally they are made of trash.** Have you ever walked on the beach and found trash that had washed ashore? I did today and it made me sad. Why aren't people recycling? However, when 315 billion pounds of trash is collected off the beach, it can be put to good use. Please watch this video that shows some amazing sculptures that are made of collected beach trash from a group of artists in Oregon. [https://www.youtube.com/watch?v=wNEJhPj\\_yUY](https://www.youtube.com/watch?v=wNEJhPj_yUY) You can also look at their website for a closer look at the sculptures: <https://washedashore.org/ocean-ambassadors/>

### Your Assignment: To create a piece of art from trash:

You may or may not live near the beach, but for this assignment it doesn't matter. I have started a Google Slides doc that has several images of beach trash items. You are to make a copy of the document and then arrange the trash pieces into a piece of art (spin, flip). You can copy the items as much as you want and you need to have at least 20 pieces of art in your final piece of trash art. If you would like to add small pictures of trash to the Google Slides Doc, feel free. Use the toggle arm to spin the object in Google Slides. If you do live near the beach and want to do this project with REAL beach trash, you can. If you want to use items from your recycle bin that would survive in the water, you can create your piece that way. You have lots of options. **This can be 2 D or 3D I have an example in the doc below. Make a copy of the doc first before editing.**

[https://docs.google.com/presentation/d/1SXq9YSPvKDCx\\_u7OoQhbXzQX0ag6yT1g7FSr2hSKlo/edit?usp=sharing](https://docs.google.com/presentation/d/1SXq9YSPvKDCx_u7OoQhbXzQX0ag6yT1g7FSr2hSKlo/edit?usp=sharing)

### How will you do this: Pick one of these 3 options.

Option 1: Use a copy of the Google Slides document to arrange 20 pieces of trash to create a piece of beach art.

Option 2: If you live near the beach and have permission, collect 20 pieces of trash and create a piece of beach art. Take a picture and turn in.

Option 3: Use at least 20 pieces of plastic/metal/glass from your recycle bin to create a piece of trash art. Take a picture and turn in.

**Materials: Google Slides doc, OR a beach with trash, OR a recycle bin, camera, big imagination**

**How to turn in: Turn in via Google Classroom OR take a photograph of your artwork and email it to Mrs. McCormick: [jmccormick@kent.k12.md.us](mailto:jmccormick@kent.k12.md.us)**

**PROJECT: 5 different finger tools (Example below)**

**SKILL:**

CREATIVE THINKING &  
PROBLEM SOLVING;  
IMAGINATION WITH SOMETHING  
PERSONAL; INDIVIDUAL  
THINKING; SIMPLE  
DRAWING; DESCRIPTIVE  
WRITING



① TRACE AROUND YOUR HAND ON A CLEAN PIECE OF PAPER \* (USE A PENCIL WITH ERASER)

② MAKE A LIST OF YOUR 5 CHOICES

③ GET A PICTURE FROM THE INTERNET OF EACH OR GO FROM YOUR MEMORY

④ ERASE ONE FINGER AT A TIME AND DRAW YOUR CHOICE IN ITS PLACE ⑤ WRITE ABOUT IT!

**What's the BIG IDEA?/Why am I learning this:**

Art Standards: (grade 5-8 )

**Anchor Standard 10:**

Synthesize and Relate knowledge and personal experiences to make art.

**Anchor Standard 11:** Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

**Theme examples:**

Fishing tools, Makeup tools, gaming tools, drawing/writing, technology, art tools, mechanic tools, etc.

**Other ideas:**

Finger phone, Finger key, screwdriver, mp3 player, lip gloss, chapstick, kindle, Minecraft controller, instrument, Camera, Netflix player, etc.

**Your Project: You are creating a new kind of hand.** You are going to choose 5 different things that you would like to replace your fingers with that would make your daily life easier. This project is very easy and you can create it however you like. You can come up with a theme OR you can randomly choose tools that would benefit your life if they were literally part of your hand.

**How will you do this:**

**Step 1:** Make a list of 5 tools that if they were fingers, would make life easier.

**Step 2:** Look up or look at photos of these tools so that you can draw them.

**Step 3:** Lightly trace around your hand on a piece of paper using a pencil.

**Step 4:** Erase 1 finger at a time and draw the tool in its place in the same position as your finger.

**Step 5:** Turn in a pic of your drawing **AND** show me your list and tell me what each tool is for.

**Remember to use value to make the tools look 3-D.**

**Materials:** paper, pencil, coloring tools, Chromebook or phone for picture sources

**How to turn in:** Turn in via Google Classroom OR take a photograph of your artwork and email it to Mrs. McCormick: [jmccormick@kent.k12.md.us](mailto:jmccormick@kent.k12.md.us)

# Computer Skills Work for Weeks 5/25, 6/1, & 6/8



- **Week of 5/25:** We will be working with some of the effects of filters on Photopea. For our first assignment we will take a photo and be converting it to have a comic book type effect. As always, I'll be posting the video on Classroom, and doing open office on Tuesday and Thursday.
- **Week of 6/1:** We will be continuing our look into Photoshop effects, we will be working on adding movie type special effects to a photo. Ideally we will be learning to add a glowing effect to objects.
- **Week of 6/8:** This week we will be making our final project in Photoshop. Because it is our final project, I want it to be a surprise, but I will say it should tie a bunch of our lessons together