# COURSE SYLLABUS

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>MVV 2111</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite(s):</td>
<td>No Prerequisites</td>
</tr>
<tr>
<td>Course Title:</td>
<td>Fundamentals of Voice</td>
</tr>
<tr>
<td>Course Credit:</td>
<td>2</td>
</tr>
<tr>
<td>Course Hours:</td>
<td>2</td>
</tr>
<tr>
<td>College:</td>
<td>Arts and Sciences</td>
</tr>
<tr>
<td>Department:</td>
<td>Music</td>
</tr>
<tr>
<td>Required Text(s):</td>
<td>Basics of Singing 6th edition by Jan and Heidi Counsell Schmidt</td>
</tr>
<tr>
<td>Supplies:</td>
<td>Notebook or Three-Ring Binder</td>
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<tr>
<td>Faculty Name:</td>
<td>Professor Kilgore</td>
</tr>
<tr>
<td>Term and Year:</td>
<td>Fall 2008</td>
</tr>
<tr>
<td>Place and Time:</td>
<td>FTMB/Room 209</td>
</tr>
<tr>
<td>Office Location:</td>
<td>FTMB 210</td>
</tr>
<tr>
<td>Telephone:</td>
<td>599-3040</td>
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<tr>
<td>e-mail:</td>
<td><a href="mailto:Alethea.Kilgore@famu.edu">Alethea.Kilgore@famu.edu</a></td>
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<tr>
<th>Office Hours</th>
<th>Monday 9 am</th>
<th>Tuesday 9 am</th>
<th>Wednesday 9 am</th>
<th>Thursday 9 am</th>
<th>Friday</th>
<th>Saturday</th>
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**Course Description**

MVV is designed to equip students with basic singing skills for practical use as musicians and music educators, or as a foundation for further study of the voice through the use of appropriate vocal exercises, vocal techniques, and beginning vocal literature. New material will be introduced through reading assignments, lecture, and demonstration, and students will be responsible for group, supervised practice for a portion of classroom time. Some of the specific topics covered will include: singing posture, anatomy as it relates to the singing mechanism, resonance, the International Phonetic Alphabet, note reading, song styles, and literature, as well as vocal health, audition procedures, and the basic principles of vocal technique.

**Course Purpose**

This course is a requirement for the completion of a Bachelor of Science degree in Music Education.

To provide students with opportunities to improve basic singing skills.

To equip students for further study of the voice.

To acquaint students with standard vocal literature.

To equip future music educators with a basic knowledge of vocal technique and to provide a method by which they can educate others in this subject area.

**Conceptual Framework**

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework

F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge (S)=Skill (D)=Disposition

*Approved/Revised 10/30/07*
**DIVERSITY**

- **CF 1**
  - Through this focal area, the FAMU professional education candidate will:

| CF: 1.2 (S,D) | Acquire the skills & dispositions to understand & support diverse student learning. | F: 5, 7 | I: 3, 8 |
| CF: 1.3 (S,D) | Accept and foster diversity. | F: 5, 6 | I: 3, 8 |
| CF: 1.5 (K, S) | Establish a comfortable environment in which all students can learn. | F: 5, 7, 9, 10 | I: 5 |

**TECHNOLOGY**

- **CF 2**
  - Through this focal area, the FAMU professional education candidate will:

| CF: 2.1 (S) | Use available technology and software to support student learning. | F: 4, 12 | I: 6 |
| CF: 2.2 (S) | Use technology to manage, evaluate and improve instruction. | F: 1, 4, 10, 12 | I: 6, 7 |
| CF: 2.3 (K) | Know fundamental concepts in technology. | F: 12 | I: 1, 6 |
| CF: 2.4 (K) | Understand fundamental concepts in technology. | F: 2, 12 | I: 6 |
| CF: 2.5 (S) | Use fundamental concepts in technology. | F: 12 | I: 6 |
| CF: 2.6 (S,D) | Facilitate access to technology for students. | F: 12 | I: 6 |
| CF: 2.7 (S) | Facilitate the use of technology by students. | F: 4, 12 | I: 6 |

**VALUES**

- **CF 3**
  - Through this focal area, the FAMU professional education candidate will:

| CF: 3.1 (S) | Work with colleagues in a professional manner. | F: 6 | I: 2, 5 |
| CF: 3.2 (S) | Interact with students, families and other stakeholders in a manner that reflects ethical and moral standards. | F: 11, 6 | I: 9, 10 |

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*Approved/Revised 10/30/07*
| CF: 3.3 (S,D) | Show respect for varied (groups) talents and perspectives. | F: 5.6 | I: 3 |
| CF: 3.4(D) | Be committed to individual excellence. | F: 3.9 | I: 5.9 |
| CF: 3.5(D) | Recognize the importance of peer Relationships in establishing a climate for learning. | F: 7.2 | I: 5.10 |

**CRITICAL THINKING**

**• CF4**  
**• Through this focal area, the FAMU professional education candidate will:**

| CF: 4.1 (K) | Understand a variety of instructional/professional strategies to encourage student development of critical thinking and performance. | F:4.7 | I: 4 |
| CF: 4.2 (S) | Use a variety of instructional/professional strategies to encourage students’ development of critical thinking and performance. | F:2.7 | I: 4 |
| CF: 4.4 (K) | Acquire performance assessment techniques and strategies that measure higher order thinking skills of student. | F:1.4 | I: 1.8 |

**PROFESSIONALISM**

**• CF 5**  
**• Through this focal area, the FAMU professional education candidate will:**

| CF: 5.1 (K) | Know the content | F: 8 | I: 1 |
| CF: 5.2 (S) | Use the appropriate pedagogy to provide all students with the opportunity to learn. | F:7.9 | I: 7 |
| CF: 5.3 (D) | Demonstrate commitment to professional growth & development. | F:3.7 | I: 9 |
| CF: 5.4 (K,S) | Use major concepts, principles, theories & research related to the development of children and adults. | F: 7 | I: 2 |
| CF: 5.5 (S) | Construct learning opportunities that support student development & acquisition of knowledge & motivation. | F: 7 | I: 5 |
| CF: 5.6 (S) | Display effective verbal & non-verbal communication techniques to foster valuable interaction in the classroom. | F: 2 | I: 6 |
| CF: 5.7 (S,D) | Display appropriate code of conduct including dress, language, and respective behavior. | F: 9 | I:5,9 |
| CF: 5.8 (K,S) | Know and use student personnel services | F:5,10,12 | I: 2,10 |

**URBAN/RURAL EDUCATION**

**• CF6**  
**• Through this focal area, the FAMU professional education candidate will:**

| CF: 6.1 (S) | Be able to work in school settings with varied levels of human and material resources. | F:9,10,11 | I: 10 |
| CF: 6.3 (K) | Understand the conditions of both rural and urban students and families. | F: 5, 11 | I: 2,3 |
| CF: 6.4 (S) | Communicate effectively with students’ parents and the community. | F: 5,11 | I: 6 |

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Approved/Revised 10/30/07
Overall Goals of the Course
To provide students with opportunities to improve basic singing skills.
To equip students for further To study of the voice.
To acquaint students with standard vocal literature.
To equip future music educators with a basic knowledge of vocal technique and to provide a method by which they can educate others in this subject area.

Specific Behavioral Objectives
Students will be able to demonstrate and have practical knowledge of the basic principles of:

1. Posture
2. Tone Production
3. The Anatomy of the Larynx and Respiratory System
4. Breath Control
5. Diction
6. Varied Song Styles
7. Selected Vocal Exercises or Vocalises
8. Vocal Health
9. Audition Procedures
10. Music Reading

National and State Standards Addressed in the Course

Interstate New Teacher Assessment and Support Consortium (INTASC) Standards

Standard 1: Subject Matter
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Standard 2: Student Learning
The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Standard 3: Diverse Learners
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

Standard 4: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

Standard 5: Learning Environment
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication
The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7: Planning Instruction
The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

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(K) = Knowledge (S) = Skill (D) = Disposition

Approved/Revised 10/30/07
Standard 8: Assessment
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Standard 9: Reflection and Professional Development
The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Standard 10: Collaboration, Ethics, and Relationships
The teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support students' learning and well-being.

Professional Organization/Learned Society Standards

NASM Standards

Vocal/Choral Music
(a) Vocal and pedagogical skill sufficient to teach effective use of the voice.
(b) Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for vocal/choral music.
(c) Experiences in solo vocal performance, as well as in both large and small choral ensembles.
(d) Performance ability sufficient to use at least one instrument as a teaching tool and to provide, transpose, and improvise accompaniments.
(e) Laboratory experience in teaching beginning vocal techniques individually, in small groups, and in larger classes.

Florida Educator Accomplished Practices (FEAPs)
1. ASSESSMENT
1.1 The preprofessional teacher collects and uses data gathered from a variety of sources. These sources include both traditional and alternate assessment strategies. Furthermore, the teacher can identify and match the students’ instructional plans with their cognitive, social, linguistic, cultural, emotional, and physical needs.

2. COMMUNICATION
2.1 The preprofessional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which she/he will use in the classroom.

3. CONTINUOUS IMPROVEMENT
3.1 The preprofessional teacher realizes that she/he is in the initial stages of a lifelong learning process and that self-reflection is one of the key components of that process. While her/his concentration is, of necessity, inward and personal, the role of colleagues and school-based improvement activities increases as time passes. The teacher’s continued professional improvement is characterized by self-reflection, working with immediate colleagues and teammates, and meeting the goals of a personal professional development plan.

4. CRITICAL THINKING
4.1 The pre-professional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem-solving activities designed to assist all students in demonstrating their ability to think creatively.

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Approved/Revised 10/30/07
5. **DIVERSITY**
5.1 The preprofessional teacher establishes a comfortable environment which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation.

6. **ETHICS**
6.1 The preprofessional adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

7. **HUMAN DEVELOPMENT AND LEARNING**
7.1 Drawing upon well established human development/learning theories and concepts and a variety of information about students, the preprofessional teacher plans instructional activities.

8. **KNOWLEDGE OF SUBJECT MATTER**
8.1 The preprofessional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real-world integrated settings. The teacher’s repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.

9. **LEARNING ENVIRONMENTS**
9.1 The preprofessional teacher understands the importance of setting up effective learning environments and has techniques and strategies to use to do so including some that provide opportunities for student input into the processes. The teacher understands that she/he will need a variety of techniques and work to increase his/her knowledge and skills.

10. **PLANNING**
10.1 Recognizing the importance of setting high expectations for all students, the preprofessional teacher works with other professionals to design learning experiences that meet students’ needs and interests. The teacher candidate continually seeks advice/information from appropriate resources (including feedback), interprets the information, and modifies her/his plans appropriately. Planned instruction incorporates a creative environment and utilizes varied and motivational strategies and multiple resources for providing comprehensible instruction for all students. Upon reflection, the teacher continuously refines outcome assessment and learning experiences.

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**Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills**

**Music K-12**

1. **Knowledge of music theory, history, and literature**
   1. Identify and discriminate between rhythmic structures (e.g., beat, meter, pattern, polyrhythms).
   2. Identify and discriminate between melodic structures (e.g., contour/patterns, tonal systems [modes/scales], melodic sequence).
   3. Identify and discriminate between harmonic structures and textures.
   4. Identify and discriminate between standard music forms.
   5. Identify and discriminate between stylistic features, principal genres, and contributions of representative composers of the traditional stylistic eras of Western music.
   6. Identify and discriminate between stylistic features in American music (e.g., folk, ethnic, electronic, popular, jazz, classical).
   7. Identify and discriminate between musics of other cultures.
   8. Identify and interpret terms and symbols found in music scores.

2. **Knowledge of curricula and instructional planning**
   1. Identify appropriate skills, teaching strategies, and sequence of concepts for developing students’ musical independence.
   2. Select music literature and materials appropriate for students’ capabilities and musical maturity, including adaptation if warranted.
   3. Identify appropriate instructional strategies for the exceptional student.
   4. Identify instructional strategies for teaching music history and theory.
   5. Identify techniques for developing students’ creative musical skills (e.g., improvisation, composition, listening skills, sight reading, performance skills).
   6. Identify appropriate organization of rehearsals and classroom activities to include music history, music theory, listening skills, performance, and sight-reading as integral parts of instruction.
   7. Identify trends and research affecting music curriculum development and instruction.
   8. Identify the relationships between music, the other arts, and disciplines outside the arts.

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9. Identify factors in creating a music curriculum that provides a balance of musical experiences for all students.

**3 Knowledge of instructional and assessment procedures**

1. Identify music performance problems (e.g., intonation, phrasing, blend, balance, tone quality, notation/performance discrepancies) and methods for correcting the problems.
2. Select teaching strategies that motivate and promote students' musical growth, independence, and creativity.
3. Read, interpret, and identify appropriate techniques for conducting music scores.
4. Make critical judgments about expressive qualities of music performances.
5. Identify techniques for assessing and evaluating student progress.
6. Evaluate the effectiveness of music instruction in terms of content, process, and teacher self-evaluation.
7. Select strategies for implementing technology in music instruction.
8. Identify qualities of music performance: characteristic tone quality, phrasing, blend, balance, timbre, tempo, dynamics, articulation, and both linear and vertical intonation.

**4 Knowledge of professional and instructional resources**

1. Identify media resources and technology (e.g., sound recording and reproduction systems, visual aids) for instructional purposes.
2. Select acoustic and electronic instruments (e.g., pianos, synthesizers, guitars, keyboards) for instructional purposes.
3. Identify and select appropriate computer hardware and software for both administrative purposes and instructional applications.
4. Identify techniques and resources for advocating music education and for generating community support for school music programs.
5. Identify legal and ethical issues that impact music education (e.g., copyright, financial accountability, liability).
6. Identify resources available through professional organizations, music industry, and publications.
7. Identify procedures for student selection, recruitment, and retention, including feeder pattern articulation and placement in appropriate music courses.
8. Identify factors in creating a music curriculum that provides a balance of musical experiences for all students.

**Sunshine State Standards for Subject Matter Area**

**Standard A Skills and Techniques**

1. The students sings alone with others, a varied repertoire of music.
   - Benchmark
   - MU.A.1.1.3 Sings a culturally diverse repertoire of songs (some from memory), with appropriate expression, dynamics and phrasing.
   - MU.A.1.2.1 Sings songs (e.g., descants, rounds, partner songs, two-and three-part songs) maintaining own part and using proper breathing techniques and a pleasing tone, with and without accompaniments.
   - MU.A.1.2.3 Uses appropriate expressive and stylistic devices (e.g., dynamic, tone quality, phrasing, articulation, interpretation).

**National Council for the Accreditation of Teacher Education (NCATE) Standards**

- **NCATE 1** - Candidate Knowledge: Candidate knowledge, Skills, and Dispositions; Candidates preparing to work in schools as teachers or other professional school personnel, know and demonstrate the content, pedagogical, and professional knowledge, skills and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state and institutional standards.
- **NCATE 1.A** - Candidate Knowledge: Teacher candidates know the subject matter that they plan to teach and can explain important principles and concepts delineated in professional, state and institutional standards. Eighty percent or more of the units program completers pass the academic examinations in states that require examinations for licensure.
- **NCATE 1.B** - Pedagogical Content Knowledge: Teacher candidates have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn. They facilitate student learning of the subject matter through presentation of the content in clear and meaningful ways and through the integration of technology.

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Topical Outline

The Aforementioned National and State Standards Apply to the following assignments:
- Reading Assignments from required and traditional vocal pedagogical textbooks (FEAP 1.1, 4.1, 7.1, 8.1, 9.1)
- Lecture and discussion (NASM Standards for Choral/Vocal Music, FTCE 2.1, 2.2, 4.1)
- Demonstration and experimentation of appropriate vocal techniques, repertoire, and technology (FTCE 1.1, FEAP 4.1, and 12)
- Performances of assigned repertoire (FTCE 3.1, FEAP 5.1, 6.1, 7.1, and 8.1)
- Written evaluations of song literature, performances and/or singing techniques (FTCE 1, INTASC 1 and 3, FEAP 4.1, and 8.1)

Teaching Methods

Classes are performance based. Students perform weekly assignments on items mentioned above. Professor will demonstrate techniques to be performed in class. Students are required to listen to professional recordings of required literature.

Academic Learning Compact

1. Communication Skills - Graduates will demonstrate the ability and desire to remain current with development in the art of music and teaching, to make independent, in depth evaluations of their relevance, and use the results to improve oral and written communication skills, musicianship, teaching skills, and competencies related to pedagogical content knowledge as established by the Florida Education Standards Commission.

2. Professional and Career Success - Graduates will demonstrate the ability to work in teams and independently, and the recognized by their colleagues as a model of the field of music through maintaining personal musicianship and becoming members of local, state, and national professional music organizations.

Field Experiences

Students must attend at least one off-campus vocal recital, opera, or master class in order to complete the course.

Use of Technology at Appropriate Grade Level

Students will have access to a midi lab.
Students will be required to research online search engines to find information on composers and vocal repertoire relative to this course.
Students will also have access to CDs and DVDs that provide educational information on the topic of study.

Course Evaluation

Students will be evaluated on:
- Attendance and punctuality
- Musical Achievement
- Class and Field Assignment Participation
- Weekly reading and written assignments
- Sung and Written Examinations

Grading

Class Participation and Attendance 30%

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**Course Policies**
The course policies will coincide with the policies outlined in the Florida A & M University Course Catalog. All students are expected to be on time and attend class regularly. As stated in the course catalog only one unexcused absence per credit hour is permitted. All other absences will require a written excuse prior to the student’s absence. Students must arrive on time and bring their assigned repertoire to each class meeting.

**Policy Statement on Non-Discrimination**

It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

**Academic Honor Policy**

The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct- Regulation 2.012 section, beginning on page 55-56.

**ADA Compliance**

To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

**Tentative Course Calendar**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tr>
<td>8/25/08-8/27/08</td>
<td>Read and Discuss Chapter 1</td>
</tr>
<tr>
<td>9/01/08</td>
<td>Labor Day</td>
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<tr>
<td>9/03/08-9/04/08</td>
<td>Test #1 on Chapter 1</td>
</tr>
<tr>
<td>9/08/08-9/10/08</td>
<td>Read and Discuss Chapter 2</td>
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<tr>
<td>9/15/08-9/17/08</td>
<td>Read and Discuss Chapter 3</td>
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<tr>
<td>9/22/08-9/24/08</td>
<td>Test #2 on Chapter 2 and 3</td>
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<tr>
<td>9/29/08-10/01/08</td>
<td>Read and Discuss Chapter 5</td>
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<tr>
<td>10/06/08-10/08/08</td>
<td>Read and Discuss Chapter 4</td>
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<tr>
<td>10/13/08-10/15/08</td>
<td>Review for Midterm (Material from Chapter 1-5)</td>
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<tr>
<td>10/15/08</td>
<td>Midterm Examination on October 15, 2008</td>
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<tr>
<td>10/20/08-10/22/08</td>
<td>Read and Discuss Chapter 6</td>
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<tr>
<td>10/27/08-10/29/08</td>
<td>Read and Discuss Chapter 7 and Introduction to Song Anthology</td>
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<td>11/03/08-11/05/08</td>
<td>Test #3 on Chapters 6, 7, and Introductory Material from Song Anthology</td>
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<td>11/10/08-11/12/08</td>
<td>Song Selections and Research Essay</td>
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<td>11/17/08-11/19/08</td>
<td>Practice Performances</td>
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<td>11/24/08-11/26/08</td>
<td>Review</td>
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<td>12/03/08-12/05/08</td>
<td>Review</td>
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<td>12/08/08-12/12/08</td>
<td>Final Exam Week (Exam TBA)</td>
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