

## ECE 368: Curriculum & Methods: Art, Music, Creative Movement, & Creative Dramatics

**Class Hours:** Wednesday, 3. 00-4. 50 p. m CPS 208  
**Lab hours:** 2 hrs weekly (4K – 3<sup>rd</sup> grade sites)  
**Taught by:** Oluyomi A. Ogunnaike (Ph. D); Room 448 CPS Building  
**Office Hours:** Mondays (12-2) & By appointment  
**Phone:** 715 - 346 – 4742

### Course Text (RENTAL)

- ✚ Mayesky, M (2015). *Creative activities for young children*. (11<sup>th</sup> ed.). Belmont, CA: Wadsworth, Cengage Learning

### Supplementary Readings: (Available on Canvas – To Be Verified)

- ✚ Beloglovsky & Daly (2015): *Early Theories made visible*.- PART 1(theories) & PART 2(Socio-emotional devpt)

✚ **\*THEME OF COURSE = FRIENDSHIP**

### ECE 368: COURSE DESCRIPTION:

Using the Understanding By Design (UbD) framework, this course explores “hands – on” activities in Art, Music, Creative Movement, and Creative Dramatics in early childhood classrooms. Integration of STEM and the implications of specific theories (Piaget, Vygotsky, Howard Gardner, Erik Erikson and the Reggio Emilia approach) are discussed. Findings from brain research in early childhood classrooms, impact of technology, globalization, diversity, and Intentional play are also integrated in the course. Practicum experience in an EC setting is an essential component of the course.

### COURSE CONTENT:

- ✓ Class Meetings: Discussion, Hands-on Presentations in Expressive arts, & Reviews of topics
- ✓ Assignments: Weekly Reviews, Thematic presentations, Practicum experience, Unit Plan
- ✓ Practicum : 2- hour Weekly Field Experience in Early Childhood classrooms(that involves observation and documentation, curricula support, lesson plan, & focus curriculum summary)

### Enduring Understandings: Participants will understand that

1. Early childhood theorists provide a framework for making informed decisions in curriculum planning in early childhood classrooms;
2. Findings from research in early brain development and socio-emotional growth guide EC classroom practices;
3. The centrality of STEM, Globalization, and Diversity/Anti-Bias practices in EC classrooms underscores Developmentally-Appropriate Practices (DAP).

### Essential Qs:

- a. Why should we as EC educators pay attention to research findings from socio-emotional growth and brain development during the early years?
- b. How do EC theorists guide our understanding of children and curriculum planning?
- c. What is DAP? What is the role of STEM, Globalization, Diversity, and Anti-Bias practices

**Learning Outcomes:**

**Knowledge: (KNOW)**

- Participants will describe findings from research on early brain development & Socio-emotional growth.
- Participants will explain and critique ideas shared by EC theorists.
- Participants will list the impact of exploring diversity on their teaching practices.

**Skills: (ABLE TO DO)**

- Participants will be able to design learning activities reflective of their knowledge of specific theoretical perspectives on EC, brain findings, & socio-emotional growth.
- Participants will be able to plan activities that engage learners' knowledge of STEM.
- Participants will demonstrate how to explore diversity, globalization, and anti-bias practices through the use of Persona Dolls.

**Disposition: (VALUE/APPRECIATE)**

- Participants will appreciate different theoretical perspectives in early childhood classrooms
- Participants will value planning meaningful activities & learning environments for young children
- Participants will value the significance of diversity and STEM.

**Dispositions**

In 2010, the School of Education adopted the Professional Educational Program Teacher Candidate Dispositions. Dispositions are an integral facet of professional preparation and influence one success in the Professional Education Program. All students are expected to show continued progress in these dispositions focusing on Inclusive Excellence, Responsibility for Self and the Fostering of Collaborative Relationships; Reflectivity about Teaching, Learning, and Interactions; Creativity and Critical Thinking in Teaching, Learning, and Problem Solving; Perseverance for Excellence; and Professionalism in Teaching, Learning, and Interactions. Should the need arise; a tiered-approach is available and individualized to individual students. (Show Chart)

***InTASC #10***

**10r.** *The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning (disposition).*

**10t.** *The teacher embraces the challenge of continuous improvement and change (disposition).*

**NOTE: Important SOE/UWSP policies for all students**

**UWSP Community Bill of Rights and Responsibilities**

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations have been developed for all students and

## ECE 368: Curriculum & Methods: Art, Music, Creative Movement, & Creative Dramatics

instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information, visit

<http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilites.aspx>.

The Rights and Responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14. A direct link can be found here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>.

### **Americans with Disabilities Act**

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, check here:

<https://www.uwsp.edu/disability/Pages/legalInformation/index.aspx>

If you have a disability and require classroom and/or exam accommodations, please register with the Disability Services & Assistive Technology Office and then contact me at the beginning of the course. I am happy to help in any way I can. For more information, please visit the Disability Services & Assistive Technology Office, located on the 6<sup>th</sup> floor of the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability/>

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**ATTENDANCE:** Please read carefully.

- ✓ Each student is **required to attend class regularly**. Attendance will be taken during class. *A total of 30points can be earned for attendance.*
- ✓ As a senior level course, each student is expected to maintain regular attendance. Any form of tardiness /absence without Dr. Ogunnaike's knowledge & approval would result in reduced points for attendance. A pattern of consistent absence will result in a formal meeting with Dr. Ogunnaike and the Chair of the Dept.
- ✓ In case of approved absence, the student is responsible for obtaining course materials from group members or/and other colleagues.
- ✓ Your participation in weekly class discussions, and the design & implementation of hands-on activities in class count towards your overall grade. *A total Talking 40 points can be earned for participation.*
- ✓ Working groups have been set, and there will be no changes in groups. As such, please work with your colleagues.

**PERSONAL CONDUCT & PROFESSIONALISM** As we meet on Wednesdays, students are expected to

- ✚ Seat with their assigned groups; Place your name tags in front of your seats.
- ✚ STOP all side conversations and dialogues when class starts.
- ✚ Be respectful of others and tyourselves – listen, ask helpful Qs, acknowledge others' efforts
- ✚ Dress professionally to class and practicum placements- Please do NOT wear clothing that are torn or expose chest, hips; Wear simple, neat, and professional looking clothing.
- ✚ Turn off your cell phone in class.
- ✚ STOP texting or playing games on the phone or laptop.
- ✚ Be a Team Player. Do your share of work. Be dependable.

## ECE 368: Curriculum & Methods: Art, Music, Creative Movement, & Creative Dramatics

**ASSIGNMENTS:** Students are required to

- ❑ Type all class assignments in double space, with a Font size of at least 12.
- ❑ Submit all assignments to Canvas on due dates.
- ❑ Consult Rubrics designed for specific course assignments. Doing this facilitates a successful completion of specific assignments.
- ❑ Check your Spelling, Tense, and Grammar before submitting your assignments.

**\*\*PLEASE NOTE:**

- **Do Not** Drop off assignments in Dr. Ogunnaike's mailbox, or on office door
- **Do Not** Send any assignments via email to Dr. Ogunnaike
- **Do Not** Send any late and OR incomplete assignments

Dr. Ogunnaike will not grade any assignments that fall under the above categories.

### **ASSIGNMENT: SUMMARY**

- ❖ -Students enrolled in ECE 368 are responsible for completing the following assignments in **Groups** of four/five students, or in **Pairs**
- ❖ There are specific **FORMS** designed for completing many if not all the assignments

A. **Group: Review of weekly readings and facilitation of class discussions:** A FORM is prepared for reviewing weekly class topics. Each group will complete weekly class readings, submit into Canvas, and/or bring to class. Groups will use review forms to facilitate initial class discussions of topics.  
*Total Worth = 70 points*

B.(i) **Group Curriculum Projects & Presentations** Using the SOE Professional Program Lesson Plan Template, each group will prepare and present thematic – based activities in Art, Music, Creative Movement, & Creative Dramatics during specific class meetings. (*Worth =20 points*).

B (ii) **Group: Curricula Support in designing at least two Learning Centers in Gesell:** As part of practicum experience in this course, each group will collaborate with the Lead Teacher in Gesell to prepare/re-design & update specific learning centers in Gesell. To complete this assignment, groups will i) fill the Curricula Support in Gesell Form -*this form describes your ideas, rationale, standards, materials, & reflection* , ii) meet with Lead teacher to discuss this form before setup; iii) set up another meeting with the teacher to discuss the outcome of the centers. MORE INFO WILL BE SHARED. (*Worth up to 10 points*)

C. **Group/Class Preparation of Assignments Model :** This involves an occasional joint preparation of course assignments during specified class meetings, e.g. lesson plan on ART.

## ECE 368: Curriculum & Methods: Art, Music, Creative Movement, & Creative Dramatics

D. **Group Final Unit Plan & Presentation:** Using the School of Education Professional Program Lesson Plan Format, groups will prepare an Extensive Unit Plan on the theme “**FRIENDSHIP**” in at least 5 curricula areas – Art, Music Creative Movement, Creative Dramatics & Literacy. Integrate DIVERSITY and STEM in the entire Unit Plan. This assignment will be further discussed during class meetings. (*Worth = 40 points*)

E. **Individual OR Pair Practicum Assignments:** Students will complete the following assignments as part of their practicum experience at **any** 4K sites (excluding Gesell) or 1<sup>st</sup>-2<sup>nd</sup> grade classrooms:

- ✓ **1. Lesson Plan & Implementation:** Using the Professional Program (SOE) Lesson Plan Template, pairs of students will plan and present an activity in ART to learners. This lesson plan must be approved by Dr. Ogunnaike and the Lead Teacher at your placement before implementation. Samples of lesson plan will be prepared in class. (*Worth = 40 points*) Consider the theme “FRIENDSHIP” in completing this assignment.
- ✓ **Weekly Journal:** Beginning from September, students, in pairs or individually, will keep a weekly typed journal on the learning centers in your practicum classroom. The journal entries will feature descriptions of centers that include Art, Music, Creative Movement, & Creative Dramatics. Typed Journal Entries will be reviewed by classmates during class meetings.  
**NOTE:** If you are in a classroom where none of these curricula are featured, choose other curricula for your journal entries. MEET WITH ME TO DISCUSS YOUR OPTIONS.
- ✓ **Practicum Summary & Assessment:** Using the Practicum Summary Form, each student will type a summary of her practicum experience. (*Worth = 40 points*)
- ✓ **Focus Curriculum Summary:** Based on your practicum journal entries, students will prepare a 4-5 page paper on a chosen curriculum in Expressive Arts. This paper will explore the impact of this curriculum on learning experiences in your practicum classroom. Include the following in your paper:
  - Identify curriculum & Provide a theoretical rationale of the significance of this curriculum in Early Childhood Education. For e.g. *Creative Dramatics is improvised drama that learners in older grades (primary grades) find joyful. Creative Dramatics involves finding a solution to a problem engendered by a story in a book or created by the learners. We chose this curriculum because it promotes flexibility, higher – order thinking, joyful learning, and social interactions. According to Lev Vygotsky, the basis for higher cognitive functioning in the early years is social interactions. His major thesis was “Intelligence is social” because what you learn through interactions becomes a major pool of knowledge or pocket of tools from which you can draw confidently. Similarly, findings from brain research in early childhood attest to the social nature of the brain. How we interact with others – through play, conversations, and dialogues has an impact on our learning experience. Creative Dramatics provides that opportunity for learners to engage and use previously acquired social, cognitive, emotional, and language skills.*
  - Summarize how this curriculum was set up and utilized in the classroom; Share only those interactions that struck you as “extraordinarily incredible”.

## ECE 368: Curriculum & Methods: Art, Music, Creative Movement, & Creative Dramatics

- Suggest ideas that enrich the Curriculum: For e.g. *Based on the socio-emotional competence and broader knowledge engendered by Creative Dramatics, it helps to ensure that an adult is always present in this center at all times. The presence of an adult promotes high-level thinking and helpful guidance.*
- Reflection:– Provide a brief discussion about what you learned from this Practicum experience, especially, keeping a journal on learning centers. Connect your discussions to at least **two** InTASC Standards. Be sure to define and describe the entire Standard e.g. InTASC **Standard #1: Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences

*Worth = 20 points*

### **PLEASE NOTE THE FOLLOWING:**

Assignments:

- ✓ Students' complete assignments must include **forms, rubrics, and paper** .
- ✓ Students will submit complete assignments on due dates into Canvas.
- ✓ Late or/and Incomplete Assignments will not be accepted nor graded.
- ✓ Assignments that are sent via email will not be accepted nor graded.

Participation (**60 points** is graded as follows)

- ✓ Review, Discussion, & Class Contributions(40 points);
- ✓ Class Work: Model Lesson plans & assignment reviews (10 points)
- ✓ Curriculum Support of Learning Centers in Gesell (10 points)

## ECE 368: Curriculum & Methods: Art, Music, Creative Movement, & Creative Dramatics

### Assignments, Points, Due Date

<b>Assignment</b>	<b>DUE DATES</b>	<b>DUE TO</b>	<b>Points</b>	<b>INTASC Standards</b>
Weekly Reviews of class topics ( <i>10 points weekly</i> )  <i>Paper Review = 5</i> <i>Discussion = 5</i>	Weekly	<b>Group Leader; Canvass &amp; Dr. O</b>	70	1, 2, 3, 4, 5
Participation & article review of class topics	Ongoing		10 per group	1, 2, 3, 4, 5, 6, 7, 8, 10
In Class Curriculum Projects –  Presentation Summary & Reflection	Art=10/25  CD= 11/8  Music &CM = 12/6	<b>Canvas</b>	20	1, 2, 3, 4, 5, 6, 7, 8, 10
Complete Lesson Plan on ART & Evaluations	12/11	<b>Canvas</b>	40	1,2,3,6,9, 10
Focus Curriculum Summary	12/15	<b>Canvas</b>	20	1, 2, 3, 4, 5, 6, 9, 10
Practicum Summary & Evaluation	12/15	<b>Canvas</b>	40	ALL
Final Unit Plan	12/15	<b>Canvas</b>	40	ALL
Gesell Center Support	<b>Ongoing</b>	<b>TBA</b>	10	
Weekly & Overall Attendance	<b>Ongoing</b>		30	ALL

TOTAL = 280 points

### GRADE OUTLINE

280 – 263 = A

262 – 252 = A-

251 – 243 = B+

242 – 235 = B

234-224 = B-

223 – 215 = C+

## ECE 368: Curriculum & Methods: Art, Music, Creative Movement, & Creative Dramatics

214 – 207 = C

206 – 196 = C-

195 – 187 = D+

186 – 179 =D



## ECE 368: Curriculum & Methods: Art, Music, Creative Movement, & Creative Dramatics

### WEB SITES (A FEW EXAMPLES)

<http://www.naeyc.org>  
<http://www.atozteacherstuff.com/>  
<http://www.pre-kpages.com>  
<http://www.activitiesforkids.com/>  
<http://www.scholastic.com/>  
<http://www.lessonplanspage.com/> (ideas for curriculum)  
<http://www.lessonstop.org/>  
<http://www.learningpage.com/>  
<http://www.abcteach.com>  
<http://kizclub.com>  
<http://www.askeric.org/Virtual/> (lesson plans, special projects, & resources)  
<http://www.learningisfun.com> (wonderful resources to use & buy)  
[www.reggioalliance.org](http://www.reggioalliance.org) - Reggio Emilia Community  
[www.reggiokids.com](http://www.reggiokids.com) - Reggio Approach & More  
<https://rokenbokeducation.org/education/stem-curriculum-teacher-resources> (STEM examples)  
[www.songsforteaching.com/educationalmusiccurriculumsubjects.htm](http://www.songsforteaching.com/educationalmusiccurriculumsubjects.htm) (Music)

## ECE 368: Curriculum & Methods: Art, Music, Creative Movement, & Creative Dramatics

### COURSE OUTLINE: SUBJECT TO CHANGE

- ❑ Readings are from (i) Course Text – Mayesky (2015); (ii)Canvas: Articles, eReserve, ebooks (iii) *Handbook on Creative Dramatics* (Dr. O will provide)
- ❑ **All groups will complete readings** except where specified

Date & Topic	Readings	Class Activities	Assignments
9/4 <b>Introduction</b>	NONE	Discuss Course Content Groups Meet Readings are identified	<i>Clarify Readings for Next class</i>
9/11 <b>Starting Out: Foundation: Socio - emotional Development;</b>  (eReserve readings on Canvas)	<i>All Groups Read</i> i) Beloglovsky & Daly (2015): <i>Early Theories made visible.- Part 2</i>  -. <i>5 Skills Kids Need Before They Read</i> by Tyre 2009  - Ho & Funk(2018) <i>Promoting young children’s Social Emotional Health – <u>Young children</u></i> , 73 (1) 73-79	Group discussion ON QUESTION	<u>Weekly discussion Question</u>  <i>What are those 3 skills, essentials that you will provide or teach at the beginning of a new year in your grade?</i>
9/18 <b>UbD Framework of Planning &amp; Assessment</b>	NOTES on UbD	Share and Use <i>the Turnip Story</i>	<i>Group Leaders – pls collect information about Practicum Placements of your group members – Name, Time/Day, Where</i>
9/25 <b>Theories, &amp; Framework:</b> (eReserve readings on CANVAS)  <b>STEM</b> (eReserve readings on CANVAS)	<b><u>ALL Groups</u></b> i. Beloglovsky & Daly (2015): <i>Early Theories made visible.- Part 1</i> ) <b>(ii)</b> Listen to Webinar: Making & Tinkering with Stem <a href="https://www.youtube.com/watch?v=M67tDikVU6Q">https://www.youtube.com/watch?v=M67tDikVU6Q</a> ; by Cate Heroman : <i>What you need to know about Tinkering, Making, &amp; Engineering</i>  <u>ARTICLES ON STEM/MAKING:</u>  Brahms & Wardrip (2017) <i>Learning the practices in Making</i> . Ruzzi & Eckhoff (2017): <i>Stem Resources &amp; Materials for engaging learning experiences</i>	<u>Weekly discussion Question</u>  <i>Choose an EC Theory, Describe how you will use this theory to guide the planning and implementation of a STEMmactivity for your assigned grade</i>	<u>Weekly discussion Question</u>  <i>Choose an EC Theory, Describe how you will use this theory to guide the planning and implementation of a STEMmactivity for your assigned grade</i>

ECE 368: Curriculum & Methods: Art, Music, Creative Movement, & Creative Dramatics

<p>10/2</p> <p><b>Brain Research &amp; classroom practices</b> (eReserve readings on CANVAS)</p>	<p>Lally &amp; Mangione (2017) <i>Caring relationships</i></p> <p>-Rushton &amp; Rushton <i>Linking brain principles</i></p> <p>-Schiller: <i>Applications of brain findings</i></p> <p><b>=In Class preparation of Practicum ART Lessons</b></p>	<p>Groups: Bring a Children’s book (to explore Friendship through ART)</p> <p>-Practicum Lesson Plan to discuss ART ideas.</p>	<p><u>Weekly discussion Question</u></p> <p><i>Choose any 2 major findings on Brain Research and explain how these will guide the set up of your classroom</i></p>
<p>10/9</p> <p><b>Teaching in a Global Classroom</b> (eReserve readings on CANVAS)</p> <p><b>Diversity &amp; Persona Dolls</b> (eReserve readings on CANVAS)</p>	<p>-Tavangar 2017; <i>Every journey begins w/ a step.</i></p> <p>-Education Update, 2015; <i>Taking your classroom global</i></p> <p>=====</p> <p>=Thomas, M, 2011– <i>Amaze Persona Dolls.</i></p> <p>=Whitney, Trisha- <i>Using Persona Dolls to help develop Anti-Bias</i> in Pelo (Ed) <u>Rethinking Early Childhood education</u>;</p>	<p>Dr. O will bring Persona Dolls</p>	<p><b>***Dr. O will prepare meeting charts to discuss Practicum LP and share with students</b></p> <p><u>Weekly discussion Question</u></p> <p><i>What does Diversity mean to you? How will you establish its significance in your EC classroom?</i></p>
<p>10/16</p> <p><b>Exploring ART in EC classroom</b></p>	<p>Mayesky (2015) Text</p> <p>Chaps 9 &amp; 11</p>	<p>Discussion:</p> <p>-Importance of ART in EC classrooms;</p> <p>-Theories that support ART</p> <p>- Issues in ART e.g. materials, cute activities,</p> <p>-Integrating STEM &amp; Diversity</p>	<p>Begin to sign-discuss <u>Practicum lesson plans</u></p> <p><u>Weekly discussion Question</u></p> <p><i>What do you consider to be three concerns or issues in ART in EC classrooms today? Give reasons for your choice.</i></p>
<p>10/23 <b>Art Group presents</b></p> <p><b>=Peer Review of Journals</b></p>	<p><u>Art group</u> – Consult Chap 12 &amp; Appendix C</p> <p><b>All Students=</b> Bring <u>Typed Journals</u> to class &amp; <u>Peer Review Form</u></p>	<p>Beginning of class will be used to Review Journals</p>	<p>-Art Group <u>submit Summary &amp; Reflections of Presentation into Canvas</u></p>

ECE 368: Curriculum & Methods: Art, Music, Creative Movement, & Creative Dramatics

Date & Topic	Readings	Class Activities	Assignments
<p>10/30</p> <p><b>Exploring Creative Dramatics in the EC Classroom</b></p>	<p><u><b>ALL Groups read i-ii</b></u>                      i. Mayesky Text – Chap 15</p> <p>ii. <i>Supporting Sociodramatic play in ways that enhance academic learning. Prairie 2013, YC May, 62-68</i> (eReserve reading on Canvas)</p> <p>Kosoff &amp; Doane – <i>Bringing Stories to Life</i> – <u>Early Childhood Today</u> PDF</p>	<p>-Importance of CD in EC classrooms;                      -Theories that support CD                      - Issues in CD e.g. difference b/w CD and Dramatic play, open/closed                      - Integrating STEM &amp; Diversity</p>	<p><u>Weekly discussion Question</u>  <i>What are the major differences between Sociodramatic play and Creative Dramatics? Is one better than the other? Why? Why Not?</i></p>
<p>11/6 <b>CD Group presents Hands-on thematic exploration.</b></p>		<p>Practicum Lesson Plan should be completed &amp; ready for implementation. Check with your Cooperating Teacher.</p>	<p>CD Group submit <u>Summary &amp; Reflections of Presentation into Canvas</u></p>
<p>11/13 <b>Major assignments: Review &amp; Practice</b></p> <p>Final Project &amp; Focus Curriculum Summary</p>		<p>Focus Curriculum Summary</p> <p>Final Project Discussed</p>	<p>Music group works on Presentation</p>
<p>11/20 <b>Exploring Music &amp; Creative Movement in EC classroom:</b></p>	<p>ALL Groups read</p> <p>-Mayesky – Chaps 17 &amp; 16</p> <p><i>-Musical play in EC classrooms: Taking it one step further. By Ellen Carniglia (2013) Young Children</i></p> <p><u><b>CM grp read following articles on e-Reserve on Canvas</b></u></p> <p>i. <i>Dancing the Curriculum</i> by Skoning -</p> <p>iii. <i>Movement experiences for EC.</i> By Vagovic 2008;</p>	<p><u><a href="http://www.songsforteaching.com">www.songsforteaching.com</a></u> (web site)</p> <p>-Importance of Music &amp; Creative Movement in EC classrooms;                      -Theories that support Music &amp; Creative Movement                      - Diversity, Globalization, &amp; STEM in Music &amp; Creative Movement</p>	<p><u>Weekly discussion Question</u></p> <p><i>How can you provide Intentional Music Education in your EC classroom (courtesy of Carniglia 2013)</i></p>
<p>11/27 <b>NO CLASS</b></p>	<p>HAPPY THANKSGIVING</p>		

Date & Topic	Readings	Class Activities	Assignments
12/4  <b>Music &amp; Creative movement Groups- Hands-on presentation</b>	Both groups read  =Appendix E of text		Music & CM <u>Groups</u> <u>submit Summary &amp; Reflections of Presentation into Canvas</u>
12/11 <b>Last Class Presentations of Final Unit Plans</b>		Final Unit Plans are presented	<i>Submit:</i> Complete Lesson Plan (1) & Evaluations (Self & Head Teacher) to CANVAS  <b>Other assignments DUE in <u>Canvas</u> by <u>12/15</u></b>  (i) Final Project & Rubrics,  (ii) Focus Curriculum Report & Rubric  (iii) Practicum Summary & Evaluation

**PLEASE NOTE:**

- Please submit all assignments by December 15, 2019
- No extensions will be given to complete assignments.

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