

## **EDUA 3312 Fine Arts in the Classroom**

### **Sul Ross State University**

#### **Fall Semester 2025**

#### **Instructor Info**

Rebecca Garibay M.Ed.

Phone: personal phone number will be shared as needed.

Office: virtual/remote

Email: [rpg13ya@sulross.edu](mailto:rpg13ya@sulross.edu)

Delivery of class: virtual through blackboard collaborate. (Monday's @6pm)

Appointments: can be scheduled as needed.

#### **Course Description**

Course is designed to introduce students to the principles of art, music, and theatre that can be related to the expressive and developmental needs of children in the Early Childhood-Sixth grade classroom. Students will learn basic techniques, activities, and strategies for integrating art, music, and theatre into the EC-6 curriculum.

#### **Book:**

TExES Core Subjects EC-6, Luis A. Rosado <https://a.co/d/6YCNFGu> ISBN -10 0738612774  
ISBN - 13 978-0738612775

#### **Marketable Skills**

1. Students are adaptable and flexible and communicate effectively.
2. Students have the ability to teach diverse learners in an inclusive learning environment.
3. Students have the ability to assess student learning.
4. Students have the ability to effectively use technology.
5. Students can use critical thinking and creative thinking in the workplace.
6. Students are skilled in teamwork and conflict management
7. Students have an ability to construct a classroom management plan.

#### **Program Goals**

- **SLO 1:** Students will design and deliver comprehensive lesson plans that align with learning standards, incorporate differentiated instruction, and demonstrate

effective teaching strategies, as measured by a rubric-based evaluation of submitted lesson plans and observed teaching demonstrations.

- **SLO 2:** Students will be able to identify, explain, and apply a variety of evidence-based instructional strategies to support diverse learners, as demonstrated through lesson plan development, peer teaching, and reflective analysis.
- **SLO 3:** Students will demonstrate the ability to design, implement, and analyze a variety of formative and summative assessments aligned with learning objectives, using data to inform instructional decisions and support diverse learners.
- **SLO 4:** Students will demonstrate knowledge of effective classroom management principles by designing a comprehensive classroom management plan.

### **Grading Scale**

A =1000-900 points

B =899 -800 points

C=799 - 700 points

D = 699 - 600 points

F = 599 - 0 points

### **1000 Total Points**

Course instructor reserves the right to make any changes to accommodate class progress.

### **Assessment:**

There are six types of graded assignments in this course:

- Quizzes based on readings (5 total)
- Exams based on Competency Material (5 total)
- Testing Strategies- To be used to help understand the content for that module (4 total)
- Guest speaker reflection forms (5 total)
- End of Semester Project and Presentation 400 points total
- Quality Class Participation

### **Course Assignment Descriptions:**

- Quiz questions on the readings: You will be required to read the portion of the textbook and answer multiple choice questions about the information you have read.
- Competency Exams: These exams will cover the competency that you are currently learning at that time.
- Competency Dependent Testing Strategy: These will be activities that you can use as a strategy to help you conceptualize the content covered in the module.
- Guest speaker reflection form - You will fill out a form reflecting on the guest speaker.

- End of semester project - You will develop a lesson plan that connects a competency to a core subject area and present your lesson.

**Quizzes and exams are important components of your preparation for teaching assessments. It is essential to approach them with seriousness. Please make sure to prepare adequately by reviewing the relevant material and allocating sufficient time to complete each quiz or exam.**

Turn in all assignments on time. Grades for assignments submitted after the due date may be subject to reduction at the instructor's discretion.

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## **Attendance Policy**

Attend class: Attendance is not optional. Keep up on all readings. Participate in discussions. Be familiar with email and check it regularly. Check the class website regularly for assignments and updates. Be thoughtful and civil to classmates and the instructor. This class is delivered via an online platform. Please do not be driving, at an event, etc. You should be seated and attentive as any other class.

Email the professor when you are going to be late, absent, or leaving early. If you are late, absent or leave early, you are responsible for what you have missed. Notification does not replace attending class. Materials from each class period will be posted in Blackboard. Any online presentations will be recorded and posted.

If you are absent due to a university commitment, such as participating as an athlete in a game, you must provide the excuse documentation to the instructor in a timely manner.

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## **General Policies**

### **Academic Misconduct**

Cheating in any form compromises your grade and lowers the quality of your diploma. Classmates who cheat may actually lower your grade by inflating grades, etc. Please make a point to read the Student Handbook regulations on academic dishonesty. To clarify, using someone's work without giving that person proper credit (i.e. properly citing them) or passing other people's works off as your own is considered plagiarism regardless of whether you got the material from a book, the Web or your best friend. When you do use something created by another you must give credit (using the APA format) to that individual or organization.

### **Written Work Policy**

Assignments cannot be evaluated if they cannot be read. In other words, all assignments must be typed or well readable. You are expected to use correct spelling, punctuation, and grammar in all your written work. Written work will be evaluated through a rubric and errors that cause confusion or misunderstanding will result in a lower grade. Read your work aloud to see and hear the errors. You must provide complete citations for each source that you use in your written work. Submission requirements will be included with assignment details. Most work will be submitted through Black Board.

### **Email and Texting Policy**

E-mail is not a substitute for meeting with me during office hours. E-mail should be used to schedule an appointment outside of office hours or for short questions clarifying class

assignments or specific items from the lecture. In-depth questions about course readings or an entire day's lecture, etc. are not appropriate for e-mail.

Texting- The above number is my personal number. I work remotely, therefore my personal cell number serves as my "office line". However, I will not respond to late text messages and may not be available on weekends. Please be mindful of dates and times.

## **AI in the Classroom**

In this course, we will thoughtfully integrate generative AI tools as part of our learning process. These tools can support creativity, reflection, and deeper engagement with course content. However, it is essential that your initial input into any AI tool be authentic, grounded in your own experiences, understanding, and critical thinking.

AI tools are resources, not replacements. They are meant to assist in idea generation, organization, and refinement, not to produce content on your behalf. Submissions that rely solely on AI-generated output without meaningful student input or reflection will not meet the expectations of this course. As a future teacher, it is important to take accountability for your work so you can ensure that you are preparing yourself to take on the role of a classroom teacher. By using AI responsibly, we can explore its potential while maintaining academic integrity and honoring the value of your unique voice and perspective.

## **ADA Statement**

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartz Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu) or [ronnie.harris@sulross.edu](mailto:ronnie.harris@sulross.edu). RGC students can also contact Alejandra Valdez, at 830-758-5006 or email [alejandra.valdez@sulross.edu](mailto:alejandra.valdez@sulross.edu). Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832.

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## **SRSU Distance Education Statement**

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website.

Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and

requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

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### **Supportive Statement**

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

### **Texas Administrative Code (Revised 2024)**

The curriculum for each educator preparation program shall rely on scientifically based research to ensure teacher effectiveness and align to the TEKS. The subject matter on the next page of this syllabus shall be included in the curriculum for candidates seeking initial certification. All subject matter listed will be addressed as you proceed through the Teacher Preparation Program at SRSU. In this course, we will concentrate on the following:

- Child Development
- Learning Theories
- TEKS organization, structure, and skills
- TEKS in the content area
- Pedagogy and instructional strategies

### **§228.57. Educator Preparation Curriculum.**

- (a) The educator standards adopted by the State Board for Educator Certification (SBEC) shall be the curricular basis for all educator preparation and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS).
- (b) The curriculum for each educator preparation program (EPP) shall rely on scientifically based research to ensure educator effectiveness and include opportunities for candidate practice in increasingly more authentic and developmentally rigorous ways, including analysis, representations, and enactments of instructional pedagogies and opportunities to receive feedback and adjust practice during coursework, training and field-based and clinical experiences.
- (c) The following subject matter shall be included in the curriculum for candidates seeking initial certification in any certification class:
  - (1) the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics) as well as Chapter 249, Subchapter B, of this title (relating to Enforcement Actions and Guidelines), which include:
    - (A) professional ethical conduct, practices, and performance;

- (B) ethical conduct toward professional colleagues; and
  - (C) ethical conduct toward students;
- (2) instruction in detection and education of students with dyslexia by an approved provider as indicated in Texas Education Code (TEC), §21.044(b);
- (3) instruction regarding mental health, substance abuse, and youth suicide, as indicated in TEC,  
§21.044(c-1). Instruction acquired from the list of recommended best practice-based programs or from an accredited institution of higher education or an alternative certification program as part of a degree plan shall be implemented as required by the provider of the best practice-based program or research-based practice;
- (4) the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for all students in this state, including students with disabilities;
- (5) the importance of building strong classroom management skills;
- (6) the framework in this state for teacher and principal evaluation;
- (7) appropriate relationships, boundaries, and communications between educators and students;
- (8) instruction in digital learning, virtual instruction, and virtual learning, as defined in TEC, §21.001, including a digital literacy evaluation followed by a prescribed digital learning curriculum. The instruction required must:
  - (A) be aligned with the latest version of the International Society for Technology in Education's (ISTE) standards as appears on the ISTE website;
  - (B) provide effective, evidence-based strategies to determine a person's degree of digital literacy;
  - (C) cover best practices in:
    - (i) assessing students receiving virtual instruction, based on academic progress; and
    - (ii) developing a virtual learning curriculum; and
  - (D) include resources to address any deficiencies identified by the digital literacy evaluation;
- (9) instruction regarding students with disabilities, the use of proactive instructional planning techniques, and evidence-based inclusive instructional practices, as required under TEC §21.044(a-1)(1)-(3); and
- (10) instruction in the open education resources instructional materials included on the list of approved instructional materials maintained by the State Board for Education under TEC, §31.022, in each subject area and grade level covered by the candidate's certification category, as required

under TEC, §21.044(a-1)(4). A preparation program may not include instruction on the use of instructional materials that incorporate the method of three-cueing, as defined by TEC, §28.0062(a-1), into foundational skills reading instruction, as required under TEC, §21.044(h).

(d) The following subject matter shall be included in the curriculum for candidates seeking initial certification in the classroom teacher certification class:

- (1) the relevant TEKS, including the English Language Proficiency Standards;
- (2) reading instruction, including instruction that improves students' content-area literacy;
- (3) for certificates that include early childhood and prekindergarten, the Prekindergarten Guidelines; and
- (4) the skills and competencies as prescribed in Chapter 235 of this title (relating to Classroom Teacher Certification Standards) and captured in the Texas teacher standards in Chapter 149, Subchapter AA, of Part 2 of this title (relating to Teacher Standards).

(e) The following educator content standards from Chapter 235 of this title shall be included in the curriculum for candidates who hold a valid standard, provisional, or one-year classroom teacher certificate specified in §230.31 of this title (relating to Types of Certificates) in a certificate category that allows the candidates who are seeking the Early Childhood: Prekindergarten-Grade 3 certificate to teach all subjects in Prekindergarten, Kindergarten, Grade 1, Grade 2, or Grade 3:

- (1) child development provisions of the Early Childhood: Prekindergarten-Grade 3 Content Standards;
- (2) Early Childhood-Grade 3 Pedagogy and Professional Responsibilities Standards; and
- (3) Science of Teaching Reading Standards.

(f) For candidates seeking certification in the Principal certification class, the curriculum shall also include the skills and competencies captured in the Texas administrator standards, as indicated in Chapter 149, Subchapter BB, of Part 2 of this title (relating to Administrator Standards).

## **Standards Breakdown**

Subject Exam V—Fine Arts, Health and Physical Education (905)

**Competency 001(Visual Arts):** The teacher understands the concepts, processes and skills involved in the creation, appreciation and evaluation of art and uses that knowledge to plan and implement effective and engaging visual arts instruction.

The beginning teacher:

- A. Knows how to involve students in activities that promote enjoyment and understanding of visual arts by providing students with a wide range of opportunities to create and respond to visual arts so that they develop visual arts literacy.
- B. Knows and understands how perception is developed through observation, prior knowledge, imaginative and cognitive processes and multisensory experiences.
- C. Selects and uses instructional strategies, materials and activities to help students deepen and expand their ability to perceive and reflect on the environment.
- D. Knows and understands how critical thinking and creative problem solving are applied in the perception of artworks.
- E. Demonstrates knowledge of the elements of art (i.e., color, texture, shape, form, line, space, value) and provides instruction that promotes students' understanding of the elements of art as well as students' ability to apply that understanding in creating original artworks.
- F. Demonstrates knowledge of the principles of art (e.g., emphasis, contrast, pattern, rhythm, balance, proportion, unity) and provides instruction that promotes students' understanding of the principles of art as well as students' ability to apply that understanding in creating original artworks.
- G. Selects appropriate techniques to create art in various media (e.g., drawing, painting, printmaking, construction, ceramics, fiber art, electronic media) and promotes students' ability to use those techniques in creating original artworks.
- H. Understands how different cultures use art elements and principles to create art and convey meaning in different ways.
- I. Selects and uses instructional strategies, materials and activities to promote students' awareness and appreciation of the characteristics of a variety of art forms of multiple cultures within and outside the Western tradition.
- J. Provides instruction to develop the skills and knowledge required for visual literacy (e.g., art elements and principles, art of different areas and cultures, diverse purposes and uses of art).
- K. Integrates instruction in the visual arts with instruction in other subject areas.
- L. Understands how students develop cognitively and artistically and knows how to implement effective art instruction and assessment that are individually, culturally and age appropriate.
- M. Applies knowledge of visual arts content and curriculum based on the Texas Essential Knowledge and Skills (TEKS) and knowledge of students in early childhood through grade six to plan and implement effective, developmentally appropriate art instruction.

**Competency 002—(Music):** The teacher understands the concepts, processes and skills involved in the creation, appreciation and evaluation of music and uses that knowledge to plan and implement effective and engaging music instruction.

The beginning teacher:

- A. Knows how to involve students in activities that promote enjoyment and understanding of music by providing students with a wide range of opportunities to make and respond to music so that they develop music literacy (e.g., concert attendance, authentic performance opportunities).
- B. Applies knowledge of standard terminology for describing and analyzing musical sound (e.g., rhythm, melody, form, timbre, tempo, pitch, meter, dynamics, intonation, intervals) and has a basic understanding of how to read, write, recognize aurally and interpret standard music notation.



- C. Knows how to arrange vocal and instrumental music for specific purposes and settings (e.g., guides students in creating simple song arrangements and accompaniments using voices, classroom percussion, and melody instruments).
- D. Knows and understands music of diverse genres, styles and cultures.
- E. Demonstrates an understanding of the purposes and roles of music in society and how music can reflect elements of a specific society or culture.
- F. Explains a variety of music and music-related career options.
- G. Identifies and describes how music reflects the heritage of the United States and Texas.
- H. Applies knowledge of criteria for evaluating and critiquing musical performances and experiences, including using standard terminology in communicating about students' musical skills and performance abilities.
- I. Integrates instruction in music with instruction in other subject areas.
- J. Knows how to teach students to sing and/or play an instrument with expression, both independently and in small groups.
- K. Applies knowledge of music content and curriculum based on the Texas Essential Knowledge and Skills (TEKS) and of students in early childhood through grade six to plan and implement effective, developmentally appropriate instruction, including instruction that promotes students' creativity and performance skills as well as students' ability to use critical-thinking and problem-solving skills in music contexts (e.g., sequential instruction, music composition, improvisation, concert etiquette).
- L. Manages time, instructional resources and physical space effectively for music education.

**Competency 003—(Health):** The teacher uses knowledge of the concepts and purposes of health education to plan and implement effective and engaging health instruction.

The beginning teacher:

- A. Understands health-related behaviors, ways that personal health decisions and behaviors affect body systems and health and strategies for reducing health risks and enhancing wellness throughout the life span.
- B. Demonstrates knowledge of major areas in health instruction, including body systems and development (e.g., structures and functions of various body systems, relationships among body systems, five senses); illness and disease (e.g., types of disease, transmission mechanisms, defense systems, disease prevention); nutrition (e.g., types of foods and nutrients, maintenance of a balanced diet); stress (e.g., effects of stress, stress-reduction techniques); and fitness (e.g., components of fitness, methods for improving fitness, posture).
- C. Knows and understands stages of human growth and development, including physical and emotional changes that occur during adolescence.
- D. Understands substance use and abuse, including types and characteristics of tobacco, alcohol, other drugs and herbal supplements.
- E. Understands types of violence and abuse, including causes and effects of violence and abuse and ways to prevent and seek help in dealing with violence and abuse.

- F. Selects and uses instructional strategies, materials and activities to teach principles and procedures related to safety, accident prevention and response to emergencies.
- G. Applies critical-thinking, goal-setting, problem-solving and decision-making skills in health-related contexts (e.g., eating habits, drug use, abstinence) and understands the use of refusal skills and conflict resolution to avoid unsafe situations (e.g., bullying, violence, abuse).
- H. Knows and understands strategies for coping with unhealthy behaviors in the family (e.g., abuse, alcoholism, neglect, anxiety, grief).
- I. Understands types and symptoms of eating disorders.
- J. Knows how to use various social and communication skills to build and maintain healthy interpersonal relationships (e.g., tolerance, respect, discussing problems with parents/caregivers, showing empathy).
- K. Understands health care responses to threats to safety, internal injury, early detection and warning signs of illness.
- L. Selects and uses instructional strategies, materials and activities to help students build healthy interpersonal relationships (e.g., communication skills) and demonstrates consideration and respect for self, family, friends and others (e.g., practicing self-control).
- M. Understands the influence of various factors (e.g., media, technology, peer and other relationships, environmental hazards) on individual (e.g., idealized body images, unhealthy weight-loss plans), family and community health.
- N. Demonstrates knowledge of sources of health information and ways to use information to make health-related decisions.
- O. Selects and uses instructional strategies, materials and activities to help students understand the roles of health care professionals, the benefits of health maintenance activities and the skills for becoming health-conscious consumers.
- P. Applies knowledge of health content and curriculum based on the Texas Essential Knowledge and Skills (TEKS) and of students in early childhood through grade six to plan and implement effective, developmentally appropriate health instruction, including relating the health education curriculum to other content areas.

**Competency 004(Physical Education):** The teacher uses knowledge of the concepts, principles, skills and practices of physical education to plan and implement effective and engaging physical education instruction.

The beginning teacher:

- A. Applies key principles and concepts in physical education and physical activity (e.g., cardiovascular endurance, muscular strength, flexibility, weight control, conditioning, safety, stress management, nutrition) for the promotion of health and fitness.
- B. Knows and helps students understand the benefits of an active lifestyle.
- C. Understands appropriate methods, including technological methods, for evaluating, monitoring and improving fitness levels.
- D. Applies knowledge of movement principles and concepts to develop students' motor skills including understanding key elements of mature movement patterns (e.g., throwing, jumping, catching) and various manipulative skills (e.g., volley, dribble, punt, strike).
- E. Selects and uses developmentally appropriate learning experiences that enhance students' locomotor, nonlocomotor, body control, manipulative and rhythmic skills.

- F. Modifies instruction based on students' individual differences in growth and development.
- G. Evaluates movement patterns to help students improve performance of motor skills and to integrate and refine their motor and rhythmic skills.
- H. Understands a variety of strategies and tactics designed to improve students' performance, teamwork and skill combinations in games and sports.
- I. Selects and uses instructional strategies to promote students' knowledge and application of rules, procedures, etiquette and fair play in developmentally appropriate games and activities.
- J. Designs, manages and adapts physical education activities to promote positive interactions and active engagement by all students.
- K. Understands areas of diverse needs (e.g., physical and emotional challenges, learning disabilities, sensory difficulties, language differences) and their implications for teaching and learning.
- L. Applies knowledge of physical education content and curriculum based on the Texas Essential Knowledge and Skills (TEKS) and knowledge of students in early childhood through grade six to plan, implement and assess effective, developmentally appropriate physical education activities.

**Competency 005—(Theatre):** The teacher understands the concepts, processes and skills involved in the creation, appreciation and evaluation of theatre and uses that knowledge to plan and implement effective and engaging theatre instruction.

The beginning teacher:

- A. Knows and understands how perception is developed through the use of elements of drama and conventions of theatre.
- B. Knows how to involve students in activities that promote enjoyment and understanding of theatre arts by selecting and using instructional strategies, materials and activities to help students interpret creative expression and performance.
- C. Demonstrates the knowledge of the elements of theatre (i.e., dramatic play, expressive movement, voice, characterization) and theatre occupations, provides instruction that promotes students' understanding of the elements and occupations, and helps them apply that understanding in creating theatrical productions.
- D. Integrates instruction in theatre with instruction in other subject areas.
- E. Knows how to promote students' ability to identify and use technical elements (e.g., properties, scenery, sound, costumes, lighting) to create suitable environments for dramatic play and performance.
- F. Knows how to promote students' ability to identify and use technical elements (e.g., properties, scenery, sound, costumes, lighting) to define and enhance characterization, mood, theme and setting.
- G. Understands how theatre relates to history, society and the diverse cultures.
- H. Applies knowledge of theatre content and curriculum based on the Texas Essential Knowledge and Skills (TEKS) and knowledge of students in early childhood through grade six to plan and implement effective, developmentally appropriate theatre instruction.

I. Manages time, instructional resources and physical space effectively for theatre education

WK	DATE	TOPIC	Activity/Assignment
1	8/25/2025	Class Introduction	
2	9/1/2025	Visual Arts Introduction to Competency 001	Visual Arts Comp 001 Quiz: Due 9/7/2025
3	9/8/2025	Visual Arts Competency 001 Test Taking Strategy- Thinking Map My Teaching Journey- Guest Speaker Video Competency 001 Exam	Thinking Map Due 9/14/2025 Guest Speaker Reflection Due 9/14/2025 Competency 001 Exam Due 9/14/2025
4	9/15/2025	Music Introduction to Competency 002	Music Competency 002 Quiz: Due 9/21/2025
5	9/22/2025	Music Competency 002 Test Taking Strategy- Venn Diagram My Teaching Journey- Guest Speaker Video Competency 002 Exam	Venn Diagram Due 9/28/2025 Guest Speaker Reflection Due 9/28/2025 Competency 002 Exam Due 9/28/2025
6	9/29/2025	Theatre Introduction to Competency 005	Theatre Competency 005 Quiz Due 10/5/2025
7	10/6/2025	Theatre Competency 005 Test Taking Strategies- Timeline My Teaching Journey- Guest Speaker Video Competency 005 Exam	Timeline Due 10/12/2025 Guest Speaker Reflection Due 10/12/2025 Competency 005 Exam Due 10/12/2025
8	10/13/2025	Health Introduction to Competency 003	Health Competency 003 Quiz Due 10/19/2025
9	10/20/2025	Health Competency 003 My Teaching Journey- Guest Speaker Video Competency 003 Exam Intro to Final Project	Guest Speaker Reflection Due 10/26/2025 Competency 003 Exam Due 10/26/2025

10	10/27/2025	Lesson planning	
11	11/3/2025	Physical Education Introduction to Competency 004	Competency 004 Quiz 11/9/2025
12	11/10/2025	Physical Education- Test Taking Strategies- Compare and Contrast My Teaching Journey- Guest Speaker Video	Guest Speaker Reflection Due 11/16/2025 Competency 004 Exam Due 11/16/2025
13	11/17/2025	Lesson planning workshop	
14	11/24/2025	Lesson planning workshop	
15	12/1/2025	Thanksgiving Week	
16	12/8/2025	End of Term Week	Final Project Presentation due 12/9/2025 Peer feedback due 12/10/2025

Course schedules are subject to modification at the instructor's discretion.