



**ED223 Course Syllabus (Spring 2022, 3 Credits)**  
***Music, Art, and Physical Education -- Online***  
**School of Education and Behavioral Sciences**  
**[Chaminade University Honolulu](https://www.chaminade.edu)**  
**3140 Waialae Avenue - Honolulu, HI 96816**

**Instructor:** Scott Wylie  
**Email:** [scott.wylie@chaminade.edu](mailto:scott.wylie@chaminade.edu)

**Office Hours:** [By Appointment](#)  
**Office Location:** N/A

Email is the best way to reach me with questions about course assignments or policies. I will answer all emails by the next school day (usually within 24 hours, though weekends may take longer).

### **Course Catalog Description:**

This course provides activities for classroom use that help children develop an appreciation of vocal and instrumental music from diverse cultures and creative expression using the body in space. Hands-on exploration of various art media and teaching strategies for applying art media and design principles to classroom situations and creative development in children are included.

### **Course Overview:**

In this course you will explore the role of art, music, and physical education in the elementary classroom. You will learn how teachers incorporate art, music, and physical education into their curriculum and use these tools to teach for social justice.

### **Marianist Values:**

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

While all five characteristics are present in this course, we will pay particular attention to “education for service, justice, and peace.” This course addresses that characteristic by looking at the ways in which art and music can highlight the diversity present in your classroom. We will also explore how the lack of physical education in elementary classrooms is a social injustice that disproportionately impacts students from lower socioeconomic backgrounds. By the end of this course,

you will develop lessons that address service, justice, and peace in the elementary classroom.

### **Native Hawaiian Values:**

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

### **CUS Core Competencies:**

1. Written Communication
2. Oral Communication
3. Quantitative reasoning
4. Critical Thinking
5. Information Literacy

### **Program Learning Outcomes (PLOs):**

Upon completion of the undergraduate B.S. program in Elementary Education, students will be able to:

1. Apply knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Elementary students.
2. Describe central concepts, tools of inquiry and structures of the subject matter disciplines for Elementary students.
3. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Elementary students.
4. Analyze the history, values, commitments, and ethics of the teaching profession within the school community.
5. Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.

### Course Learning Outcomes (CLOs):

Upon completion of this course, students will be able to:

1. Explore, discuss, and experience strategies that allow for basic artistic, creative, and innovative skills to be used in the classroom in the forms of music, art, and movement.
2. Develop and deliver lesson plans suited for the elementary classroom that demonstrate the use of music, art, and movement (creative and/or coordinated).
3. Demonstrate strategies to support literacy development across the content areas with art, music, and movement, in order to provide an academic equilibrium that is inclusive of all cultures, peoples, and places.

### Alignment of Learning Outcomes:

	CLO 1	CLO 2	CLO 3
Marianist Values	2	2	4
CUS Core Competencies	1, 2	1, 2	1, 2, 4
Program Learning Outcomes	2	2	5

### Required Texts:

*Responsive Classroom for Music, Art, PE, and Other Special Areas* by Center for Responsive Schools, Inc. 2016. ISBN: 978-1-892989-84-0

### Course Website:

This course can be accessed through your Canvas dashboard at <https://chaminade.instructure.com/>

### Technical Assistance for Canvas Users:

- [How do I get help with Canvas as a student?](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- [Watch this video to get you started](#)
- [Online tutorials](#): click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu) or call (808) 735-4855

### Tutoring and Writing Services:

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua ‘Ike’s website (<https://chaminade.edu/advising/kokua-ike/>) for

the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

**Assessment:**

Assignments should be turned in on the due date noted on the course Canvas page or otherwise indicated in class. Descriptions of all assignments along with scoring rubrics are available on the course Canvas page. Letter grades for the course will be determined by the following formula:

- Assignments 90% of Overall Grade
- Unit / Lesson Concept 10% of Overall Grade

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's daily work, class participation, quizzes, tests, term papers, reports and the final examination. They are interpreted as follows:

- A Outstanding scholarship and an unusual degree of intellectual initiative
- B Superior work done in a consistent and intellectual manner
- C Average grade indicating a competent grasp of subject matter
- D Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
- F Failed to grasp the minimum subject matter; no credit given

In this course, letter grades are defined as follows:

A 100-90%	B 89-80%	C 79-70%	D 69-60%	F 59-0%
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**Late Work Policy:**

All assignments should be turned in by the due date. I am willing to accept late work; however, late assignments will receive a lower grade.

**IMPORTANT NOTE ON LATE DISCUSSION POSTS:**

The success of the course rests on the quality of these discussions. Without time to read and respond to your peers, our shared classroom community (and the possibilities for learning therein) will suffer. *As a result, late discussion posts will receive at most 50% credit. Posts that are more than one week late will receive no credit.*

**Grade of Incomplete:**

If students are unable to complete the course due to circumstances beyond their control, the instructor will consider offering a grade of “incomplete”. This will provide the student with 90 days beyond the end of the term to complete all outstanding course requirements. Please note that a grade of “incomplete” must be discussed with the instructor before the end of the term. If a student does not contact the instructor by the end of the term to discuss the possibility of an incomplete, they will be awarded the grade they have earned to that point.

## University Policies

**Disability Access:**

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua ‘Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua ‘Ike Coordinator at (808) 739-8305 for further information ([ada@chaminade.edu](mailto:ada@chaminade.edu)).

**Title IX Compliance:**

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

**Attendance Policy:**

The following attendance policy is from the 2019-2020 Academic Catalog (p. 54-55). Faculty members should also check with their divisions for division-specific guidelines.

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor’s Chaminade email address, calling the instructor’s campus extension, or by leaving a

message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

### **Academic Conduct Policy:**

From the 2019-2020 Undergraduate Academic Catalog (p. 39):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook:

<https://chaminade.edu/wp-content/uploads/2019/08/NEW-STUDENT-HANDBOOK-19-20-Final-8.20.19.pdf>

### **Credit Hour Policy:**

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work

represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.







































































## Activities Schedule

☰	▼ Module 1 - Opening Routines	✔ + ☰
☰	Week 1 (1/10 - 1/16)	✔ ☰
☰	📄 <input checked="" type="checkbox"/> Opening Routines: Overview and To Do List	✔ ☰
☰	📄 🖋️ Assignment: Student Introduction Jan 11, 2022   10 pts	✔ ☰
☰	📄 🗣️ Presentation: Starting Off Strong	✔ ☰
☰	📄 📖 Read: Where I'm From - Inviting Students' Lives into the Classroom	✔ ☰
☰	📄 🖋️ Assignment: Write a "Where I'm From" Poem Jan 13, 2022   10 pts	✔ ☰
☰	Week 2 (1/17 - 1/23)	✔ ☰
☰	📄 📖 Read: Responsive Classroom, Introduction and Chapter 1	✔ ☰
☰	📄 🖋️ Assignment: Responsive Classroom, Introduction and Chapter 1 Reading Response Jan 18, 2022   10 pts	✔ ☰
☰	📄 📖 Read: Poetry Proves to be Positive in the Primary Grades	✔ ☰
☰	🗣️ Discuss: Poetry in the Classroom Jan 20, 2022   10 pts	✔ ☰
☰	📄 🗣️ Reply to a Classmate in the Week 2 Discussion Jan 23, 2022   10 pts	✔ ☰
☰	📄 🎉 Opening Routines: Wrap-up and Looking Ahead	✔ ☰

Module 2 - Social Justice Education <span style="float: right;"> </span>
Week 3 (1/24 - 1/30) <span style="float: right;"> </span>
Social Justice Education: Overview and To Do List <span style="float: right;"> </span>
Presentation: Social Justice Education <span style="float: right;"> </span>
Read: Five Essential Components for Social Justice Education <span style="float: right;"> </span>
Assignment: Social Justice Reading Response <small>Jan 25, 2022   10 pts</small> <span style="float: right;"> </span>
Read: Excerpts from "Characteristics of Marianist Universities" <span style="float: right;"> </span>
Assignment: Characteristics of Marianist Universities Reading Response <small>Jan 27, 2022   10 pts</small> <span style="float: right;"> </span>
Week 4 (1/31 - 2/6) <span style="float: right;"> </span>
Read: Responsive Classroom, Chapter 2 <span style="float: right;"> </span>
Discuss: Language Challenges <small>Feb 3, 2022   10 pts</small> <span style="float: right;"> </span>
Reply to a Classmate in the Week 4 Discussion <small>Feb 6, 2022   10 pts</small> <span style="float: right;"> </span>
Social Justice Education: Wrap-up and Looking Ahead <span style="float: right;"> </span>

Module 3 - Physical Education as a Social Justice Issue <span style="float: right;"> </span>
Week 5 (2/7 - 2/13) <span style="float: right;"> </span>
Physical Education as a Social Justice Issue: Overview and To Do List <span style="float: right;"> </span>
Presentation: Physical Education as a Social Justice Issue <span style="float: right;"> </span>
Read: Physical Education is a Right <span style="float: right;"> </span>
Read: DOE Wants Hawaii's Kids To Be Healthier, More Active During School Hours <span style="float: right;"> </span>
Read: Healthy Schools Hawaii <span style="float: right;"> </span>
Assignment: Physical Education Reading Response <small>Feb 8, 2022   10 pts</small> <span style="float: right;"> </span>
Read: Sesame Street - Healthy Habits for Life (Section 1 - Get Moving!) <span style="float: right;"> </span>
Assignment: Kindergarten PE Lesson <small>Feb 8, 2022   10 pts</small> <span style="float: right;"> </span>
Read: Responsive Classroom, Chapter 3 <span style="float: right;"> </span>
Assignment: Responsive Classroom, Chapter 3 Reading Response <small>Feb 10, 2022   10 pts</small> <span style="float: right;"> </span>
Physical Education as a Social Justice Issue: Wrap-up and Looking Ahead <span style="float: right;"> </span>










































































	▾ Module 4 - Hidden Curriculum	  
	Week 6 (2/14 - 2/20)	 
	  Hidden Curriculum: Overview and To Do List	 
	  Read: Excerpt from Instructional Strategies for Middle and High School	 
	  Assignment: Instructional Strategies Reading Response <small>Feb 15, 2022   10 pts</small>	 
	  Presentation: The Hidden Curriculum of Gender Roles in Disney Films	 
	  Read: 'Your name is too difficult.' What a school's hidden curriculum is telling students	 
	  Discuss: The Hidden Curriculum of Disney Films <small>Feb 17, 2022   10 pts</small>	 
	  Reply to a Classmate in the Week 6 Discussion <small>Feb 20, 2022   10 pts</small>	 
	Week 7 (2/21 - 2/27)	 
	  Assignment: Hidden Curriculum Research Project <small>Feb 22, 2022   20 pts</small>	 
	  Read: Responsive Classroom, Chapter 4	 
	  Read: You Are Where You Sit	 
	  Assignment: Responsive Classroom, Chapter 4 Reading Response <small>Feb 24, 2022   10 pts</small>	 
	  Hidden Curriculum: Wrap-up and Looking Ahead	 

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<ul style="list-style-type: none"> <li> <span style="font-size: 1.2em;">⋮</span> <span style="margin-left: 0.5em;">Week 9 (3/7 - 3/13)</span> <span style="float: right;"> <span style="color: green;">✔</span> <span style="margin-left: 0.2em;">⋮</span> </span> </li> </ul>
<ul style="list-style-type: none"> <li> <span style="font-size: 1.2em;">⋮</span> <span style="margin-left: 0.5em;"> <span style="font-size: 0.8em;">📄</span> <span style="margin-left: 0.2em;">📖</span> <span style="margin-left: 0.2em;">Read: Responsive Classroom, Chapter 5</span> <span style="float: right;"> <span style="color: green;">✔</span> <span style="margin-left: 0.2em;">⋮</span> </span> </span> </li> </ul>
<ul style="list-style-type: none"> <li> <span style="font-size: 1.2em;">⋮</span> <span style="margin-left: 0.5em;"> <span style="font-size: 0.8em;">📄</span> <span style="margin-left: 0.2em;">📝</span> <span style="margin-left: 0.2em;">Assignment: Responsive Classroom, Chapter 5 Reading Response</span> <span style="float: right;"> <span style="color: green;">✔</span> <span style="margin-left: 0.2em;">⋮</span> </span> </span> <p style="font-size: 0.7em; margin-left: 1.5em;">Mar 8, 2022   10 pts</p> </li> </ul>
<ul style="list-style-type: none"> <li> <span style="font-size: 1.2em;">⋮</span> <span style="margin-left: 0.5em;"> <span style="font-size: 0.8em;">📄</span> <span style="margin-left: 0.2em;">📖</span> <span style="margin-left: 0.2em;">Read: Let Your Motto Be Resistance: African American Portraits</span> <span style="float: right;"> <span style="color: green;">✔</span> <span style="margin-left: 0.2em;">⋮</span> </span> </span> </li> </ul>
<ul style="list-style-type: none"> <li> <span style="font-size: 1.2em;">⋮</span> <span style="margin-left: 0.5em;"> <span style="font-size: 0.8em;">🗨️</span> <span style="margin-left: 0.2em;">💬</span> <span style="margin-left: 0.2em;">Discuss: Let Your Motto Be Resistance</span> <span style="float: right;"> <span style="color: green;">✔</span> <span style="margin-left: 0.2em;">⋮</span> </span> </span> <p style="font-size: 0.7em; margin-left: 1.5em;">Mar 10, 2022   10 pts</p> </li> </ul>
<ul style="list-style-type: none"> <li> <span style="font-size: 1.2em;">⋮</span> <span style="margin-left: 0.5em;"> <span style="font-size: 0.8em;">📄</span> <span style="margin-left: 0.2em;">💬</span> <span style="margin-left: 0.2em;">Reply to a Classmate in the Week 9 Discussion</span> <span style="float: right;"> <span style="color: green;">✔</span> <span style="margin-left: 0.2em;">⋮</span> </span> </span> <p style="font-size: 0.7em; margin-left: 1.5em;">Mar 13, 2022   10 pts</p> </li> </ul>
<ul style="list-style-type: none"> <li> <span style="font-size: 1.2em;">⋮</span> <span style="margin-left: 0.5em;"> <span style="font-size: 0.8em;">📄</span> <span style="margin-left: 0.2em;">🎯</span> <span style="margin-left: 0.2em;">"Reading" Works of Art: Wrap-up and Looking Ahead</span> <span style="float: right;"> <span style="color: green;">✔</span> <span style="margin-left: 0.2em;">⋮</span> </span> </span> </li> </ul>

<ul style="list-style-type: none"> <li> <span style="font-size: 1.2em;">⋮</span> <span style="margin-left: 0.5em;">▼</span> <span style="margin-left: 0.5em;">Module 6 - Using Music in the Classroom</span> <span style="float: right;"> <span style="color: green;">✔</span> <span style="margin-left: 0.2em;">+</span> <span style="margin-left: 0.2em;">⋮</span> </span> </li> </ul>
<ul style="list-style-type: none"> <li> <span style="font-size: 1.2em;">⋮</span> <span style="margin-left: 0.5em;">Week 10 (3/14 - 3/20)</span> <span style="float: right;"> <span style="color: green;">✔</span> <span style="margin-left: 0.2em;">⋮</span> </span> </li> </ul>
<ul style="list-style-type: none"> <li> <span style="font-size: 1.2em;">⋮</span> <span style="margin-left: 0.5em;"> <span style="font-size: 0.8em;">📄</span> <span style="margin-left: 0.2em;">✔</span> <span style="margin-left: 0.2em;">Using Music in the Classroom: Overview and To Do List</span> <span style="float: right;"> <span style="color: green;">✔</span> <span style="margin-left: 0.2em;">⋮</span> </span> </span> </li> </ul>
<ul style="list-style-type: none"> <li> <span style="font-size: 1.2em;">⋮</span> <span style="margin-left: 0.5em;"> <span style="font-size: 0.8em;">📄</span> <span style="margin-left: 0.2em;">🚀</span> <span style="margin-left: 0.2em;">Presentation: Using Music in the Classroom</span> <span style="float: right;"> <span style="color: green;">✔</span> <span style="margin-left: 0.2em;">⋮</span> </span> </span> </li> </ul>
<ul style="list-style-type: none"> <li> <span style="font-size: 1.2em;">⋮</span> <span style="margin-left: 0.5em;"> <span style="font-size: 0.8em;">📄</span> <span style="margin-left: 0.2em;">📖</span> <span style="margin-left: 0.2em;">Read: Active Listening Guide: Helping Your Students Engage with Music</span> <span style="float: right;"> <span style="color: green;">✔</span> <span style="margin-left: 0.2em;">⋮</span> </span> </span> </li> </ul>
<ul style="list-style-type: none"> <li> <span style="font-size: 1.2em;">⋮</span> <span style="margin-left: 0.5em;"> <span style="font-size: 0.8em;">📄</span> <span style="margin-left: 0.2em;">📝</span> <span style="margin-left: 0.2em;">Assignment: Music Listening Journal</span> <span style="float: right;"> <span style="color: green;">✔</span> <span style="margin-left: 0.2em;">⋮</span> </span> </span> <p style="font-size: 0.7em; margin-left: 1.5em;">Mar 15, 2022   10 pts</p> </li> </ul>
<ul style="list-style-type: none"> <li> <span style="font-size: 1.2em;">⋮</span> <span style="margin-left: 0.5em;"> <span style="font-size: 0.8em;">📄</span> <span style="margin-left: 0.2em;">📖</span> <span style="margin-left: 0.2em;">Read: Individual Music Listening as an Option for Free-Choice Time</span> <span style="float: right;"> <span style="color: green;">✔</span> <span style="margin-left: 0.2em;">⋮</span> </span> </span> </li> </ul>
<ul style="list-style-type: none"> <li> <span style="font-size: 1.2em;">⋮</span> <span style="margin-left: 0.5em;"> <span style="font-size: 0.8em;">📄</span> <span style="margin-left: 0.2em;">📝</span> <span style="margin-left: 0.2em;">Assignment: Music Listening Reading Response</span> <span style="float: right;"> <span style="color: green;">✔</span> <span style="margin-left: 0.2em;">⋮</span> </span> </span> <p style="font-size: 0.7em; margin-left: 1.5em;">Mar 15, 2022   10 pts</p> </li> </ul>
<ul style="list-style-type: none"> <li> <span style="font-size: 1.2em;">⋮</span> <span style="margin-left: 0.5em;"> <span style="font-size: 0.8em;">📄</span> <span style="margin-left: 0.2em;">📖</span> <span style="margin-left: 0.2em;">Read: Responsive Classroom, Chapter 6</span> <span style="float: right;"> <span style="color: green;">✔</span> <span style="margin-left: 0.2em;">⋮</span> </span> </span> </li> </ul>
<ul style="list-style-type: none"> <li> <span style="font-size: 1.2em;">⋮</span> <span style="margin-left: 0.5em;"> <span style="font-size: 0.8em;">📄</span> <span style="margin-left: 0.2em;">📝</span> <span style="margin-left: 0.2em;">Assignment: Responsive Classroom, Chapter 6 Reading Response</span> <span style="float: right;"> <span style="color: green;">✔</span> <span style="margin-left: 0.2em;">⋮</span> </span> </span> <p style="font-size: 0.7em; margin-left: 1.5em;">Mar 17, 2022   10 pts</p> </li> </ul>
<ul style="list-style-type: none"> <li> <span style="font-size: 1.2em;">⋮</span> <span style="margin-left: 0.5em;"> <span style="font-size: 0.8em;">📄</span> <span style="margin-left: 0.2em;">🎯</span> <span style="margin-left: 0.2em;">Using Music in the Classroom: Wrap-up and Looking Ahead</span> <span style="float: right;"> <span style="color: green;">✔</span> <span style="margin-left: 0.2em;">⋮</span> </span> </span> </li> </ul>
<ul style="list-style-type: none"> <li> <span style="font-size: 1.2em;">⋮</span> <span style="margin-left: 0.5em;">Week 11 (3/21 - 3/27) -- Spring Break</span> <span style="float: right;"> <span style="color: green;">✔</span> <span style="margin-left: 0.2em;">⋮</span> </span> </li> </ul>

Module 7 - Incorporating Poetry in the Elementary Classroom <span style="float: right;"> </span>	
Week 12 (3/28 - 4/3) <span style="float: right;"> </span>	
Incorporating Poetry in the Elementary Classroom: Overview and To Do List <span style="float: right;"> </span>	
Presentation: Incorporating Poetry in the Elementary Classroom <span style="float: right;"> </span>	
Read: Celebrating Skin Tone <span style="float: right;"> </span>	
Assignment: Write a "Celebrating Skin Tone" Poem <small>Mar 29, 2022   10 pts</small> <span style="float: right;"> </span>	
Read: Teaching the 'I am' Poem <span style="float: right;"> </span>	
Assignment: Write am "I am" Poem <small>Mar 29, 2022   10 pts</small> <span style="float: right;"> </span>	
Read: Name Poem <span style="float: right;"> </span>	
Assignment: Write a "Name" Poem <small>Mar 31, 2022   10 pts</small> <span style="float: right;"> </span>	
Week 13 (4/4 - 4/10) <span style="float: right;"> </span>	
Read: Responsive Classroom, Chapter 7 <span style="float: right;"> </span>	
Assignment: Responsive Classroom, Chapter 7 Reading Response <small>Apr 5, 2022   10 pts</small> <span style="float: right;"> </span>	
Discuss: Poetry as Social Justice <small>Apr 7, 2022   10 pts</small> <span style="float: right;"> </span>	
Reply to a Classmate in the Week 13 Discussion <small>Apr 10, 2022   10 pts</small> <span style="float: right;"> </span>	
Incorporating Poetry in the Elementary Classroom: Wrap-up and Looking Ahead <span style="float: right;"> </span>	

 <span style="float: right;">    </span>	
 <span style="float: right;">   </span>	
  <b>Art in the Local Community: Overview and To Do List</b>	 
  <b>Presentation: Art and Theater in the Local Community (1:30)</b>	 
  <b>Assignment: Honolulu Museum of Art</b> <small>Apr 12, 2022   10 pts</small>	 
  <b>Assignment: Honolulu Theatre for Youth</b> <small>Apr 14, 2022   10 pts</small>	 
  <b>Read: Responsive Classroom, Chapter 8</b>	 
 <span style="float: right;">   </span>	
  <b>Assignment: Responsive Classroom, Chapter 8 Reading Response</b> <small>Apr 19, 2022   10 pts</small>	 
  <b>Read: Responsive Classroom, Chapter 9</b>	 
  <b>Assignment: Responsive Classroom, Chapter 9 Reading Response</b> <small>Apr 21, 2022   10 pts</small>	 
  <b>Art in the Local Community: Wrap-up and Looking Ahead</b>	 

 <span style="float: right;">    </span>	
 <span style="float: right;">   </span>	
  <b>O&amp;P Reflection and Unit Concept Project: Overview and To Do List</b>	 
  <b>Presentation: Course Reflection and Unit Concept Project</b>	 
  <b>Assignment: Lesson Concept Project</b> <small>Apr 26, 2022   60 pts</small>	 
  <b>Assignment: Course Reflection</b> <small>Apr 28, 2022   10 pts</small>	 
  <b>Course Wrap Up</b>	