



Fond du Lac Tribal and Community College  
Elementary Education Program



Course Number: EDU 3123

Course Title: Music Methods for Elementary Teachers

Faculty Name: Jessica Thompson

MTC Goal Area: \_\_\_\_\_

Credits: 2 Pre-requisites: none, note: ART/Music 1250 a former pre-requisite has been taken off the schedule

Co-requisites: none

Successful admittance into the Elementary Education Teacher program required? Yes: x No:   

Field Experience/Student Teaching? Yes:    Number of hours/weeks:    No: x

**Course Description:**

This course is designed to provide the classroom teacher with the knowledge and skills necessary to effectively teach and integrate music into classroom instruction. Emphasis is placed on the acquisition of practical skills in music, an understanding of musical concepts, and knowledge of the various approaches and methods used in the classroom to teach these concepts and effective integration of music into the elementary classroom.

**Recommend Text and/or other Resources (journals, articles, and/or any other additional materials):**

- Integrating Music into the Elementary Classroom, 9th ed. (2014) William M. Anderson & Joy E. Lawrence
- The Good Path: Ojibwe Learning and Activity Book for Kids by Thomas Peacock, Marlene Wisuri, 2009, MN Historical Society Press
- Soprano Recorder
- A-minor pentatonic Native Flute
- Soprano Ukulele

**Course Content:**

- This course is designed to provide the classroom teacher with the knowledge and skills necessary to effectively teach music. Emphasis is placed on the acquisition of practical skills in music, an understanding of musical concepts, and knowledge of the various approaches and methods used in the classroom to teach these concepts.
- Major topics covered in this course include:
  1. The Basic music elements, concepts and practices for use in the elementary classroom
  2. Methods of teaching music and theories of multiple intelligences, learning styles and cultures, especially that of the Anishinaabe
  3. Development of skills in singing, playing recorder, flute, and ukulele



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4. Development of skills in reading and interpreting music notation
5. Development of skills in creatively choosing and adapting music materials to fit varying contexts, needs, cultural perspectives, and developmental levels
6. The variety of ways music may effectively be used in the elementary classroom to contribute to classroom management, building community, motivation, and establishing a positive classroom environment
7. Foundations of several current approaches to music education curriculum
8. National and Minnesota content standards in music
9. Value of music education in the elementary school

### Outcomes and Assessments

#### Learning Outcomes:

- a. Demonstrate knowledge of music concepts through performing, creating, describing, and listening to music.
- b. Design and practice music lessons at the appropriate developmental stage for use in a K-6 classroom.
- c. Perform using voice, recorder, Native flute, and ukulele.
- d. Demonstrate an understanding of music's effectiveness in classroom management.
- e. Evaluate peer performance in the implementation of music lessons.
- f. Demonstrate knowledge of National and State music standards.
- g. Develop a personal statement about the value of cultural music education in the elementary school.

### Academic Honesty and Integrity

The primary academic mission of Fond du Lac Tribal and Community College is the exploration and dissemination of knowledge. Academic honesty and integrity are integral to the academic process. Academic dishonesty, cheating, plagiarism, and collusion are serious offenses which undermine the educational process and the learning experience for the entire college community.

Fond du Lac Tribal and Community College students are expected to understand and adhere to the concept of academic integrity and to the standards of conduct prescribed by the college's policy on Academic Honesty. Students are expected to assume responsibility for their work, and student materials submitted in fulfillment, of course, program, and college academic requirements must represent students' own efforts. Any act of academic dishonesty attempted by a student at Fond du Lac Tribal and Community College is unacceptable and will not be tolerated.

Violations of academic integrity or other forms of misconduct may result in serious consequences. These can include receiving a failing grade ("F") for the course and may also lead to additional disciplinary actions as outlined by Fond du Lac Tribal and Community College and the Minnesota State system. For full details, please refer to the [Student Code of Conduct Policy](#).



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### Accessibility Services Notice

Fond du Lac Tribal and Community College is committed to providing equitable access to learning opportunities for all students. The Minnesota Respond, Innovate, Succeed, and Empower (RISE) Act requires our college to clearly write the process and rights of each student in plain language making self-disclosure by a student with a sufficient disability to start the interactive process. The RISE Act still honors and follows the Federal Disabilities laws- ADA and Section 504 of the Rehabilitation Act. FDLTCC provides students with disabilities (e.g., mental health, attentional, learning, chronic health, sensory or physical) reasonable accommodation to participate in educational programs, activities, or services. Students must contact Trish Berger, our Accessibility Coordinator, to create an accommodation plan with reasonable accommodations. The student will decide which courses the accommodations will be used for and give permission for the instructors to receive the accommodations. The student will then have a discussion with the instructor to activate these accommodations. Students requiring accommodations must first complete an intake form and meet with Trish Berger, Accessibility Coordinator, to establish an accommodation plan. She can be reached at [trish.berger@fdltcc.edu](mailto:trish.berger@fdltcc.edu) or 218-879-0864. For more information, please visit <https://fdltcc.edu/student-support/accessibility-services/>

### Sexual Violence

Fond du Lac Tribal & Community College (FDLTCC) is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence, gender or sex-based bullying and stalking. If you or someone you know has experienced gender or sex-based violence (intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. FDLTCC has staff members trained to support survivors in navigating campus life, accessing resources, providing accommodations, assistance completing with protective orders and advocacy. For more information regarding the Campus Security Report, the following link will give you a report on the Clery Compliance and Security Report at FDLTCC: <https://fdltcc.edu/admissions/about-us/policies-reports/campus-security-policies-reports/>. Please be aware that all FDLTCC employees are required to report any incidents of sexual violence and, therefore it cannot guarantee the confidentiality of a report, but it will consider a request for confidentiality and respect it to the fullest extent possible. If you wish to report sexual misconduct or have questions about school policies and procedures regarding sexual misconduct, please contact Lori Driscoll, Executive Human Resources Officer at [218-878-0879](tel:218-878-0879)/[lori@fdltcc.edu](mailto:lori@fdltcc.edu) or Jesse Stirewalt, Director of Housing and Student Activities at [218-590-3345](tel:218-590-3345)/[jstirewalt@fdltcc.edu](mailto:jstirewalt@fdltcc.edu).

### ***Student Success—North Star Communication Platform***

Student success is at the heart of what Fond du Lac Tribal and Community College staff, faculty and administration strive to achieve. To help support our students in their educational journeys, FDLTCC uses a communication platform called North Star. Students can raise their hands for support, set up appointments with staff and faculty and communicate seamlessly with instructors. The college encourages ALL FDLTCC students to use the North Star webpage link to watch video tutorials and to log into the platform to start using its features.



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**Cultural Standards:**

Each course within the BS in Elementary Education program must meet a minimum of two measurable learning outcomes for three different **Cultural Standards**. If your course does not meet the Cultural Standards, please justify your rationale.

Cultural Standard (must meet 3 of 7)	Learning Outcomes that Align to Cultural Standards (two for each standard) The student will:	Cultural Assessment Description
<p><b>1. GIKENDAASOWIN – Knowing Knowledge</b> To prepare our teacher candidates to be problem solvers who strive for continuous learning and growth.</p> <p><u>Disposition:</u> Integrates Content and Pedagogical Knowledge Teacher candidates demonstrate their ability to integrate content and pedagogical knowledge by weaving the following into their teaching:</p> <ul style="list-style-type: none"> <li>• <i>Technology:</i> Use technology effectively to improve student learning.</li> <li>• <i>Theory to Practice:</i> Applies current theory, research, and best practices to improve one’s professional practice as a teacher.</li> <li>• <i>Critical and Connected Thinking:</i> Engages in critical thinking that reflects analysis, problem solving, and incorporates world views and community knowledge to create culturally relevant instruction.</li> <li>• <i>Reflective Practice:</i> Demonstrates self-reflection and incorporates professional feedback to adjust for continuous improvement in professional practices and effective instruction.</li> </ul> <p><u>Professional Outcome:</u> Content and Pedagogical Knowledge To develop teachers who value and utilize knowledge, learning, and critical thinking that is central to Indigenous and other ways of knowing.</p>	<p>Demonstrate knowledge of music concepts through performing, creating, describing, and listening to music.</p> <p>Demonstrate knowledge of National and State music standards.</p>	<p><b>1. Music and AI Lesson Plan (Module 8)</b> <b>Description:</b> Teacher candidates design a lesson integrating music with artificial intelligence tools or concepts. <b>Alignment:</b></p> <ul style="list-style-type: none"> <li>• <b>Technology:</b> Direct use of AI supports effective technology integration.</li> <li>• <b>Theory to Practice:</b> Candidates apply current tools and pedagogical strategies.</li> <li>• <b>Critical Thinking:</b> Encourages analysis of how emerging technologies intersect with music education.</li> <li>• <b>Reflective Practice:</b> Requires thoughtful planning and adaptation.</li> <li>• <b>Professional Outcome:</b> Demonstrates integration of content and pedagogy in a modern, culturally relevant context.</li> </ul> <p><b>2. Music and Math Lesson Plan (Module 1)</b> <b>Description:</b> Candidates create a lesson that connects music concepts with mathematical thinking. <b>Alignment:</b></p> <ul style="list-style-type: none"> <li>• <b>Theory to Practice:</b> Applies interdisciplinary strategies grounded in research.</li> <li>• <b>Critical Thinking:</b> Encourages problem-solving and conceptual connections.</li> <li>• <b>Professional Outcome:</b> Shows ability to integrate music with core academic content.</li> </ul> <p><b>3. Music and Literacy Lesson Plan (Module 5)</b></p>



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		<p><b>Description:</b> Candidates design a lesson that connects music with literacy development.</p> <p><b>Alignment:</b></p> <ul style="list-style-type: none"> <li>• <b>Theory to Practice:</b> Applies best practices in cross-disciplinary instruction.</li> <li>• <b>Critical Thinking:</b> Encourages analysis of how music supports language development.</li> <li>• <b>Reflective Practice:</b> Lesson planning and feedback cycles support growth.</li> <li>• <b>Professional Outcome:</b> Demonstrates pedagogical integration and responsiveness to student needs.</li> </ul> <hr/> <p><b>4. Music Listening Lesson Plan (Module 4)</b></p> <p><b>Description:</b> Candidates create a lesson focused on guiding students in listening to and analyzing music.</p> <p><b>Alignment:</b></p> <ul style="list-style-type: none"> <li>• <b>Theory to Practice:</b> Applies structured listening strategies.</li> <li>• <b>Critical Thinking:</b> Involves analysis of musical elements and cultural context.</li> <li>• <b>Reflective Practice:</b> Planning and discussion support refinement.</li> <li>• <b>Professional Outcome:</b> Demonstrates understanding of music concepts through listening.</li> </ul> <hr/> <p><b>5. Final Paper/Project: Music Integration Showcase (Module 8)</b></p> <p><b>Description:</b> Candidates compile and reflect on their music integration work across the semester.</p> <p><b>Alignment:</b></p> <ul style="list-style-type: none"> <li>• <b>Technology:</b> May include digital presentation tools.</li> <li>• <b>Theory to Practice:</b> Synthesizes learning and application.</li> <li>• <b>Critical Thinking:</b> Reflects on interdisciplinary and cultural connections.</li> <li>• <b>Reflective Practice:</b> Deep reflection on growth and future practice.</li> <li>• <b>Professional Outcome:</b> Demonstrates mastery of</li> </ul>
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		<p>content and pedagogical knowledge.</p> <p><b>6. Discussion Posts (All Modules)</b> <b>Description:</b> Weekly reflections and peer engagement on module topics. <b>Alignment:</b></p> <ul style="list-style-type: none"> <li>• <b>Reflective Practice:</b> Encourages self-assessment and peer feedback.</li> <li>• <b>Critical Thinking:</b> Promotes analysis and connection to broader themes.</li> <li>• <b>Professional Outcome:</b> Supports continuous learning and integration of knowledge.</li> </ul> <p><b>7. Peer Teaching &amp; Peer Evaluating (Module 8)</b> <b>Description:</b> Candidates teach a lesson and evaluate a peer’s lesson. <b>Alignment:</b></p> <ul style="list-style-type: none"> <li>• <b>Theory to Practice:</b> Applies instructional strategies in real-time.</li> <li>• <b>Reflective Practice:</b> Incorporates feedback and self-assessment.</li> <li>• <b>Professional Outcome:</b> Demonstrates pedagogical skill and adaptability.</li> </ul>
<p><b>6. ZAAGI’ IDIWIN – Loving and Caring</b> To encourage the teacher candidates’ development of healthy, caring relationships built on respect for all.</p> <p><u>Disposition:</u> <i>Equity, Social Justice, and Inclusion</i> Teacher candidates demonstrate fairness, empathy and compassion based on their belief that everyone can learn. Candidates actively seek out multiple perspectives and diverse experiences to address the academic, interpersonal, and emotional needs of all students.</p> <ul style="list-style-type: none"> <li>• Demonstrates and appreciation of the languages, communities, and experiences students bring to the classroom.</li> <li>• Advocates for and supports Indigenous and other diverse communities and individuals.</li> <li>• Respects the dignity and essential worth of all individuals.</li> <li>• Interacts with sensitivity to community and cultural norms.</li> <li>• Values and responds to all aspects of a child’s developmental well-being (cognitive, emotional, psychological, social, and physical).</li> </ul>	<p>Perform using voice, recorder, Native flute, and ukulele.</p> <p>Evaluate peer performance in the implementation of music lessons.</p> <p>Develop a personal statement about the value of cultural music education in the elementary school.</p>	<p><b>1. Performance Using Voice, Recorder, Native Flute, and Ukulele</b> <b>Description (Modules: 3, 5, and 6)</b> Teacher candidates engage in hands-on music-making using a variety of instruments, including culturally significant ones like the Native Flute. This performance-based assessment encourages exploration of diverse musical traditions and supports inclusive instruction.</p> <p><b>Alignment:</b></p> <ul style="list-style-type: none"> <li>• <b>Appreciation of languages, communities, and experiences:</b> Engaging with instruments from different cultures fosters respect and curiosity.</li> <li>• <b>Advocacy for Indigenous and diverse communities:</b> Use of the Native Flute directly supports Indigenous representation.</li> </ul>



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<ul style="list-style-type: none"> <li>Promotes the diversity of opinions, ideas, and backgrounds.</li> </ul> <p>Professional Outcome: <a href="#">Diversity and Disposition</a></p> <ul style="list-style-type: none"> <li>Promote teachers' acceptance and respect of the diversity within their school, community and environment.</li> </ul>		<ul style="list-style-type: none"> <li><b>Developmental well-being:</b> Music performance supports emotional, social, and cognitive growth.</li> <li><b>Diversity of backgrounds:</b> Encourages candidates to value and incorporate diverse musical perspectives.</li> </ul> <p><b>2. Evaluate Peer Performance in the Implementation of Music Lessons</b> <b>Description (module 8) :</b> Candidates observe and assess a peer's music lesson, providing constructive feedback based on pedagogical and cultural responsiveness. <b>Alignment:</b></p> <ul style="list-style-type: none"> <li><b>Empathy and compassion:</b> Peer evaluation fosters respectful dialogue and mutual support.</li> <li><b>Sensitivity to community and cultural norms:</b> Encourages candidates to consider how lessons reflect student backgrounds.</li> <li><b>Promotes diversity of ideas:</b> Exposes candidates to varied teaching styles and cultural approaches.</li> </ul> <p><b>3. Develop a Personal Statement About the Value of Cultural Music Education in the Elementary School (module 8)</b> <b>Description:</b> Candidates reflect on and articulate their beliefs about the importance of integrating cultural music education into elementary classrooms. <b>Alignment:</b></p> <ul style="list-style-type: none"> <li><b>Respect for all individuals:</b> Encourages candidates to recognize the dignity and worth of diverse musical traditions.</li> <li><b>Advocacy and inclusion:</b> Supports the development of culturally responsive educators.</li> <li><b>Promotes diversity of opinions and backgrounds:</b> Personal statements allow candidates to express unique perspectives informed by their experiences and values.</li> </ul>
<p><b>7. ZHAWENINDIWIN – Compassion</b></p>	<p>Design and practice music lessons at the appropriate</p>	<p><b>1. Instrument Performance: Voice, Recorder, Native Flute, Ukulele (Module 3, 5, and 6)</b> <b>Why It Matches:</b></p>



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<p>To encourage teacher candidates to develop an empathetic appreciation of the arts and humanities as a way to understand the human experience.</p> <p><u>Disposition:</u> Life-long Learner Teacher candidates engage in professional growth and encourage curiosity and inquiry as reflective agents of change by sharing knowledge responsibly and participating as a community resource.</p> <ul style="list-style-type: none"> <li>• Demonstrates commitment to professional development and intellectual curiosity.</li> <li>• Practices current skills while demonstrating ability to adapt and develop new skills.</li> <li>• Actively participates or fosters the positive professional learning environment within the school community as well as the school-home relationships.</li> <li>• Analyzes various professional contexts, resulting in more informed decision-making about professional practice.</li> </ul> <p><u>Professional Outcome:</u> <a href="#">Generation of New Knowledge</a> To expand teachers' knowledge of the human condition and cultures, and the importance of compassion especially in relation to behavior, ideas, and values.</p>	<p>developmental stage for use in a K-6 classroom.</p> <p>Demonstrate an understanding of music's effectiveness in classroom management.</p>	<ul style="list-style-type: none"> <li>• Promotes <b>respect for diverse musical traditions</b>, especially Indigenous (Native Flute).</li> <li>• Encourages <b>empathy and inclusion</b> by valuing the musical experiences students bring to the classroom.</li> <li>• Supports <b>developmental well-being</b> through active, expressive learning.</li> </ul> <hr/> <p><b>2. Peer Evaluation of Music Lessons (Module 8)</b> <b>Why It Matches:</b></p> <ul style="list-style-type: none"> <li>• Fosters <b>compassion and fairness</b> through constructive feedback.</li> <li>• Encourages <b>respect for diverse teaching styles and cultural approaches</b>.</li> <li>• Builds <b>collaborative relationships</b> and sensitivity to community norms.</li> </ul> <hr/> <p><b>3. Personal Statement: Value of Cultural Music Education in the Elementary School (module 8)</b> <b>Assessment Type:</b> Reflective Writing <b>Why It Matches:</b></p> <ul style="list-style-type: none"> <li>• Directly supports <b>advocacy for Indigenous and diverse communities</b>.</li> <li>• Encourages candidates to articulate their <b>beliefs about equity and inclusion</b>.</li> <li>• Promotes <b>respect for all individuals and cultural backgrounds</b>.</li> </ul>
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**8710.3200 Elementary Education: Subject Matter:**

MN PELSB Content Standard code	8710.3200 Elementary Education: Subject Matter	Learning opportunities and Assessment *Include the Field Experience hours as applicable for clarity.	Based on the learning opportunities and assessments, the TC and/or the K-6 learner will demonstrate meeting this standard by:	FDLTCC Learning Outcomes	Cultural Standard
L.1	understand the basic structural elements, principles, and vocabulary of the visual and performing arts	<p>Learning Opportunities:</p> <ul style="list-style-type: none"> <li>-TCs engage in recorded lectures and guided activities exploring musical elements such as rhythm, melody, harmony, dynamics, tone color, texture, and form.</li> <li>-TCs participate in hands-on experiences with instruments (voice, recorder, Native flute, ukulele) to explore and apply musical principles.</li> <li>-TCs develop lesson plans that integrate music with other subjects (e.g., math, literacy, SEL, science) using foundational music concepts.</li> <li>-TCs reflect on music instruction and integration through discussion posts.</li> <li>-TCs teach and evaluate music lessons with peers.</li> </ul> <p>Assessments:</p> <ul style="list-style-type: none"> <li><b>-Quiz: Elements of Music</b> – Assesses understanding of music vocabulary and structural elements.</li> <li><b>Instrument Check-Ins</b> – Demonstrate ability to perform using basic musical elements.</li> <li><b>Lesson Plans (Assignments 1–8)</b> – Show application of music vocabulary and</li> </ul>	<p>Identifying and applying core music vocabulary and structural elements in performance, lesson planning, and teaching.</p> <p>Demonstrating understanding of how musical principles support learning across disciplines.</p> <p>Using appropriate terminology and techniques to describe, create, and evaluate musical experiences.</p>	<p>Demonstrate knowledge of music concepts through performing, creating, describing, and listening to music.</p> <p>Demonstrate knowledge of National and State music standards.</p>	GIKENDAASO WIN – Knowing Knowledge



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		<p>structure in curriculum design.</p> <p><b>Discussion Posts</b> – Provide evidence of conceptual understanding and pedagogical thinking.</p> <p><b>Peer Teaching &amp; Peer Evaluation</b> – Demonstrate ability to communicate and apply music vocabulary and structure in instructional practice.</p>			
L.2	<p>be able to perform and create using the basic elements and processes of visual and performing arts</p>	<p>Learning Opportunities:</p> <ul style="list-style-type: none"> <li>- TCs engage in hands-on experiences with instruments (voice, recorder, Native flute, ukulele) to explore melody, rhythm, harmony, and improvisation.</li> <li>- TCs participate in movement-based activities, singing games, and rhythm ensembles to express musical ideas physically and vocally.</li> <li>- TCs explore the Orff approach, improvisation, and sound exploration using body, environmental, and instrumental sounds.</li> <li>- TCs compose or arrange simple melodies or songs as part of lesson planning.</li> </ul> <p>Assessments:</p> <p><b>Instrument Check-Ins</b> – Demonstrate ability to perform using basic musical elements.</p> <p><b>Music and Movement Lesson Plan</b> – Apply performance and</p>	<p>Performing music using voice and instruments, demonstrating understanding of rhythm, melody, harmony, and other musical elements.</p> <p>Creating original musical ideas through improvisation, composition, and movement.</p> <p>Integrating performance and creative processes into lesson plans and classroom activities.</p>	<p>Demonstrate knowledge of music concepts through performing, creating, describing, and listening to music.</p> <p>Perform using voice, recorder, Native flute, and ukulele.</p>	<p>ZAAGI’IDIWIN – Loving and Caring</p>



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		<p>creative strategies in lesson design.</p> <p><b>Discussion Posts &amp; Peer Teaching</b> – Reflect on and demonstrate creative musical processes.</p> <p><b>Final Project: Music Integration Showcase</b> – Demonstrate creative application of musical elements across disciplines.</p>			
L.3	<p>know and apply within the elementary curriculum strategies for nurturing artistic modes of expression and thinking</p>	<p>Learning Opportunities:</p> <ul style="list-style-type: none"> <li>-TCs explore movement-based learning (e.g., body awareness, singing games, dancing) and expressive music activities.</li> <li>-TCs engage with the Orff approach, improvisation, and sound exploration using vocal, instrumental, environmental, and body sounds.</li> <li>-TCs design lessons that integrate music with SEL, literacy, science, and math, encouraging creative thinking.</li> <li>-TCs participate in performance and composition activities using diverse instruments and sound sources.</li> </ul> <p>Assessments:</p> <p><b>Music and Movement Lesson Plan</b> – Demonstrates integration of expressive strategies into curriculum.</p> <p><b>Discussion Posts &amp; Peer Teaching</b> – Reflect and apply</p>	<p>Applying strategies that encourage creative expression through movement, sound, and interdisciplinary connections.</p> <p>Designing and implementing lessons that foster artistic thinking and support diverse modes of learning.</p> <p>Demonstrating the ability to nurture expressive engagement in music through performance, improvisation, and integrated activities.</p>	<p>Design and practice music lessons at the appropriate developmental stage for use in a K–6 classroom.</p> <p>Demonstrate an understanding of music’s effectiveness in classroom management.</p> <p>Evaluate peer performance in the implementation of music lessons.</p>	<p>GIKENDAASO WIN – Knowing Knowledge</p> <p>ZAAGI’IDIWIN – Loving and Caring</p> <p>ZHAWENINDI WIN – Compassion</p>



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		<p>expressive strategies in teaching practice.</p> <p><b>Lesson Plans (Assignments 1–8)</b> – Show application of artistic thinking across disciplines.</p> <p><b>Final Project: Music Integration Showcase</b> – Demonstrates creative and expressive integration of music into curriculum.</p>			
L.4	understand the role of visual and performing arts in culture	<p>Learning Opportunities:</p> <ul style="list-style-type: none"> <li>- TCs explore music cultures from Africa, Asia, Europe, and America, including Indigenous traditions through <i>The Good Path</i> and Native Flute instruction.</li> <li>- TCs engage with historical and cross-cultural approaches to music through recorded lectures and readings.</li> <li>- TCs reflect on the value of cultural music education in elementary schools.</li> <li>- TCs perform using culturally significant instruments (Native Flute, recorder, ukulele) and explore music from multiple world regions.</li> <li>- TCs participate in peer teaching and evaluation, considering cultural relevance in lesson design.</li> </ul> <p>Assessments: <b>Assignment 6: Music and Movement Lesson Plan</b> – Integrates cultural</p>	<p>Exploring and integrating music from diverse cultures into lesson plans and classroom activities.</p> <p>Demonstrating respect for the cultural significance of music through performance, reflection, and teaching.</p> <p>Applying culturally responsive strategies that honor the role of music in community and identity.</p>	Develop a personal statement about the value of cultural music education in the elementary school.	<p>GIKENDAASO WIN – Knowing Knowledge</p> <p>ZAAGI’IDIWIN – Loving and Caring</p> <p>ZOONGIDE’E WIN – Strong Hearted</p>



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		<p>music experiences into classroom instruction.</p> <p><b>Assignment 7: Music History Lesson Plan</b> – Demonstrates understanding of music’s cultural and historical significance.</p> <p><b>Personal Statement</b> – Articulates beliefs about the role of music in diverse cultural contexts.</p> <p><b>Instrument Check-Ins</b> – Demonstrate respect for and engagement with cultural music practices.</p> <p><b>Peer Teaching &amp; Peer Evaluation</b> – Apply and assess culturally responsive music instruction.</p>			
L.5	know the characteristics of children’s development stages in the visual and performing arts	<p>Learning Opportunities:</p> <ul style="list-style-type: none"> <li>- TCs explore child voice development, song interests, and techniques for teaching children to sing and lead songs.</li> <li>- TCs learn to select and adapt instruments (recorder, ukulele, Native flute) based on developmental readiness and motor skills.</li> <li>- TCs engage in movement-based activities (body awareness, singing games, dancing) that align with physical and cognitive development stages.</li> <li>- TCs reflect on teaching strategies and student</li> </ul>	<p>Designing and implementing music lessons that reflect an understanding of children’s cognitive, physical, and emotional development.</p> <p>Selecting appropriate musical activities and instruments based on developmental readiness.</p> <p>Demonstrating awareness of how children engage with music at different stages through performance, movement, and lesson planning.</p>	Design and practice music lessons at the appropriate developmental stage for use in a K–6 classroom.	<p>ZAAGI’IDIWIN – Loving and Caring</p> <p>ZHAWENINDI WIN – Compassion</p>



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		<p>engagement through discussion posts.</p> <ul style="list-style-type: none"> <li>- TCs evaluate peer lessons and receive feedback on their own, considering age-appropriate content and delivery.</li> </ul> <p>Assessments:</p> <p><b>Assignment 2: Music and Science Lesson Plan</b> – Requires consideration of age-appropriate vocal and musical strategies.</p> <p><b>Instrument Check-Ins</b> – Demonstrate understanding of developmental appropriateness in performance.</p> <p><b>Assignment 5: Music and Literacy Lesson Plan</b> – Integrates movement and music in developmentally appropriate ways.</p> <p><b>Discussion Posts</b> – Provide insight into how candidates consider developmental stages in planning and instruction.</p> <p><b>Peer Teaching &amp; Peer Evaluation</b> – Demonstrate ability to assess and apply developmental knowledge in practice.</p>			
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### Course Requirements & Assessment descriptions:

Criteria	Points	Due
Assignments: Lesson Plans (8 x10 points each)	80	1: 9/21 2: 9/28 3: 10/5 4: 10/19 5: 11/2 6: 11/16 7: 12/7 8: 12/15
Discussion Posts (8x 10 points each)	80	1: 9/21 2: 9/28 3: 10/5 4: 10/19 5: 11/2 6: 11/16 7: 12/7 8: 12/15
Music Elements Quiz	20	10/5
Instrument Check Ins Asynchronous Video Lesson or TC Option for Zoom for recorder, ukulele, and Native Flute (3 sessions x 10 points each) (5:30-6:30 reserved time)	30	9/24 10/22 11/5
Peer Teaching (Zoom or asynchronous video option)	20	12/8
Peer Evaluating (Zoom or asynchronous video option)	20	12/8
Final Project/Paper: Music Integration Showcase and Personal Statement	50	12/19
Total Points:	300	

### **Course Expectations:**

Professionalism- Students are expected to act in a professional manner in the course. Professionalism is based on the cultural standards of FDLTCC.



## Fond du Lac Tribal and Community College Elementary Education Program



Communication- Good communication is an important part of a successful classroom experience. Please feel free to contact me via email at [Jessica.thompson@fdltcc.org](mailto:Jessica.thompson@fdltcc.org).

Participation- Students are expected to participate in all class meetings (in-person or online) or watch the recorded meeting and complete the alternative assignment by the assigned due date. Students who choose to do the alternative assignment instead of attending the meeting must notify the instructor before the absence.

Standards/Rubrics - Rubrics will be provided for each assessment. You must meet the criteria of the rubric in order to have met the standard aligned to the assessment.

Late Posting/Late Assignments: To support a productive and equitable learning environment, the following guidelines apply to late work:

- **Discussion Posts:** Due to the interactive nature of discussions and the importance of timely engagement, **late discussion posts will not be accepted** under any circumstances.
- **Assignments:** While timely submission is encouraged to maintain the flow of the course, **late assignments will not be penalized** as long as the student **communicates with the instructor ahead of the due date** and receives approval. This flexibility is intended to accommodate extenuating circumstances while preserving academic integrity and fairness.

Failure to communicate in advance may result in point deductions or non-acceptance of the assignment, at the instructor's discretion.

### Teaching to Mastery Statement:

This course is grounded in the philosophy of teaching to mastery. Students are encouraged to engage deeply with course content and demonstrate their understanding through high-quality work. To support this approach, resubmissions of assignments may be permitted when appropriate. If a student receives feedback indicating that revisions are needed, they are welcome to revise and resubmit their work within a reasonable timeframe as determined by the instructor. The goal is to foster growth, reflection, and continuous improvement in alignment with professional standards.

### Living Document Notice

This syllabus is a living document and may be updated throughout the semester to reflect changes in scheduling, assignments, or course content. Any modifications will be communicated clearly and in advance through the course shell or email. Students are responsible for staying informed of updates and checking announcements regularly.

### Instructor Office Hours:

*You can email the instructor at [jessica.thompson@fdltcc.edu](mailto:jessica.thompson@fdltcc.edu) to set up an appointment online or in person. Drop-in hours are available on Tuesdays and Wednesdays—no appointment needed.*

**Monday:** By appointment

**Tuesday:** 2:00-4:00 PM (on campus or via Zoom), or by appointment

**Wednesday:** 8:00-11:00 AM (on campus or via Zoom), or by appointment

**Thursday:** By appointment

**Friday:** By appointment

### Extra Credit Policy:

To support student success and promote academic engagement, this course offers structured



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opportunities for earning extra credit. Students who wish to pursue extra credit may do so through the following approved activities:

- **Instructor Consultation:** Meet with the instructor to discuss course content, assignments, or academic progress.
- **Tutor.com Submission:** Submit a written assignment to Tutor.com and provide the instructor with the feedback received as documentation.
- **Peer Review:** Engage in a peer review process. Submit a copy of the peer’s comments or editing notes to the instructor as evidence.
- **Writing Center Support:** Visit the campus Writing Center for assistance with writing assignments. The Writing Center must confirm the visit via email to the instructor.
- **Campus Engagement:** Attend an approved campus event (e.g., cultural, educational, or service-based). Submit a photo or program flyer as proof of attendance.

Extra credit is intended to reinforce learning, encourage collaboration, and foster community involvement. All extra credit activities must be completed within the timeframe specified by the instructor and are subject to approval.

### ***Some Use of Generative A.I. Allowed***

Generative AI policies may differ from one course to another. In this course, the use of generative AI tools (ChatGPT, Copilot, Gemini, DALL-E, etc.) may be permitted in certain situations. Your instructor will specify when and under what conditions their use is allowed. If you use these tools, you may be required to explain how they informed your work, and all use must include proper attribution/citations. The instructor will clearly indicate in the online learning platform (e.g., D2L/Brightspace) whether AI use is allowed for each assignment. If students choose to use AI tools, they must:

- Follow the guidelines provided for that specific assignment.
- Clearly explain how the AI tool informed their work.
- Include proper attribution or citation of the AI tool used.

Unauthorized or unacknowledged use of AI tools may be considered a violation of academic integrity.

Plagiarism, or presenting the writing of another as your own (a.k.a. “copying”), results in an F for this course and is subject to any other disciplinary actions mandated by this institution and the Minnesota State system.

### **Course Schedule:**

<b>Week / Class Topic</b>	<b>Assignment and Activity</b>	<b>Learning opportunities and Assessment</b>	<b>SEP Standard (SEP) Subject Matter (SM) Cultural Standard (CS)</b>
<b>Module 1:</b> Weeks 1 and 2: Aug 25- Sept 7 (Labor Day Sept 1)	Assignments:	Learning Opportunities: TCs will be introduced to fundamental ideas about	SM: L.1, L.2, L.3



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<p>How Children Learn, Guidelines for Teaching Music</p> <p><b>*With course instructor change, will be combined with module 2</b></p>	<p>Read: Integrating Music into the Elementary Classroom Chapters 1 and 2 (recorded book lecture provided from instructor)</p> <p>Read: MN Music Standards National Music Standards: <a href="#">Standards - NafME</a> And <a href="#">Microsoft Word - Draft 3 Standards by Grade Level.docx</a></p> <p>Read: <a href="#">Essential Understandings About Native Arts in MN Jan 2025 with cover.pdf</a></p> <p>Assignment 1 Music and Math Lesson Plan</p>	<p>teaching music, focusing on basic types of learning, the structure of musical learning, techniques and resources for enhancing musical learning, and the pace of instructional technology in supporting musical learning.</p> <p>TCs will be introduced to guidelines for teaching music including key elements in designing integrated learning experiences with music, writing lesson plans, reminders for planning and teaching lessons, and making good teaching, great teaching.</p> <p>Assessment: Assignment 1 Music and Math Lesson Plan</p> <p>Discussion Post 1</p>	<p>CS: GIKENDAASOWIN – Knowing Knowledge, ZAAGI’IDIWIN – Loving and Caring, ZHAWENINDIWIN – Compassion</p>
<p><b>Module 2:</b> Weeks 3 and 4: Sept 8- 21</p> <p>Fundamentals of Music, Teaching Music Through Singing</p>	<p>Assignment:</p> <p>Read: Integrating Music into the Elementary Classroom Chapters 3 and 4 (recorded book lecture provided from instructor)</p> <p>Read: Article: Effective Integration of Music in the Elementary Classroom: <a href="#">Effective Integration of Music in the Elementary School Classroom</a></p> <p>Assignment 2: Music and Science Lesson Plan</p>	<p>Learning Opportunities: TCs will learn the basic elements of music through experiences with rhythm, melody, dynamics, tone color, texture, and form.</p> <p>TCs will explore ideas for developing lessons based on characteristics of the child voice and children’s song interests, techniques for teaching children to sing, preparing to teach a song, leading a song, teaching songs to children, and teaching part singing.</p> <p>Assessment: Assignment 2: Music and Science Lesson Plan</p> <p>Discussion Post 2</p> <p>Quiz: Elements of Music</p>	<p>SM: L.1, L.2, L.3, L.5</p> <p>CS: GIKENDAASOWIN – Knowing Knowledge, ZAAGI’IDIWIN – Loving and Caring, and ZHAWENINDIWIN – Compassion</p>
<p><b>Module 3:</b> Weeks 5 and 6: Sept 22-Oct 5</p> <p>Teaching Music Through Playing Classroom Instruments</p> <p><b>Check in-Recorder or Asynchronous with</b></p>	<p>Assignments:</p> <p>Read Integrating Music into the Elementary Classroom Chapter 5 (recorded book lecture provided from instructor)</p>	<p>Learning Opportunities: TCs will explore ideas for developing lessons that involve playing melodies, using melody instruments in the classroom, playing harmony instruments, playing percussion instruments, playing rhythm</p>	<p>SM: L.1, L.2, L.3, L.5</p> <p>CS: GIKENDAASOWIN – Knowing Knowledge, ZAAGI’IDIWIN – Loving and Caring, ZHAWENINDIWIN – Compassion, and ZOONGIDE’EWIN – Strong Hearted</p>



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<p>optional zoom at request of TC: September 24<sup>th</sup> 5:30-6:30</p>	<p>Read Article: 7 Creative Ways to Use Music in the Classroom: <a href="#">7 creative ways to use music in the classroom   A New Direction</a></p> <p>Activity: Introduction to Recorder</p>	<p>accompaniments to songs, developing a rhythm ensemble, integrating instrumental experiences into the classroom, and sample lessons.</p> <p>Assessments: Assignment 3: Music and SEL Lesson Plan</p> <p>Discussion Post 3</p> <p>Instrument Check In: Recorder</p>	
<p><b>Module 4:</b> Weeks 7 and 8: Oct 6-19 (Oct 13 Indigenous Peoples Day, Oct 17-18 MMEA)</p> <p>Teaching Music Through Listening</p>	<p>Assignments:</p> <p>Read: Integrating Music into the Elementary Classroom Chapter 6 (recorded book lecture provided from instructor)</p> <p>Read: Perpich: Music of MN American Indian Tribes and Communities: <a href="#">Traditional-Music-of-MN-American-Indians.pdf</a></p>	<p>Learning Opportunities: TCs will explore ideas for developing listening lessons through the chain of events in musical expression, sounds produced by voices, sounds produced through Western orchestral instruments, performing ensembles, how to guide listening, techniques for teaching students to listen to music, and integrating listening experiences into the classroom.</p> <p>Assessments: Assignment 4: Music Listening Lesson Plan</p> <p>Discussion Post 4</p>	<p>SM: L.1, L.3, L.4</p> <p>CS: GIKENDAASOWIN – Knowing Knowledge, ZHAWENINDIWIN – Compassion, ZAAGI’IDIWIN – Loving and Caring, and ZOONGIDE’EWIN – Strong Hearted</p>
<p><b>Module 5:</b> Weeks 9 and 10: Oct 20-Nov 2</p> <p>Teaching Music Through Movement, Creativity and Music</p> <p>Check in-Ukulele or Asynchronous with optional zoom at request of TC Oct 22<sup>nd</sup> 5:30-6:30</p>	<p>Assignments:</p> <p>Integrating Music into the Elementary Classroom Chapters 7 and 8 (recorded book lecture provided from instructor)</p> <p>The Good Path: Ojibwe Learning and Activity Book</p> <p>Introduction to the Ukulele</p> <p>Perpich Center for the Arts: <a href="#">Music Education - Perpich : Perpich</a></p> <p><a href="#">Project MUSE - “Love of all Wisdoms”: Toward A Multi-Philosophical Approach to Music Education</a></p> <p>Activity: Ukulele</p>	<p>Learning Opportunities: TCs will explore ideas for developing lessons based on developing body awareness in space, expressing musical concepts through movement, interpreting musical ideas through movement, and playing singing games and dancing.</p> <p>TCs will explore ideas for developing lessons based on the orff approach to musical learning, improvising and organizing sounds, creative experiences with vocal sounds, instrumental sounds, environmental sounds, body sounds, and writing melodies or songs.</p> <p>Assessments:</p>	<p>SM: L.1, L.2, L.3, L.4, L.5</p> <p>CS: GIKENDAASOWIN – Knowing Knowledge, ZAAGI’IDIWIN – Loving and Caring, ZHAWENINDIWIN – Compassion, ZOONGIDE’EWIN – Strong Hearted, GWAYAKWAADIZIWIN – Living a Balanced Way, and AANGWAAMIZIWIN – Diligence and Caution</p>



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		<p>Assignment 5: Music and Literacy Lesson Plan</p> <p>Discussion 5</p> <p>Instrument Check In: Ukulele</p>	
<p><b>Module 6:</b> Weeks 11 and 12: Nov 3-16</p> <p>Integrating Music with the Study of Peoples, Places, and Cultures</p> <p>Check in-Native Flute Asynchronous with optional zoom at request of TC Nov 5<sup>th</sup> 5:30-6:30</p>	<p>Assignments:</p> <p>Integrating Music into the Elementary Classroom Chapter 9 (recorded book lecture provided from instructor)</p> <p>Introduction to Native Flute</p> <p><a href="#">Native American Music – Classics for Kids</a></p> <p>Activity: Native Flute</p>	<p>TCs will learn to develop lessons on music cultures from Africa, Asia, Europe, and America.</p> <p>Assignment 6: Music and Movement Lesson Plan</p> <p>Discussion 6:</p> <p>Instrument Check In: Native Flute</p>	<p>SM: L.1, L.2, L.3, L.4</p> <p>CS: GIKENDAASOWIN – Knowing Knowledge, ZAAGI'IDIWIN – Loving and Caring, ZHAWENINDIWIN – Compassion, ZOONGIDE'EWIN – Strong Hearted, GWAYAKWAADIZIWIN – Living a Balanced Way, and AANGWAAMIZIWIN – Diligence and Caution</p>
<p><b>Module 7:</b> Weeks 13 and 14: Nov 17-Dec 7 (Nov 27-28 Thanksgiving Holiday)</p> <p>Experience with Music and Other Arts</p>	<p>AssignmeIntegrating Music into the Elementary Classroom Chapter 10 (recorded book lecture provided from instructor)</p> <p>Article: Highly Engaged Students Connect Music to Math</p>	<p>TCs will learn to develop lessons using analogous concepts in relating music and the arts, using a thematic approach, historical approach, and a cross-cultural approach in relating music and the arts.</p> <p>Assignment 7: Music History Lesson Plan</p> <p>Discussion 7</p>	<p>SM: L.1, L.3, L.4</p> <p>CS: GIKENDAASOWIN – Knowing Knowledge, ZAAGI'IDIWIN – Loving and Caring, ZHAWENINDIWIN – Compassion, ZOONGIDE'EWIN – Strong Hearted, GWAYAKWAADIZIWIN – Living a Balanced Way</p>
<p><b>Module 8:</b> Weeks 15 and 16: Dec 8-15 classes, 16-19 Final Exam Time</p> <p>Thematic and Content Pedagogy</p> <p>Peer Teaching and Evaluating Asynchronous with optional zoom at request of TC Dec 8<sup>th</sup> 5:30-6:30</p>	<p>Integrating Music into the Elementary Classroom Chapter 11(recorded book lecture provided from instructor)</p> <p><a href="#">Orchestra - Native American Standard in the Public School</a></p> <p><a href="#">General Music Classroom -- Cristina Seaborn.pdf</a></p>	<p>TCs will learn to develop lessons that integrate music within general thematic areas and how to plan a music program.</p> <p>Assignment 8: Music and AI Lesson Plan</p> <p>Discussion 8</p> <p>Peer Teaching: Teach one of the Lessons you created virtually to a peer or the instructor.</p> <p>Peer Evaluating: Evaluating a lesson from a peer, or from a recorded lesson provided from the instructor.</p>	<p>SM: L.1, L.3, L.4</p> <p>CS: GIKENDAASOWIN – Knowing Knowledge, ZAAGI'IDIWIN – Loving and Caring, ZHAWENINDIWIN – Compassion, ZOONGIDE'EWIN – Strong Hearted, GWAYAKWAADIZIWIN – Living a Balanced Way, and AANGWAAMIZIWIN – Diligence and Caution</p>



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		Final Paper/Project: Music Integration Showcase
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### Requirements and Points:

To meet the program requirements, students must pass the course with 70% or above.

Grade	%	Points
A	100-90	300-270
B	89-80	269-240
C	79-70	239-210
D	69-60	209-180



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### FDLTCC Competencies Across the Curriculum (CAC)

**Information Literacy** – the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information.

**Ability to Communicate** – the ability to listen, read, comprehend, and/or deliver information in a variety of formats.

**Problem Solving** – The ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.

**Culture** – knowledge of Anishinaabe traditions and culture, knowledge of one's own traditions and culture, knowledge of others' traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.



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## Conceptual Framework

### Vision

The vision of the FDLTCC Education Unit is to be transformational leaders in culturally responsive pedagogy and Indigenous knowledge by embracing Niindaa'iwedaa o' o gikendaasowin, which means sending knowledge into the future by embedding Anishinaabe knowledge, culture, and traditions into the curriculum and instilling these teaching practices in our future educators.

### Mission

The mission of the FDLTCC Education Unit is to work within our communities to prepare caring, competent educators by promoting equitable, inclusive, and transformative educational practices that are based on Anishinaabe knowledge, traditions, and culture.

### Cultural Standards Woven Together with Professional Outcomes

The unit has adopted the cultural standards of the WINHEC accredited American Indian Programs and adapted them to meet the specific needs of the education unit. Professional outcomes were developed from the cultural standards. Both the cultural standards and the professional outcomes flow from the unit's vision and mission to provide a unique perspective on teaching and learning. The cultural standards and professional outcomes direct the unit's thinking, planning, actions, and initiatives (see figure 1).

### GIKENDAASOWIN – Knowing Knowledge

To prepare our teacher candidates to be problem solvers who strive for continuous learning and growth.

#### Disposition: Integrates Content and Pedagogical Knowledge

Teacher candidates demonstrate their ability to integrate content and pedagogical knowledge by weaving the following into their teaching:

- Technology: Use technology effectively to improve student learning.
- Theory to Practice: Applies current theory, research, and best practices to improve one's professional practice as a teacher.
- Critical and Connected Thinking: Engages in critical thinking that reflects analysis, problem solving, and incorporates world views and community knowledge to create culturally relevant instruction.
- Reflective Practice: Demonstrates self-reflection and incorporates professional feedback to adjust for continuous improvement in professional practices and effective instruction.



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### Professional Outcome: Content and Pedagogical Knowledge

- To develop teachers who value and utilize knowledge, learning, and critical thinking that is central to Indigenous and other ways of knowing.

### **GWAYAKWAADIZIWIN – Living a Balanced Way**

To provide teacher candidates the opportunity to recognize the importance of living in harmony with the community and are prepared to use a collective approach to understanding and deciding on a course of action.

### Disposition: Communication and Collaboration

Teacher candidates demonstrate professional interpersonal and communication skills. These skills are used to promote positive collaborative partnerships with students, families, colleagues, other school professionals, and the global community to support achievement of student learning outcomes.

- *Reflective Collaboration:* Uses insights and inspiration of others to improve practice and can occur in:
  - Professional Learning Communities
  - Mentoring Programs
  - Peer Observations
  - Critical Friends Groups
- *Community Involvement:* Demonstrates positive collaborative skills in interactions with instructors, advisors, students, colleagues, parents/guardians/caregivers, school teams, and those in the wider community.
- *Communication:* Effectively and accurately communicates ideas, thoughts or visions (oral and written) and engages in active listening based on audience and community cultural norms.

### Professional Outcome: Community and Collaboration

- To develop teachers who are reflective, connected educators who understand the interrelatedness of educating the whole child by including the community.

### **ZOONGIDE'EWIN – Strong Hearted**

To provide a foundation on which we build and strengthen each teacher candidate's resilience, innovation, and passion.

### Disposition: Vision and Leadership

Teacher candidates demonstrate the vision and skills necessary to lead and manage classrooms and schools as complex, adaptive systems in a changing world.

- Demonstrates skills and qualities that lead to meaningful change.



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- Models and fosters respect for all cultures, identities, and perspectives in words and actions and considers historical pasts to prepare for the future.
- Listens and responds to community needs and understands cultural norms as opportunities for growth and development.

### Professional Outcome: [Transformational Leadership](#)

- To increase the teachers' leadership capacity to live and walk with a strong heart, respectful and open to new ideas and courageous enough to confront the accepted truths of history and society.

### **AANGWAAMIZIWIN – Diligence and Caution**

To develop teacher candidates' capacity to proceed carefully, after identifying, discussing and reflecting on logical and ethical dimensions of political, cultural, social, and personal life.

### Disposition: [Ethical Behavior](#)

Teacher candidates demonstrate professional integrity through behaviors and actions that reflect state and FDLTCC ethical and cultural standards.

- Demonstrate professional and ethical conduct with faculty, faculty supervisors, cooperating teachers, students, parents, colleagues, and community.
- Practices, complies, and understands the school site and the college and unit policies (e.g., academic honesty), as well as Minnesota Code of Ethics for Teachers.
- Adheres to all professional standards, including the use of technologies (e.g., accesses authorized websites, social media and other applications, and uses personal electronic devices as appropriate).

### Professional Outcome: [Ethical Practitioner](#)

- To develop teachers' capacity to be ethically responsive in respecting their role as an educator and understanding community needs.

### **DEBWEWIN – Honesty and Integrity**

Encourage teacher candidates to develop a deeper appreciation of their own worldview and the worldview of others.

### Disposition: [Data-Informed Practice](#)

Teacher candidates demonstrate ability to make data-driven decisions as they plan, implement, and evaluate instruction.

- Uses student data to plan and implement instructional strategies and activities.
- Uses assessment data to identify student strengths and deficiencies and adjusts practice based on results.



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- Uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual and social development of the student.

### Professional Outcome: Assessment and Use of Data

- To expand teachers' potential to think and act with honesty and integrity as they use multiple types of assessment strategies to evaluate student progress and guide student learning and development.

### **ZAAGI' IDIWIN – Loving and Caring**

To encourage the teacher candidates' development of healthy, caring relationships built on respect for all.

### Disposition: Equity, Social Justice, and Inclusion

Teacher candidates demonstrate fairness, empathy and compassion based on their belief that everyone can learn. Candidates actively seek out multiple perspectives and diverse experiences to address the academic, interpersonal, and emotional needs of all students.

- Demonstrates and appreciation of the languages, communities, and experiences students bring to the classroom.
- Advocates for and supports Indigenous and other diverse communities and individuals.
- Respects the dignity and essential worth of all individuals.
- Interacts with sensitivity to community and cultural norms.
- Values and responds to all aspects of a child's developmental well-being (cognitive, emotional, psychological, social, and physical).
- Promotes the diversity of opinions, ideas, and backgrounds.

### Professional Outcome: Diversity

Promote teachers' acceptance and respect of the diversity within their school, community and environment.

### **ZHAWENINDIWIN – Compassion**

To encourage teacher candidates to develop an empathetic appreciation of the arts and humanities as a way to understand the human experience.

### Disposition: Life-Long Learner

Teacher candidates engage in professional growth and encourage curiosity and inquiry as reflective agents of change by sharing knowledge responsibly and participating as a community resource.

- Demonstrates commitment to professional development and intellectual curiosity.
- Practices current skills while demonstrating ability to adapt and develop new skills.
- Actively participates or fosters the positive professional learning environment within the school community as well as the school- home relationships.



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- Analyzes various professional contexts, resulting in more informed decision-making about professional practice.

### Professional Outcome: [Generation of New Knowledge](#)

To expand teachers' knowledge of the human condition and cultures, and the importance of compassion especially in relation to behavior, ideas, and values.

### **MN PELSB Standards of Effective Practice (SEP) and/or Content Standards**

**SEP:** *8710.2000 Standards of Effective Practice*

N/A

### **MN PELSB Standards: Subject matter standards.**

**SM:** *8710.3200 Subject Matter Elementary Education*

L. A teacher of children in kindergarten through grade 6 must demonstrate knowledge of fundamental visual and performing arts, including music, dance, and theater, concepts and the connections among them. The teacher must:

- (1) understand the basic structural elements, principles, and vocabulary of the visual and performing arts;
- (2) be able to perform and create using the basic elements and processes of visual and performing arts;
- (3) know and apply within the elementary curriculum strategies for nurturing artistic modes of expression and thinking;
- (4) understand the role of visual and performing arts in culture; and
- (5) know the characteristics of children's development stages in the visual and performing arts



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### Reference/Resource List:

- A New Direction. (2020, September 16). *7 creative ways to use music in the classroom*. <https://www.anewdirection.org.uk/blog/7-creative-ways-to-use-music-in-the-classroom>
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- National Association for Music Education. (n.d.). *National music standards*. <https://nafme.org/publications-resources/standards/>
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