

Monday 11/21/2022	Tuesday 11/22/2022	Wednesday 11/23/2022	Thursday 11/24/2022	Friday 11/25/2022
Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am	Thanksgiving Break	Thanksgiving Break	Thanksgiving Break
Band/Choir 7 & 8 8:35am - 9:30am	Band/Choir 7 & 8 8:35am - 9:30am		Thanksgiving Break	Thanksgiving Break
Notes / Reflection 1. Star Spangled Banner - Madison Singing 2. Deck the Halls - Band 3. You're a Mean One (Grinch) - Choir Trumpet: Danian, Cale, Clarinet: Lillianna, JuLisa, Nathan, Piper Tuba: Joe Xylophone, Piano. Drum: Jaxson Piano, Vocal Xylophone: Madison Drums, Flute: Gabe Tenor Sax: Ashton	Notes / Reflection 1. Star Spangled Banner - Madison Singing 2. Deck the Halls - Band 3. You're a Mean One (Grinch) - Choir Trumpet: Danian, Cale, Clarinet: Lillianna, JuLisa, Nathan, Piper Tuba: Joe Xylophone, Piano. Drum: Jaxson Piano, Vocal Xylophone: Madison Drums, Flute: Gabe Tenor Sax: Ashton			
Objective: <ul style="list-style-type: none"> Obtain 100% proficiency on each instrument individually Play together in sync with remaining instruments to the best of their ability Sing as a choir to chosen holiday song to 95% accuracy 	Objective: <ul style="list-style-type: none"> Obtain 100% proficiency on each instrument individually Play together in sync with remaining instruments to the best of their ability Sing as a choir to chosen holiday song to 95% accuracy 			
Lesson / Instruction Procedure: <ol style="list-style-type: none"> Begin class with warm up scales Play 2 or three songs from the Standard of Excellence Conductor/ Student Copies Have some of the class work on note flash cards 	Lesson / Instruction Procedure: <ol style="list-style-type: none"> Begin class with warm up scales Play 2 or three songs from the Standard of Excellence Conductor/ Student Copies Have some of the class work on note flash cards 			

4. Allow students to practice on individual instruments for concert

Standards

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

MU:Cr1.1 Imagine - 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: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:Cr2.1.8b 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

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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: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 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:Pr4.2.8b When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.

MU:Pr4.2.8c Identify how cultural and historical context inform performances and result in different musical effects.

MU:Pr4.3.8a Perform contrasting pieces of music,

applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.

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MU:Pr4.2.8c Identify how cultural and historical context inform performances and result in different musical effects.

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.

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

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

MU:Re7.1.8a Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.

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Band/Choir 6 9:33am - 10:25am
Notes / Reflection 1. We Wish You a Merry Christmas - Piano by Rooney and Aliya, Xylophone by Addy 2. Snowman - 6th Grade Choir 3. Original Ukulele Solo - Written, Played and Sung by Eilla
Objective: <ul style="list-style-type: none"> Practice to 100% proficiency
Lesson / Instruction Procedure: 1. Begin class with warm-up scales 2. Play 2 or three songs from the Standard of Excellence Conductor/ Student Copies 3. Have some of the class work on note flashcards 4. Allow students to practice on individual instruments for concert
Standards MU:Re9.1.6a Apply teacher-provided criteria to evaluate musical works or performances. 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

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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:Cr3.2 Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

MU:Cr1.1.6a Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.

MU:Cr2.1.6a Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.

MU:Cr2.1.6b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and two-chord harmonic musical ideas.

MU:Cr3.1.6a Evaluate their own work, applying teacher-

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MU:Cr2.1.6b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and two-chord harmonic musical ideas.

MU:Cr3.1.6a Evaluate their own work, applying teacher-

provided criteria such as application of selected elements of music, and use of sound sources.

MU:Cr3.1.6b Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.

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:Pr4.1.6a Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.

MU:Pr4.2.6b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.

MU:Pr5.1.6a Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality,

provided criteria such as application of selected elements of music, and use of sound sources.

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MU:Pr5.1.6a Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality,

and interest) to rehearse, refine, and determine when a piece is ready to perform.

MU:Pr6.1.6a Perform the music with technical accuracy to convey the creator's intent.

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

MU:Re7.1.6a Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.

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Prep 10:28am - 11:30am

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Lunch 11:30am - 12:15pm

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Music PK 12:15pm - 1:00pm

PE PK 12:15pm - 1:00pm

Objectives:

- Practice for the Concert!
- Show them a film that ties in with singing different notes, melodies, and harmonies

Objectives:

- Learn cooperative strategies and team building skills
- Actively participate in parachute games and challenges to utilize learned skills and develop physical fitness
- Have fun being physically active

Lesson / Instruction

- Practice concert performances**
 - O' Christmas Tree
- Show them "The Sound of Music"**

Lesson / Instruction

Procedures: (10 min)

- 3 Laps
- Drinks
- Bathroom

Warm-Up (5 min)

- The S Trail (Card 7)

Standards

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

MU:Cn10.0.2a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.2a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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:Cr2.1.2b Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.

MU:Cr3.1.2a Interpret and apply personal, peer, and teacher feedback to revise personal music.

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

Go Fitness - CATCH 'em Quick

Activities (12 min)

- Shaping Up (Card 60)

Go Activity (15 min)

- Parachute

Activities

- Spinning Wheel (Card 306)
Need: One 24 ft parachute
- Interval Running (Card 307)
- Hotdog, Mustard, Relish (Card 309)

Cool-down (5 min)

- Fast Walk (Card 6)

Standards

2.1b Explore toys and objects with hands and mouth.

2.1c Exhibit a variety of small motor skills.

2.1e Engage in self-help skills.

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.

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:Pr4.2.2b When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

MU:Pr5.1.2a Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.

MU:Pr5.1.2b Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.

MU:Pr6.1.2a Perform music for a specific purpose with expression and technical accuracy.

MU:Pr6.1.2b 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

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.

2.3d Explore the environment with mouth and hands and respond to different textures.

2.3f Demonstrate an awareness of her body in space.

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.

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:Re8.1.2a Demonstrate knowledge of music concepts and how they support creators'/ performers' expressive intent.

Music 2 1:00pm - 1:45pm

Notes / Reflection

Play Do, Re, Mi Song from Sound of Music

Objectives:

- Practice for the Concert!
- Show them a film that ties in with all they have learned in regard to solfege and notes

Lesson / Instruction

1. **Practice concert performances**
 1. Jingle Bells - Bell Choir
 2. Frosty the Snowman - Singing
2. **Show them "The Sound of Music"**

Standards

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

MU:Cn10.0.2a Demonstrate how interests, knowledge, and skills relate to personal choices and

2.6c Initiate active play, exploration, and engagement with the environment.

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

2.6f Participate in physically active games with peers.

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

2.7b Respond to cues from caregiver regarding obvious signs of danger or previous warnings.

2.7c Respond to warnings and redirection for unsafe behaviors and situations, although not consistently.

2.7d Recognize rules and follow basic safety instructions.

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.

PE 4 1:00pm - 1:45pm

Badminton Unit

intent when creating, performing, and responding to music.

MU:Cn11.0.2a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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:Cr2.1.2b Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.

MU:Cr3.1.2a Interpret and apply personal, peer, and teacher feedback to revise personal music.

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.

Objectives:

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

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up

- Practice Volleying Birdie back and forth to a partner

Main Activity:

Badminton

Need: Net, Badminton Rackets, and Birdies

1. With four in a team play a game with all the rules taught thus far
 1. Serving (which side is the service side, when to switch sides, etc)

Cool-down

- Let students know that we will be wrapping up soon and to cool down with light volleying

Standards

- 4.PE.1** Use a combination of motor

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

MU:Pr4.2.2b When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

MU:Pr5.1.2a Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.

MU:Pr5.1.2b Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.

MU:Pr6.1.2a Perform music for a specific purpose with expression and technical accuracy.

MU:Pr6.1.2b 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

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

Recess 1:45pm - 2:00pm

PE 3 2:00pm - 2:45pm

Badminton Unit

Objectives:

- Practice and improve fundamental striking and

(social, cultural, and historical) and how creators and performers manipulate the elements of music.

MU:Re8.1.2a Demonstrate knowledge of music concepts and how they support creators'/ performers' expressive intent.

Band 5 1:45pm - 2:30pm

Notes / Reflection

Discuss that My Favorite Things will be too challenging to do on Ukulele and they will sing it

Practice for Concert:

1. **Rudolph the Red-Nosed Reindeer - Boom Wackers**
2. **My Favorite Things - Singing**
3. **Feliz Navidad - Ukulele (will be very challenging)**

Objectives:

- Practice for the Concert!

Lesson / Instruction

1. Practice musical performance pieces
2. If time show them "The Sound of Music" to tie in all they have learned in regard to solfege, melody, and harmony

Standards

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

badminton skills (racket grip, forehand, backhand, ready position)

- Actively participate in badminton lead-up games and challenged to utilize learned skills and develop physical fitness
- Have fun being physically active

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up

- Practice Volleying Birdie back and forth to a partner

Main Activity: Flying Disc

Need: Net, Badminton Racquets, and Birdies

1. With four in a team play a game with all the rules taught thus far
 1. Serving (which side is the service side, when to switch sides, etc)

Cool-down

- Let students know that we will be wrapping up soon and to cool down with light volleying

Standards

3.PE.1 Perform a combination of motor skills in various contexts.

3.PE.3 Discuss the origin of a game,

MU:Cr1.1 Imagine - 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:Cr3.2 Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

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: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

sport or dance, including traditional and contemporary American Indian contributions and cultures.

3.PE.4 Recognize the concept of open space in movement context.

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

technical accuracy, and in a manner appropriate to the audience and context.

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:Pr6.1.5b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

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

safely in physical activity settings.

3.PE.18 Discuss the challenge that comes from learning a new physical activity; and

Q1 Band 2:45pm - 3:30pm

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