Instructor: Marisa Macy, Ph.D.
E-mail: mamacy@utep.edu
Phone: (915) 747-7640
Office & Hours: Education Building Room #807; Mondays 1-5pm or by appointment

Class Time & Location
Mondays at 5:30-7:20pm in Education Building 312.

Course Description (Catalog)
“This course will explore, identify and analyze the Fine Arts Curriculum (Art, Music, and Theater) required for the EC-6 Certificate in the Educator Preparation Program. Emphasis will be placed on the understanding of the concepts and applying this understanding to the instructional process in the elementary classroom (Early Childhood – 6th grade, EC-6). This course is restricted to students who have been admitted to the Teacher Education Program, specializing in the EC-6 programs of study. Restricted to class of Junior, Senior. Departmental approval also required.”

Course Objectives
By the end of this course, students will have developed knowledge and skills in art, music, and theatre required for elementary (EC-6) teacher candidate as specified in Texas Administrative Code, Rule 228.30, including gaining and demonstrating an understanding of concepts, processes, and skills involved in the creation, appreciation, and evaluation of visual arts, music, and theatre, and the student uses that knowledge to plan and implement effective and engaging instruction in these areas. In addition, students who successfully complete this course will:

• Understand how art, music and theatre are created, developed, and organized.
• Be familiar with the skills and techniques needed for creative expression in the visual arts, musical and theatrical performance.
• Demonstrate mastery of knowledge of art, theatre, and music histories and diverse cultures.
• Develop effective skills in guiding children’s cognitive, musical and artistic development.
• Understand the interrelationship between creative production in art, music, and theatre and the academic disciplines.
• Demonstrate knowledge of planning, organizing and managing art, music, and theatre instruction in the elementary classroom.
• Enhance proficiency in producing artistic productions of performing musical and theatrical productions.
Standards & Learning Outcomes

1. Celebrating the Visual Arts
   a. Understanding and promoting appreciation of art histories and diverse cultures
   b. Understanding and conveying the skills necessary for analyzing, interpreting and evaluating works of art
   c. Fostering the development and making of informed judgments about personal artworks and those of others
   d. Understanding and applying skills for responding to analyzing and evaluating theatre

2. Beginning the Journey and Exploring Feelings and Images
   a. Understanding how ideas for creating art are developed and organized from the perception of self, others and natural and human-made environments
   b. Understanding and promotion of appreciation of art histories and diverse cultures
   c. Gaining a comprehensive knowledge of music history and the relationship of music to history, society, and culture
   d. Understanding and applying knowledge of theatre from different cultures and historical periods

3. Understanding the Creative Process, the Affective Domain, and Experimenting with Three-Dimensional Art
   a. Understanding the skills and techniques needed for personal and creative expressing through the creation of original works of art in a wide variety of media and strategies to help develop those skills and concepts
   b. Understanding how children develop cognitively and artistically and knowing how to implement effective, age-appropriate art instruction and assessment

4. Introducing Music and Movement
   a. Gaining a comprehensive visual and aural knowledge of musical perception and performance
   b. Gaining a comprehensive knowledge of musical instruments, music notation, and musical arrangements
   c. Understanding how to plan and implement effective music instruction and providing learning experiences that enhance musical knowledge, skills, and appreciation
   d. Understanding of professional responsibilities and interactions relevant to music instruction and the school music programs, as well as understanding and applying appropriate management and discipline strategies for the music class

5. Encouraging Play and Creative Drama in the Classroom, and Planning for Literature
   a. Gaining knowledge of how to plan and implement effective theatre instruction and providing learning experiences that enhance knowledge, skills, and appreciation in theatre
   b. Understanding and applying skills for creating, utilizing, and/or performing dramatic material
   c. Gaining a comprehensive knowledge for producing, directing, designing, and technical design for theatrical productions
   d. Understanding the interrelationship between theatre and other disciplines
e. Gaining knowledge of appropriate audience etiquette for various types of theatrical performances

6. Assessment
   a. Gaining a comprehensive knowledge of music history and the relationship of music to evaluate and analyze musical compositions, performance, and experiences
   b. Understanding assessment and using assessment results to design instruction and promote progress
   c. Using assessment to inform and provide learning experiences in theatre

Text and Supplies

Required Textbook: You will need to bring your textbook with you to every class.

Other Course Readings: These can be found on Blackboard.
Texas Essential Knowledge and Skills. You will be required to print a copy of the TEKS.

Additional readings may be assigned throughout the semester and distributed in class, or available online.

Supplies: You will need the following supplies: drawing/coloring tools (colored pencils, crayons, markers, etc.), scissors, and glue/paste. Bring to class daily!

University Policies

Standards of Academic Integrity:
Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits and act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to: cheating plagiarism, collusion, the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operation Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

Students with Disabilities Statement:
If you have, or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of Disabled Student Services located in Union E Room.
201. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency, or which may cause an emergency during classes, you are encouraged to discuss this in confidence with the instructor and/or the director of Disable Student Services. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).

### Instructor Policies

**Class Attendance & Participation**

Much of the value of a course comes in the questions, discussion, and involvement of students who are in class. All students will be expected to attend and actively participate in class. Participation means actively contributing to discussions. Participation includes actively listening to others, asking questions, and taking part in whole class and small group discussions and activities. Attendance and punctuality are expected. Regular attendance means both coming to class on time, staying for the entire class session, and attending outside-of-class activities. **On time attendance is mandatory.** If you must be absent (e.g., illness, family emergency, etc.), you must notify Dr. Macy by email. Dr. Macy reserves the right to drop any student from the course after two (2) absences. Attendance, punctuality, and participation will impact final grade.

**In-class Activities**

You will participate in activities during each face-to-face class session that may require a document submission. The collection of these submissions is to gain an understanding of your development in the creative arts in early childhood education.

**Communication**

I may communicate with you outside of class using UTEP email or Blackboard. You should check your UTEP email and Blackboard several times a week for announcements or updates.

**Readings**

Students are expected to complete assigned readings **prior** to class. Students should prepare to discuss readings and apply the information learned during class activities. A reading quiz will take place almost every week and will be administered at the start of class.

**Assignments**

All assignments are due before class on the assigned date in the [digital drop box on Blackboard](https://blackboard.utep.edu). Assignments may **NOT** be turned in via hard copy or via email unless otherwise specified. **Late assignments will not be accepted.**

Assignments are expected to be typed, double-spaced, paginated, 1 inch margins, 12 point Times New Roman font, use of people first language, and follow APA guidelines. Submit your
work in a .doc format. See the Grading section of the syllabus for information about how assignments are graded.

- **APA Style**: Citations in the body of a paper and the reference list at the end of the paper should follow APA Style. Information about APA style may be found at http://www.wisc.edu/writing/Handbook/DocAPA.html

- **People First Language**: All assignments must be completed using People First Language—respectfully puts the person before the disability to describe what the person has not who a person is (e.g., a student with autism vs. autistic student). Points will be deducted if these conventions are not followed.

**Class Conduct**
While in class, I expect that you will be respectful of those around you and of those speaking in front of the class. This includes listening quietly (no side conversations or loud noises) and refraining from reading non-related materials during class. Texting in class is prohibited. You are expected to arrive to class on time and to stay for the duration of class. Please turn off cell phones. Interfering with instruction may result in disciplinary action.

**Assignment Descriptions**

**#1) In-class Reading Quizzes (13 points)**
At the start of every class, you will have 10 minutes to reflect upon the readings for that week. One point will be earned for completion of the quiz. You may use your textbook. Save your weekly quizzes to study for the final exam.

**#2) Shoebox Art Activity Kit (15 points)**
Read the Suskind & Kittel (1989) article about activity boxes as curriculum. Secure two shoeboxes of the same size; they are usually free at discount stores that tend to sell shoes without boxes. You may use any two containers that are “shoebox like.” Dollar stores carry plastic shoeboxes. Design an appropriate label (i.e., words and pictures) for the end of the boxes so children can identify contents while the boxes sit on a shelf.

Gather materials to create one box of the collection type and one of the experimental type. Try to be creative in your selections. Include an index card list in the experimental kit. Find at least one child with whom you can try this approach using your kits. You might find it enjoyable and educational to try the approach with children of different ages in order to make comparisons between/among their behaviors. On the assigned date, bring the shoebox kits to class for display and exploration by your classmates. At the end of the exploration class, turn in your kits for evaluation with your name on a piece of paper in each box.

Along with the kits, submit a brief (no more than two pages), typed report of your experiences with children using your kits. In your report, include the ages of the children, time of day you did the shoebox activity, comments made by children during activity, and how you explored art
together. Avoid using actual names of children and use a code name or initial instead. **Due:** September 12.

Your work on the will be evaluated using the following criteria and point scale:

- Two kits are of the same size, coloration (excluding lids, and without print or are neatly covered. (1 point)
- Collection type is included. (1 point)
- Experimental type is included. (1 point)
- Neat, securely affixed, appropriate identification pictures and word labels are included on the end of each box. (2 points)
- Index card list is provided for the experimental kit, is typed, and is appropriate. (2 points)
- Kits were displayed in class on due date. (1 point)
- Report of art activity with required responses. (6 points)
- Report is typed, brief, and grammatically correct. (1 point)

**#3) Homework Assignments (3 points each x 9 = 27 points total)**

There will be assignments each week throughout the semester. These assignments are designed to build skills necessary for teaching the visual arts, music, and theatre as connected with other subjects in early childhood education. Instructions for each assignment are on the calendar, and on Blackboard.

**Rubric for Homework Assignments**

<table>
<thead>
<tr>
<th>Meets Expectations: 2-3 points</th>
<th>Approaching Expectations: 1-2 points</th>
<th>Does Not Meet Expectations: 0-1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submission is organized, thoughtful, and complete, with attention to detail. Connections to concepts are clearly articulated. Author is creative and original. Work is edited and cited. Student addressed all required components of the assignment as per the instructions.</td>
<td>Student has made a submission with some attention to the material. Partially connects with the concepts. Partially applies content. Minimal effort is made by the author. Work is edited and cited. Most required parts are present.</td>
<td>Required parts are missing. Does not connect with the concepts. Author lacks content. Author lacks originality. Submission is lacking effort. Work contains grammatical or sentence structure errors that are disruptive. Work is not edited nor cited.</td>
</tr>
</tbody>
</table>

**#3a) Process vs. Product (3 points)**

Create a process oriented art piece, and a product oriented art piece. Then write a 150-300 word reflection using the Wallas model of the creative process, and Torrance’s characteristics of creativity (p. 45-47) to compare and contrast the experience of
creating a process oriented art piece, and a product oriented piece. You will need to take a picture of both pieces and submit them in one submission on BB. 
Due: Monday, September 19.

#3b) Cultural Art Sample (3 points)
Find an Art Sample that represents your culture. Write a short paragraph (150 words) about how this piece represents you and your culture. The paragraph and art sample will need to be submitted together on Blackboard.
Due: Monday, September 26.
Bring your cultural art sample to class on Monday, September 26th.

#3c) Music History Timeline (3 points)
Create a Music History Timeline, make it visually appealing, beginning with chanting in the early Medieval Period and ending with current genres. Include at least 10 musical milestones. You may focus on music in general, or on a specific aspect of music that is particularly significant to you personally (i.e. country music, guitar, hip-hop, musical theatre, etc.). You may get your facts from the internet, but your timeline must show original work and your personal understanding. Due: Monday, October 3.

#3d) Make Your Own Musical Instrument (3 points)
You will create your own instrument. You may use any materials you have available. You will also include at least one TEKS from Math, Science, Social Studies, Art, and Music that you used to create your own instrument, along with how these TEKS were addressed while doing this activity. Take a picture of your instrument and submit it on BB with your written submission. Due: Monday, October 10.

#3e) Theatre Lesson Plan (3 points)
Create a lesson plan that utilizes Theatre (or dramatic play) as the main form for teaching a theme. Include one TEKS from 4 different domains (including theatre). Due: Monday, October 31.

#3f) Literature Lesson Plan (3 points)
Create a lesson plan using a children’s book of your choice from the list. Make your lesson plan interdisciplinary, open-ended, and process oriented. You must include one TEKS from each of the following domains: Math, Science, Social Studies, Theatre, Music, and Art. Due: Monday, November 14.

#3g) Cinquain & Haiku (3 points)
Write a Cinquain and a Haiku and turn it in on BB. Due: Monday, November 21.

#3h) 3-dimensional Artifact (3 points)
Create a 3-dimensional artifact from the children’s book used in class. Include TEKS from 3 different domains (DO NOT USE English Language Arts) that were addressed
during the creating process. Take a picture of your 3-D artifact, and post with your submission on BB. **Due: Monday, November 28.**

**#3i) Assessment (3 points)**
Pick one of the activities you participated in during the activity rotation and write a paragraph (150 words) on how you would assess that activity. Then list at least 3 TEKS from different domains that this activity addressed. **Due: Monday, November 28.** This will be an in-class activity at the end of the rotation.

**#4) Islands of Personality Project (15 points)**
Our personalities are built through our experiences in life. These affect our teaching and how we approach tasks within the classroom. Reflection of these traits are essential in helping each individual become a stronger teacher, who is attuned to the needs of each individual student. Self-awareness is essential as perspective teachers. For this project you will be required to create 3 Islands of your individual personality. Each island will need to be constructed using a creative arts genre studied this semester. You may draw, use a picture collage, sculpt, create a movie, perform a musical piece or present a creative writing piece. You will submit which creative arts genres you will use to represent your islands during one of the class periods. You will present your 3 islands in a brief 5-8 minute presentation. **Due: Monday, October 17.** (10 points)

Additionally you will write a 300-500 word essay explaining each of your three islands, and how these islands may be used as an aid in the classroom as a teacher. You will need to submit your written submission on BB on **Monday, October 17.** (5 points)

**Rubric for Islands of Personality Project**

<table>
<thead>
<tr>
<th>Meets Expectations: 10-15 points</th>
<th>Approaching Expectations: 5-10 points</th>
<th>Does Not Meet Expectations: 0-5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author is creative and work is original. Student has created 3 different islands of individual personality. Student successfully describes each island. Student reflects on how these personality islands may benefit them individually as teachers. Work is edited and cited. Student addressed all required components of the assignment as per the instructions.</td>
<td>Student has created 1-2 different islands of individual personality. Student describes the islands but is missing detail. Student only partially reflects on how these personality islands may benefit them individually as teachers. Work is edited and cited. Most required parts are present.</td>
<td>Author lacks individual creativity, and originality. Student has created 0-1 island of individual personality. Artifact from event is missing. Student fails to describe the islands. Student does not reflect on how these personality islands may benefit them individually as teachers. Work contains grammatical or sentence structure errors that are disruptive. Work is not edited nor cited. Required parts are missing.</td>
</tr>
</tbody>
</table>
#5) ABC Book (13 points)
You will create your own book during this course which represents creative art concepts discussed throughout the semester. You will have a title page with your name, course, and date. Then you will collect 26 creative art concepts that start with each letter of the alphabet. For example, for the letter “C” you may describe “Clay” as discussed in chapter 7 about 3-D art. Each letter and concept will be illustrated. You can use photographs, pictures from magazines/books like a collage, your own drawings, or other visual representation of the concept. For example, for the letter C you could have a picture of you molding and sculpting a clay project with a child for your Shoebox Art Activity. Due: Monday, November 7.

Your work will be evaluated using the following criteria and point scale:
- Your ABC creative art concepts are collected in a bound book (e.g., binder, journal, etc). (1 point)
- All the letters of the alphabet are included in the book with a corresponding creative art concept and visual representation. (10 points)
- A title page is included. (1 point)
- ABC book is easy to read and professional appearance. (1 point)

#6) Activity Rotation Preparation (2 points)
Your group will sign up to provide materials for our Activity Rotation class on July 26. You will decide within your group who will be responsible for which items. Each member of your group must be responsible for supplying part of the materials. You will submit this list in one submission. You may NOT use your group’s activity for any other assignments. This assignment will be graded individually based on completion of preparation. Full points will be given for submission of materials list, and each student in the group supplying the materials they are responsible for. Students who fail to supply materials will receive a 0 for this assignment. Due: Monday, November 28.

#7) Final (15 points)
Questions on the final are designed to assess the extent to which you are able to synthesize and apply the readings and class material. The exam includes items such as multiple-choice items and short-essay responses to scenarios. Additionally, essay-type questions will be used.
**Grading**

<table>
<thead>
<tr>
<th>Course Assignments</th>
<th>Points</th>
<th>My Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In-class Reading Quizzes</td>
<td>13</td>
<td></td>
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<tr>
<td>2. Shoebox Art Activity Kit</td>
<td>15</td>
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<tr>
<td>3. Homework Assignments</td>
<td>27</td>
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<tr>
<td>4. Islands of Personality Project</td>
<td>15</td>
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<tr>
<td>5. ABC Book</td>
<td>13</td>
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<tr>
<td>6. Activity Rotation Preparation</td>
<td>2</td>
<td></td>
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<tr>
<td>7. Final Exam</td>
<td>15</td>
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</tbody>
</table>

**TOTAL**  

100

**Letter Grades**

*Grades will be based on the total points achieved according to the following scale:*

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>Failing</th>
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</thead>
<tbody>
<tr>
<td>90-100</td>
<td>80-89</td>
<td>70-79</td>
<td>60-69</td>
<td>Below 60</td>
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</tbody>
</table>
Class Participation Rubric

Exceeds Expectations (A range)
✓ offers relevant, insightful and thoughtful comments during class discussion
✓ contributes to making the class an effective learning environment
✓ contributes a steady flow of comments or questions that advance the class or group discussion during most class meetings, but does not dominate discussion
✓ listens attentively, responds respectfully, and asks relevant and meaningful follow-up questions
✓ does not talk while others are talking
✓ non-verbal communication indicates interest and attention to tasks and people
✓ addresses people by name, makes eye contact
✓ perfect attendance
✓ is always (or nearly always) on time
✓ ensures understanding by asking questions (as needed) in class or outside class
✓ communicates with instructor

Meets Expectations (B range)
✓ offers relevant and thoughtful comments during class discussion
✓ exhibits appropriate classroom behavior
✓ contributes several comments or questions that advance the class or group discussion during most class meetings, but does not dominate discussion
✓ listens attentively, responds respectfully, and asks follow-up questions
✓ does not talk while others are talking
✓ non-verbal communication often indicates interest and attention to tasks and people
✓ usually stays on task
✓ usually attends class (1-2 absences)
✓ usually on time
✓ ensures understanding by asking questions (as needed) in class or outside class
✓ communicates with instructor

Approaching Expectations
✓ sometimes contributes a comment or question that advances the class or group discussion
✓ listens to others, but may not always be respectful or considerate
✓ non-verbal communication sends mixed signals about interest and attention to tasks and people (engagement unclear, but actions are not generally disruptive)
✓ attempts to stay on task, but may be frequently distracted
✓ usually attends class, but attendance is irregular (more than 2 absences)
✓ attempts to arrive at class on time

Does Not Meet Expectations
✓ does not participate in class/group discussion or contributions are off-topic
✓ regularly dominates class/group discussions
✓ few if any helpful comments during class discussion
✓ often talks while others are talking
✓ Non-verbal communication indicates a lack of interest in tasks and people (multi-tasking, nodding off, etc.)
✓ often off task and/or leads group/class from related activity
✓ actively detrimental to achieving class objectives
✓ poor attendance
✓ often late
✓ does not communicate with instructor
Tentative Course Outline

THIS OUTLINE MAY BE ADJUSTED DURING THE COURSE AS NECESSARY

“Before I can teach others, I must first teach myself.” ~Sylvia Ashton Warner

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics &amp; Activities</th>
<th>Readings</th>
<th>Due</th>
</tr>
</thead>
</table>
| 1 Aug. 22 | • Overview entire course  
• Describe syllabus content (please read thoroughly before next session)  
• Standards for Arts Education |  |  |
| 2 Aug. 29 | • In-class Reading Quiz  
• Creative Arts Curriculum  
• Shoebox Art Activity demo | Edwards Ch. 1 (p. 1-36)  
Article: Activity Boxes as Curriculum |  |
| 3 Sept. 5 | No School ~ Labor Day |  |  |
| 4 Sept. 12 | • In-class Reading Quiz (Ch. 1 & 2)  
• Understanding the Creative Process  
• Share Shoebox Art Activities | Edwards Ch. 2 (p. 37-63)  
Shoebox Art Kit |  |
| 5 Sept. 19 | • In-class Reading Quiz (Ch. 3)  
• Exploring Feelings & Images | Edwards Ch. 3 (p. 64-101)  
Process vs. Product |  |
| 6 Sept. 26 | • In-class Reading Quiz (Ch. 4)  
• Music & Movement  
• Share Cultural Art Sample | Edwards Ch. 4 (p. 102-123)  
Cultural Art Sample |  |
| 7 Oct. 3 | • In-class Reading Quiz (Ch. 4)  
• Music & Movement | Edwards Ch. 4 (p. 124-151)  
Music History Timeline |  |
| 8 Oct. 10 | • In-class Reading Quiz (Ch. 5)  
• Visual Arts  
• Writing Lesson Plans | Edwards Ch. 5 (p. 152-166)  
Musical Instrument |  |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
<th>Text References</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct. 17</td>
<td>• In-class Reading Quiz (Ch. 5)</td>
<td>Edwards Ch. 5 (p. 167-189)</td>
<td>Islands of Personality</td>
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<tr>
<td></td>
<td>• Review Writing Lesson Plans</td>
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<td></td>
<td>• Visual Arts</td>
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<tr>
<td></td>
<td>• Islands of Personality presentations</td>
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<td>Oct. 24</td>
<td>Field trip to the UTEP Stanlee and Gerald Rubin Center for the Visual Arts</td>
<td>Edwards Ch. 6 (p. 190-214)</td>
<td>Theatre Lesson Plan</td>
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<td>• In-class Reading Quiz (Ch. 6)</td>
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<td>Oct. 31</td>
<td>• In-class Reading Quiz (Ch. 6)</td>
<td>Edwards Ch. 6 (p. 214-232)</td>
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<tr>
<td></td>
<td>• Play and Creative Drama</td>
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<td>Nov. 7</td>
<td>• In-class Reading Quiz (Ch. 8)</td>
<td>Edwards Ch. 8 (p. 267-286)</td>
<td>ABC Book</td>
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<td>• Literature</td>
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<td>Nov. 14</td>
<td>• In-class Reading Quiz (Ch. 8)</td>
<td>Edwards Ch. 8 (p. 286-306)</td>
<td>Literature Lesson Plan</td>
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<td>Nov. 21</td>
<td>• In-class Reading Quiz (Ch. 7)</td>
<td>Edwards Ch. 7 (p. 233-248)</td>
<td>Cinquain &amp; Haiku</td>
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<td>• 3-D Art</td>
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<td>Nov. 28</td>
<td>• In-class Reading Quiz (Ch. 7)</td>
<td>Edwards Ch. 7 (p. 249-266)</td>
<td>3-D Artifact</td>
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<td>• Rotations &amp; Assessment</td>
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<td>Oct. 31</td>
<td>• In-class Reading Quiz (Ch. 6)</td>
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<td></td>
<td>• Play and Creative Drama</td>
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<td>Nov. 7</td>
<td>• In-class Reading Quiz (Ch. 8)</td>
<td>Edwards Ch. 8 (p. 267-286)</td>
<td>ABC Book</td>
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<td>• Literature</td>
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<td>Nov. 14</td>
<td>• In-class Reading Quiz (Ch. 8)</td>
<td>Edwards Ch. 8 (p. 286-306)</td>
<td>Literature Lesson Plan</td>
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<td>Nov. 21</td>
<td>• In-class Reading Quiz (Ch. 7)</td>
<td>Edwards Ch. 7 (p. 233-248)</td>
<td>Cinquain &amp; Haiku</td>
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<td>• 3-D Art</td>
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<td>• In-class Reading Quiz (Ch. 7)</td>
<td>Edwards Ch. 7 (p. 249-266)</td>
<td>3-D Artifact</td>
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<td>Oct. 17</td>
<td>In-class Reading Quiz (Ch. 5)</td>
<td>Edwards Ch. 5 (p. 167-189)</td>
<td>Islands of Personality</td>
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<td></td>
<td>• Review Writing Lesson Plans</td>
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<td>Oct. 24</td>
<td>Field trip to the UTEP Stanlee and Gerald Rubin Center for the Visual Arts</td>
<td>Edwards Ch. 6 (p. 190-214)</td>
<td>Theatre Lesson Plan</td>
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**Finals Week Dec. 5-9**

**Final Exam**