COURSE TITLE: Integrating Art, Music, & Physical Education Methods  COURSE NUMBER: EDE 3223

COURSE DESCRIPTION (with prerequisites):
This course provides students with critical understanding of art, music, and physical education. Emphasis is placed on the effective integrative lesson planning and modeling techniques to art, music, and physical education in elementary schools. This course requires a minimum grade of “C”. Current background check (fingerprinting) acceptable to the District in which the field experience will take place is required for this course. Requires 10 hours practicum experience. (5 in music/art setting and 5 in PE setting)

NAME(S) OF INSTRUCTORS:
Sarieta M. Russ, Ed.S.
(850)557-2777
russs@chipola.edu

EFFECTIVE ACADEMIC YEAR:
2011-12

REQUIRED TEXTBOOKS AND INSTRUCTIONAL SUPPLIES:


GRADING POLICY:
The standing of a student in each course is expressed by one of the following letters and corresponding grading system:
A – 90 – 100
B – 80 – 89
C – 70 – 79
D – 60 – 69
F – 59 or less
The Chipola Catalog provides policies and procedures regarding the grading system. A student’s Grade Point Average is derived from the grading system/quality point scale.

ATTENDANCE AND WITHDRAWAL POLICIES:
Chipola College expects regular attendance of all students. Students who are absent from classes for any reason other than official college activities must satisfy the
instructor concerned that the absence was due to illness or other clearly unavoidable reasons. Otherwise, the student may suffer grade loss at the discretion of the instructor. Chipola policy allows each instructor to specify in the Instructor First Day Handout whether or not an absence is excusable and what affect the absence or tardy may have on the grade.

A student is allowed to repeat a course a maximum of three (3) times. On the third attempt a student (1) must bear the full cost of instruction (unless waived by Student Services), (2) cannot withdraw, and (3) must receive a grade.

MAKE-UP POLICY:
Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

ACADEMIC HONOR CODE POLICY:
Students are expected to uphold the Academic Honor Code. Chipola College’s Honor Code is based on the premise that each student has the responsibility to (1) uphold the highest standards of academic honesty in his/her own work; (2) refuse to tolerate academic dishonesty in the college community; and (3) foster a high sense of honor and social responsibility on the part of students. Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

STUDENTS WITH DISABILITIES POLICY:
Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola’s goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment. Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

LIBRARY AND ON-LINE REFERENCE MATERIALS:
The library is a comprehensive learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. On-line catalogs, e-books and electronic databases can be accessed by using the LINCCWeb icon on the Chipola Library website at www.chipola.edu/library. If you have questions about database usage consult the “How to Use the Chipola Databases” on the Library website or call the Library at 850/718-2274 during regular hours. Library hours are posted each semester at the building entrance and on the Library website. See your Instructor First Day Handout for individual instructor recommendations and resources.

TECHNOLOGY RESOURCES:
The Information Technology Center, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance and on the Library website. The ACE Lab, located in Building L, is available for tutoring and is equipped with computer workstations. Lab hours are posted each semester at the room
entrance. The college’s learning management system is **Desire 2 Learn** (d2l). Classes become available on d2l on the first day of the semester. It is the student’s responsibility to log onto the d2l system the first day of class to establish the first day of attendance and to check announcements. For further information, contact your instructor or the Director of Online Learning.

**ELECTRONIC DEVICE USAGE:**
All electronic devices such as cell phones, beepers, pagers, and related devices are to be silenced prior to entering classrooms and/or laboratories to avoid disruption. Should it become necessary for a student to leave his/her “device” on to send or receive an emergency call and/or text message, the student must inform the instructor prior to class. If the student finds it necessary to send and/or receive an emergency call and/or text message during class/lab time, he/she is instructed to take all books and belongings and step outside the classroom to deal with the situation. To minimize classroom disruption and the distraction to classmates, the student will not be permitted to reenter the classroom during that class period. Any time a test is being administered, all such devices must be turned off and put away. If a device is seen or heard during an exam, a score of zero will be given for that exam. Initial and repeated infractions may result in disciplinary action.

**DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:**

E – 1 Demonstrate understanding of instructional design and lesson planning by applying concepts from human development and learning theories.

E – 2 Demonstrate ability to maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive and collaborative.

E – 3 Demonstrate effective instructional delivery and facilitation by utilizing deep and comprehensive knowledge of the subject matter.

E – 4 Demonstrate understanding of assessment by analyzing and applying data from multiple assessments to diagnose learning needs and inform instruction.

E – 5 Demonstrate continuous improvement by designing purposeful goals to strengthen instructional effectiveness and impact student learning.

E – 6 Demonstrates professional responsibility and ethical conduct and fulfills expected obligations to students, the public, and the education profession.

1. **Task CC8J – Musical Scale** - The teacher candidate will complete classroom instruction focusing upon musical scales, notes, times, symbols, and other related information. The teacher candidate will have experiences in the keyboard lab. A musical selection will be given to each teacher candidate to perform. The teacher candidate will demonstrate acquired knowledge by correctly identifying/demonstrating notes and times. *(FEAPs 1.1-1.6)*

2. **Task CC9A – Instructional Strategies in Music** - The teacher candidate will be instructed in the area of musical rhythms. Teacher candidates will become knowledgeable in the use of elementary musical instruments and lummi sticks. The teacher candidate will demonstrate flexibility in adapting to accommodate
3. **Task CC8K – Art Media** - The teacher candidate will select an elementary reading selection and develop an integrated art project. The teacher candidate will show competency in the use of various art media. Teacher candidates should prepare for a 10 minute presentation. The presentation should include a summary of the story and a demonstration of how the art project is achieved. *(FEAPs 1.1-1.6, 2.1-2.9, 3.1-3.10)*

4. **Task CC8L – Physical Education** - The teacher candidate will develop a physical education activity for a given elementary grade level. Teacher candidates should prepare a 10 minute presentation involving teaching the activity to instructor and teacher candidates. *(FEAP 1.1-1.6, 2.1-2.10, 4.1-4.6)*

5. **Task CC8M – Culmination Activity** - The teacher candidate will develop and utilize lesson plans that incorporate an integrated curriculum within the content area of art, music, and movement/dance with an emphasis on drama. The lesson plans will include objectives, questions according to Bloom’s higher level questioning, and the New Generation Sunshine State Standards. A reflection paper will be included following the lesson plans. The teacher candidate should prepare a 10 minute presentation of his/her culmination activity. *(FEAPs 1.1-1.6, 2.1-2.9, 3.1-3.10, 4.1-4.6, 5.1, 5.2, 5.5)*

6. **Task CC8N - Documentation of Subject Area Review** – Upon completion of each subject area of the course, the teacher candidate will pass with an 80% or above the culminating test for the area. Passing of all four tests will be required to demonstrate the completion of this task. *(FEAPs 1.1-1.6)*

---

<table>
<thead>
<tr>
<th>COURSE-LEVEL STUDENT LEARNING OUTCOMES FOR EDE 3223</th>
<th>NGSSS Standards</th>
<th>FEAPs (Discipline Outcomes)</th>
<th>FL Competencies and Skills: K-6 Art, Music, PE</th>
<th>Professional Education</th>
<th>Assessment Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate an understanding of creativity based on recent research and strategies to support its development.</td>
<td>Selected benchmarks of PE, MU, and VA dependent of student selected grade level</td>
<td>E-1, E-2, E-3, E-5, 1.1-1.6, 2.1-2.9, 3.1-3.10, 4.1-4.6, 5.2-5.5</td>
<td>12.1-12.6, 13.1-13.4, 14.1-14.4, 15.1-15.2, 16.1-16.2</td>
<td>2.1-2.4, 3.2, 4.1, 5.1-5.2, 7.4, 8.1-8.6, 9.1-9.4, 10.1-10.3, 11.1-11.5</td>
<td>Task CC8M, MA 2, Exam</td>
</tr>
<tr>
<td>Demonstrate an understanding of the content of the visual arts, music, movement/dance, and drama for elementary children</td>
<td>MU1.1 to MU68.C.1.4 PE.K.C.I.I to PE.6.R.2.3 and VA.K.C.1.1</td>
<td>E-1 1.1-1.6</td>
<td>12.3, 12.6, 13.1, 14.1</td>
<td>8.1-8.6, 10.1-10.3</td>
<td>Task CC8J, MA 1, Task CC8N</td>
</tr>
<tr>
<td>Demonstrate the ability to create an integrated curriculum, which involves teaching the creative arts within the content subjects.</td>
<td>Selected benchmarks of VA dependent of student selected grade level</td>
<td>E-1, E-2, E-3, 1.1-1.6, 2.1-2.9, 3.1-3.10</td>
<td>12.5, 12.6, 13.3, 14.3, 15.2, 16.2</td>
<td>2.1-2.4, 3.1-3.2, 4.1-4.2, 5.1-5.2, 7.1-7.5, 8.1-8.6, 9.1-9.4, 10.1-10.3, 11.1-11.7</td>
<td>Task CC8K, Exam</td>
</tr>
<tr>
<td>Demonstrate the ability to use technology to support</td>
<td>Selected benchmarks</td>
<td>E-1, E-2, E-3</td>
<td>12.1-12.6, 13.1-13.3</td>
<td>2.1-2.4, 3.1-3.2</td>
<td>Task CC8J, Task CC8M</td>
</tr>
</tbody>
</table>
the development of the creative arts.

<table>
<thead>
<tr>
<th>of VA, MU, and PE</th>
<th>dependent</th>
<th>of student selected grade level</th>
<th>1.1-1.6</th>
<th>2.1-2.9,</th>
<th>3.1-3.10,</th>
<th>4.1-4.6,</th>
<th>5.2-5.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.1-11.7,</td>
<td>12.1-12.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assessment Codes**

- **T** = Tests
- **OT** = Objective Tests
- **UT** = Unit Tests
- **Q** = Quizzes
- **F** = Final Examination
- **CF** = Cumulative Final
- **RPT** = Report/Presentation
- **SP** = Skills Performance
- **SD** = Skills Demonstration
- **W** = Writing Assignments
- **E** = Essays
- **RP** = Research papers
- **RU** = Rubric
- **J** = Jury
- **R** = Recital
- **RU** = Rubric
- **SE** = Nat’l or State Standardized Exam
- **Pre/Post** = Pre- and Post-Tests
- **EX** = Departmental Exam
- **DE** = Documented Essays

**MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:**

1. Attend and participate in class regularly.
2. Read all Assigned material before class.
3. Study in-class notes and on-line (D2L) materials.
4. Complete assigned projects in a timely manner to enable reflections and revisions on the final product.
5. Seek opportunities to practice teaching skills through tutoring and substituting in K-12 schools.
6. Collaborate with peers and other professionals.

**ASSIGNMENT AND/OR COURSE OUTLINE**

See your Instructor First Day Handout for individual instructor assignment schedule.