

MUE 3311 Music in Elementary Schools - Fall 2024

Timothy S. Brophy, Ph.D.
331 School of Music Building
University of Florida

Email: tsbrophy@ufl.edu [Biography](#)
Zoom: <https://ufl.zoom.us/my/timothysbrophy>
Office phone: 352-846-2846

I am a campus security authority (CSA). You may read about CSAs [here](#).

Sections, Dates, Times, and Locations

Sections REG1/PCE1, TR Periods 2-3, 8:30am-10:25am

Office Hours

- MWF Periods 3-4, 9:35am-11:30am
- TR Period 4, 10:40am-11:30am

Other hours scheduled as needed. Reach out and we will make it work.

Graduate Teaching Assistants

Name	Email address	Phone/Text
Ilani Santos	ilani.santos@ufl.edu	321-301-6481
Edward White	edward.white@ufl.edu	772-634-3530

Catalog Description

3 credits. Fundamental principles and procedures of music education in elementary school.

Course Description

This course prepares you to teach elementary music through singing, playing, moving, and creating. Students are introduced to lesson and unit planning, child musical development, various approaches and pedagogy, and complete 10 teaching practica in local public schools.

Course Goals and Objectives

In this course, you will:

- Apply knowledge of child musical development in the design, planning, and delivery of music instruction and the assessment of music learning.
- Teach music concepts through singing, playing, moving, listening, and creating.
- Connect your musical skills to teaching and deliver instruction accurately and musically.
- Analyze, evaluate, and select developmentally appropriate elementary music materials.
- Adapt curriculum and instructional delivery to accommodate a variety of student populations who present physical, mental, or language disabilities as well as various cultural, learning style, or ability groupings.
- Use technology appropriately to plan and deliver instruction, including but not limited to software programs, apps, and artificial intelligence tools.

Enduring Understandings

In this course, you will:

- Connect your musical skills and knowledge of core music concepts to music teaching and the assessment of student music learning.
- Broaden your understanding of the essential elements of music education in your career as a lifelong musician-teacher.

Required Textbook

- Abril, C. R. & Gault, B. M. (2022). *General Music: Dimensions of Practice*. Oxford University Press.
- Free song resource: <https://kodalycollection.org/about.cfm>

Required Materials

- Video recording device (smartphones and iPads are acceptable)
- Peripole Soprano Recorder (supplied)

Required CNAfME Membership

All music education students must join the student chapter of the National Association for Music Education (NAfME). You must attend the monthly meetings. Attendance is taken at meetings. All regular meetings are at 1:55pm in MUB 120.

Required State Certification Tests

There are several required state certification tests that you must take before you can complete your internship. Each of these tests has an associated fee that financial aid cannot be used to cover. These are the tests and their fees, and links to the information related to them.

Florida General Knowledge Test. To pass this class, all students must have taken the Florida General Knowledge Test before the end of classes on **December 4, 2024**. Submit a copy of your registration confirmation to Dr. Brophy. To register, go to <http://www.fl.nesinc.com/testPage.asp?test=GK> There is a fee of \$130.

Music Subject Matter Test. You can take this test any time after you have successfully completed music theory and music history. The fee is \$150.00.

Professional Education Exam. You may take this after you've taken TSL3323 - ESOL and Reading for Teachers. *Do not take this exam before completing this course.*

For more information, go to <https://sites.google.com/ufl.edu/clinicalexperiences/internspracticum>

Required Ethics Microcourse

The College of Education will load an ethics microcourse into Canvas for you. You must complete this course this semester. Once you complete the course, **take a screenshot of your final score and send it to me at tsbrophy@ufl.edu.**

Required Digital Materials and Plans Collection

Throughout this semester you will receive materials for teaching elementary music and develop your own lesson plans for peer- and practicum-teaching opportunities. You will develop a digital folder to hold these materials that will be due on the last day of class. You may use any cloud-based service (Google drive, Dropbox, your own professional website, etc.) to hold these materials and provide me a link for review. This is a mandatory requirement to pass the class

LiveText – Required

As a music education major, you are required to purchase a membership to LiveText. This is required for all teacher certification programs and serves to track assessments related to all of your core coursework. You must purchase the membership to LiveText by **October 4, 2024**. Directions and additional information will be distributed in class. There is a fee of \$139. Link to additional information: <https://sites.google.com/ufl.edu/clinicalexperiences/internspracticum>.

Alachua County Public Schools Fingerprinting and Background Clearance – Required

You will be required to have a Fingerprinting and Background Clearance for Alachua County Public Schools by **September 6, 2024**. The cost is \$73.25 plus an additional \$10 (total: \$83.25) for the required badge *and must be done through Alachua County*. It is good for five years. This must be done that you enter the public schools to complete the practicum component of this course. Directions for obtaining the clearance will be distributed in class.

Required Computer Capabilities

Throughout the semester we will use Canvas, Microsoft Word, and Zoom as needed. To use these resources, you will need to have a computer. The Microsoft software is available for free for you to use as a UF student. It is expected that you have a working computer and that all assignments are typed and submitted as a **Word Document** unless otherwise noted.

A Canvas course will be used almost exclusively in this class. To access it use a web browser of your choice and use the following URL: <https://ufl.instructure.com/>

Program Outcomes

This course advances student achievement of the program student learning outcomes (SLOs) for the Bachelor of Music Education.

Category	Bachelor of Music Education Program Outcomes
Content	Apply pedagogical content knowledge necessary to effectively teach K-12 music classes and ensembles as an entry-level educator.
Critical Thinking	Consistently and accurately make instructional decisions using a variety of assessment data.
Communication	Communicate, verbally and in writing, regarding music, pedagogy, and other aspects of music learning to diverse educational stakeholders.

The Florida Educator Accomplished Practices (FEAPs) Assessed in LiveText for MUE3311

FEAP	COURSE	ASSIGNMENT	LIVETEXT ASSESSMENT
1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:			
1g	MUE3311	Practicum Microteaching	Write a complete lesson plan for each microteaching in the practicum placement. Write a reflection after teaching each lesson.
2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:			
2a.	MUE3311	Practicum Microteaching	Write a complete lesson plan for each microteaching in the practicum placement. Write a reflection after teaching each lesson.
3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:			
3b.	MUE3311	Practicum Microteaching	Write a complete lesson plan for each microteaching in the practicum placement. Write a reflection after teaching each lesson.
3d.	MUE3311	Practicum Microteaching	Write a complete lesson plan for each microteaching in the practicum placement. Write a reflection after teaching each lesson.

FEAP	COURSE	ASSIGNMENT	LIVETEXT ASSESSMENT	
3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:				
3e.	Relate & integrate the subject matter with other disciplines and life experiences	MUE3311	Integrated Lesson Plan	Design a lesson plan that integrates at least one additional subject area (e.g. ELA, Math, Social Studies, Visual Art, etc).
3g.	Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding	MUE3311	Practicum Microteaching	Write a complete lesson plan for each microteaching in the practicum placement. Write a reflection after teaching each lesson.
3j.	Utilize student feedback to monitor instructional needs & to adjust instruction	MUE3311	Practicum Microteaching	Write a complete lesson plan for each microteaching in the practicum placement. Write a reflection after teaching each lesson.
4. Assessment. The effective educator consistently:				
4f.	Applies technology to organize and integrate assessment information	MUE3311	Gradebook	Using an app or web-based gradebook software, design a gradebook with at least 10 students and 10 assignments. The gradebook should calculate final grade based on an identified grading scheme. Write a one page description and reflection of the exercise (combine with 5c).
5. Continuous Professional Development. The effective educator consistently:				
5d.	Collaborates with the home, school and larger communities to foster communication and to support student learning & continuous improvement	MUE3311	CNAfME Participation	Attend monthly CNAfME meetings and submit written reflections for two of meetings.
5e.	Engages in targeted professional growth opportunities & reflective practices	MUE3311	CNAfME Participation	Attend monthly CNAfME meetings and submit written reflections for two of meetings.
5f.	Implements knowledge and skills learned in professional development in the teaching and learning process	MUE3311	CNAfME Participation	Attend monthly CNAfME meetings and submit written reflections for two of meetings.

FEAP	COURSE	ASSIGNMENT	LIVETEXT ASSESSMENT	
6. Professional Responsibility & Ethical Conduct: Understanding that educators are held to a high moral standard in a community, the effective educator fulfills the expected obligations to students, the public and the education profession and adheres to:				
6a.	Guidelines for student welfare adopted pursuant to Section 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect as defined in Section 39.01, F.S.	MUE3311	Ethics Microcourse	Complete the Ethics microcourse and receive at least 80% on the course assessment
6b.	The rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S.	MUE3311	Ethics Microcourse	Complete the Ethics microcourse and receive at least 80% on the course assessment
6c.	The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081	MUE3311	Ethics Microcourse	Complete the Ethics microcourse and receive at least 80% on the course assessment

EXPECTATIONS AND UNIVERSITY POLICIES

Workload

This course is designed to advance your knowledge and skills to prepare you for success in teaching elementary music. Be prepared to devote the time necessary to be successful.

Attendance

Attendance is mandatory for this course, and you are expected to arrive on time. Fieldwork is an important component in the process of becoming a music educator. As part of this course, you will complete 12 hours of Practicum at a designated local elementary school. You will be expected to be present for all practicum hours. If you miss any hours, you will be required to make it up on your own time in coordination with your cooperating teacher.

Requirements for class participation, absences (planned or unplanned non-participation), assignments, and other work in this course are consistent with university policies that can be found [here](#). The policy states:

Students may only participate in classes if they are registered officially or approved to audit with evidence of having paid audit fees. The Office of the University Registrar provides official class rolls to instructors.

Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first day the class meets.

Acceptable reasons for absence from or failure to engage in class include illness; Title IX-related situations; serious accidents or emergencies affecting the student, their roommates, or their family; special curricular requirements (e.g., judging trips, field trips, professional conferences); military obligation; severe weather conditions that prevent class participation; religious holidays; participation in official university activities (e.g., music performances, athletic competition, debate); and court-imposed legal obligations (e.g., jury duty or

subpoena). Other reasons (e.g., a job interview or club activity) may be deemed acceptable if approved by the instructor.

For all planned absences, a student in a situation that allows an excused absence from a class, or any required class activity must inform the instructor as early as possible prior to the class. For all unplanned absences because of accidents or emergency situations, students should contact their instructor as soon as conditions permit.

Students shall be permitted a reasonable amount of time to make up the material or activities covered during absence from class or inability to engage in class activities because of the reasons outlined above.

If a student does not participate in at least one of the first two class meetings of a course or laboratory in which they are registered, and they have not contacted the department to indicate their intent, the student can be dropped from the course. Students must not assume that they will be dropped, however. The department will notify students if they have been dropped from a course or laboratory.

The university recognizes the right of the instructor to make attendance mandatory and require documentation for absences (except for religious holidays), missed work, or inability to fully engage in class. After due warning, an instructor can prohibit further attendance and subsequently assign a failing grade for excessive absences.

Absence Policy

Absence policy for this course follows UF's [absence policy](#), which allows students to be excused from class for [religious holidays](#) and [illness](#). The Student Health Center maintains the university [medical excuse policy](#). Any absences from this class that do not fall under the UF policy may be counted as unexcused, unless otherwise approved by the instructor. Attendance in mandatory, and for each unexcused absence your final weighted grade point average will be reduced by 3 points.

Cell Phone Use

You may use cell phones in class only when instructed to do so as part of an in-class assignment. These in-class assignments include but are not limited to AI and internet searches for course-relevant information, or the relevant use of other technologies related to our work.

UF Honor Code

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The [Conduct Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. If you have any questions or concerns, please consult with the instructor or TAs in this class.

In-Class Recordings

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations,

clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session. Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Students Requesting Accommodations due to Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

The Online Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at gatorevals.ua.ufl.edu/students/. Students will be notified when the evaluation period opens and can complete evaluations through email from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at gatorevals.ua.ufl.edu/public-results.

Health and Wellness

- *U Matter, We Care*: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit <https://umatter.ufl.edu> to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center*: Visit <https://counseling.ufl.edu> or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need or visit <https://shcc.ufl.edu>.
- *University Police Department*: Visit <https://police.ufl.edu> or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room/Trauma Center*: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; <https://ufhealth.org/emergency-room-trauma-center>

ASSIGNMENTS

All assignments are due on the date specified. As future professionals, timeliness is an essential characteristic of success. I rarely accept late assignments. When assignments are late or anticipated to be late, you must meet with me to discuss this. Exceptions to this policy are assignments due on dates when there is an excused absence according to UF policy or through agreement with the instructor. Assignments must be submitted online through Canvas unless otherwise instructed. Written assignments must be typed and use appropriate writing style, correct grammar, spelling, and punctuation. Papers should use 1-inch margins, double spacing, and 12pt Times Roman font. Assignments must be completed by their posted due dates. Incomplete weeks receive zero points unless the missed assignments are excused because of approved absence or prior arrangement per the course policy.

ASSESSMENTS

Assessments for this course are various *checks for understanding* and are designed to provide opportunities for you to demonstrate your understanding of the course material and fundamental knowledge and skills for teaching music to elementary students (grades K-5). Assessments in this course include peer teaching, written work, practica, and other direct assessments of your progress. All grading processes for these assessments are in Canvas.

Grading

Your grade in this course reflects a combination of points earned for attendance, participation, attendance, peer teaching, fieldwork, proficiency on the recorder, various written assignments, and the professional judgment of the professor. The total points earned on each assessment are summed and weighted as follows to determine your final score. Your weighted score, minus any points for unexcused absences, will determine your final grade.

- 10% - Active participation in class, including reading discussions
- 25% - Peer teaching and lesson plans (in class)
- 40% - Fieldwork – lesson plans, reflections, teaching videos (in a public school)
- 20% - Written work – Unit plan, gradebook, CNAfME reflections
- 10% - Attendance and timeliness

Non-graded requirements to pass:

- Code of Ethics Microcourse
- Digital Materials and Plans Collection

Grading Scale

You can read UF's grading policy [here](#). For a complete breakdown of the scale, [read this](#).

GRADING SCALE	
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+

GRADING SCALE	
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
59 & below	F

You will also be assessed within LiveText on the degree to which your work in this course meets expectations for the Florida Educator Accomplished Practices (FEAPs). These ratings do not affect your grade in the course, but they could be accessed by potential employers in the future.

Video Recording

As music education majors, you will be video recorded on many occasions, most commonly when peer teaching. Video files are used for classroom assessment, which qualifies as a public record according to Florida law.

It is each student's responsibility to submit assignments on time, check grades online, and monitor his/her course grade throughout the semester.

MUE 3311 - WEEKLY COURSE OUTLINE

The course schedule is subject to change with reasonable notice to accommodate course objectives and unexpected calendar changes.

KEY:

Course Objectives (CO)

- CO#1 - Apply knowledge of child musical development in the design, planning, and delivery of music instruction and the assessment of music learning.
- CO#2 - Teach music concepts through singing, playing, moving, listening, and creating.
- CO#3 - Connect your musical skills to teaching and deliver instruction accurately and musically.
- CO#4 - Analyze, evaluate, and select developmentally appropriate elementary music materials.
- CO#5 - Adapt curriculum and instructional delivery to accommodate a variety of student populations who present physical, mental, or language disabilities as well as various cultural, learning style, or ability groupings.
- CO#6 - Use technology appropriately to plan and deliver instruction, including but not limited to software programs, apps, and artificial intelligence tools.

Enduring Understandings (EU)

- EU #1 - Connect your musical skills and knowledge of core music concepts to music teaching, learning, and the assessment of student music learning.
- EU#2 - Broaden your understanding of the essential elements of music education in your career as a lifelong musician-teacher.

Program Goals (PG)

- Content* - Apply pedagogical content knowledge necessary to effectively teach K-12 music classes and ensembles as an entry-level educator.
- Critical Thinking* - Consistently and accurately make instructional decisions using a variety of assessment data.
- Communication* - Communicate, verbally and in writing, regarding music, pedagogy, and other aspects of music learning to diverse educational stakeholders.

GM = General Music: Dimensions of Practice by Abril and Gault

Additional readings will be posted on Canvas

Date	Topics	Prepare for Class	CO/EU/PG	Assignments
8/22	Introduction – LiveText, FTCEs, Procedures Music and Children Evaluating Materials	Florida Educator Accomplished Practices (FEAPS)	EU#2	
8/27	The BIG Picture: Curriculum, Standards, and Ethics Lesson Planning	GM Chapters 1, 9 Review NGSSS – www.CPalms.org Review National Music Standards https://nafme.org/wp-content/uploads/2023/04/2014-Music-Standards-PK-8-Strand.pdf	EU#2; PG - Content	Chapter 1 Main Point Summary
8/29	Systemic Assessment The kindergarten child	GM Chapter 2	CO#1, 2; EU#2; PG - Content	Rote Song Choice Chapter 9 Main Point Summary
9/3	Critical Thinking in Music The first grade child Song selection discussion	GM Chapter 3	CO#2, 4; EU#1, 2; PGs – Content, Critical Thinking	Rote Song Choice Lesson Plan Chapter 2 Main Point Summary

Date	Topics	Prepare for Class	CO/EU/PG	Assignments
9/5	The second grade child Peer teaching: Teach a Song by Rote Creative Expression: Movement	GM Chapter 16 Canvas: "Teaching Movement and Dance" Weikart Chapter 1	CO#2, 3, 4; EU#1, 2; PGs – Content, Critical Thinking, Communication	ACPS Clearance deadline 9/6 Chapter 3 Main Point Summary
9/10	The third grade child Peer Teaching - Creative Movement	Read: "Winding it Back" Hammel and Hourigan (2016)	CO#2, 3, 4; EU#1, 2; PGs – Content, Critical Thinking, Communication	Weikart Main Point Summary Chapter 16 Main Point Summary Creative Movement Lesson Plan
9/12	The fourth grade child	GM; Chapter 9 (provided in Canvas)	CO#1; EU#1; PG- Critical Thinking	Winding it Back Main Point Summary
9/17	The fifth grade child Practicum Discussion		CO#2, 3, 4; EU#1, 2; PGs – Content, Critical Thinking, Communication	Chapter 9 Main Point Summary
9/19	PRACTICUM 1		CO#1, 2, 5; EU#1; PG- Content	
9/24	Improvisation and Composition Sound to Symbol Classroom Lesson Planning	GM Chapter 12 or Chapter 13 – You choose	CO#1, 5	Practicum 1 Reflection
9/26	PRACTICUM 2		CO#1, 2, 5; EU#1; PG- Content	Chapters 12 or 13 Main Point Summaries
10/1	Sound to Symbol Presenting Names (syllables) and Notation		CO#2, 3, 4; EU#1, 2; PGs – Content, Critical Thinking, Communication	Ostinato and Bordun Code of Ethics Micro Course Practicum 2 plan and reflection
10/3	PRACTICUM 3		CO#1, 2, 5; EU#1; PG- Content	LiveText purchase deadline
10/8	Interdisciplinary Approach to Music Education Practicing – Reading, Writing, and Improvisation	GM Chapter 7	CO#2, 3, 4; EU#1, 2; PGs – Content, Critical Thinking, Communication	Practicum 3 plan and reflection
10/10	PRACTICUM 4		CO#1, 2, 5; EU#1; PG- Content	Chapter 7 Main Point Summary
10/15	Culture in General Music Listening	GM Chapter 17	CO#2, 3, 4; EU#1, 2; PGs – Content, Critical Thinking, Communication	Practicum 4 plan and reflection
10/17	PRACTICUM 5		CO#1, 2, 5; EU#1; PG- Content	Chapter 17 Main Point Summary
10/22	Technology Classroom management	GM Chapter 15 <i>"iPad Apps for Creating in Your General Music Classroom" Riley; Using Technology..." Dunbar (2018); and "Classroom Management" Koops (2018)</i>	CO#2, 3, 4; EU#1, 2; PGs – Content, Critical Thinking, Communication	Practicum 5 plan and reflection Listening Plan Chapter 15 Main Point Summary

October 18 – HOMECOMING – no classes at UF

Date	Topics	Prepare for Class	CO/EU/PG	Assignments
10/24	PRACTICUM 6		CO#1, 2, 5; EU#1; PG- Content	
10/29	Understanding by Design Universal Design for Learning Curriculum Design Lesson Planning		CO#2, 3, 4; EU#1, 2; PGs – Content, Critical Thinking, Communication	Practicum 6 plan and reflection
10/31	PRACTICUM 7	UBD Articles in Canvas	CO#2, 5; EU#1; PG- Content	
11/5	UBD Framework Integrated Lessons	GM Chapter 8	CO#2, 3, 4; EU#1, 2; PGs – Content, Critical Thinking, Communication	Practicum 7 plan and reflection Teaching Video 1 due Chapter 8 Main Point Summary
11/7	PRACTICUM 8		CO#1, 2, 5; EU#1; PG- Content	Chapter 8 Main Point Summary
11/12	Teaching Folk and Stylized Dance		CO#1, 2, 3, 4; EU#1, 2; PGs – Content, Critical Thinking, Communication	Practicum 8 plan and reflection Unit Plan
11/14	PRACTICUM 9		CO#q2, 5; EU#1; PG- Content	
11/19	Catch up day		CO#6; EU#1, 2; PG – Content	Practicum 9 plan and reflection
11/21	PRACTICUM 10		CO#2, 5; EU#1; PG- Content	Gradebook (Spreadsheet)
11/25-29 - THANKSGIVING WEEK - NO CLASSES				
12/3	Fieldwork Wrap-up Last day of class		EU#2	Practicum 10 plan and reflection Teaching video 2 Folk Dance Plan
12/9 3:00pm- 5:00pm	Final – Folk Dancing Peer Teaching		CO#1, 2, 3, 4; EU#1, 2; PGs – Content, Critical Thinking, Communication	