

**Sul Ross State University Rio Grande College**

**EDUC 3310—EC-6 Early Childhood Curriculum; EDUC 6310 Advanced Early Childhood Curriculum**

Fall 2014--Dr. Tim Wilson, Instructor  
ED 3310 Monday/Wednesday 11:00 am

(830-279-3024), [twilson@sulross.edu](mailto:twilson@sulross.edu))

Text: Zarillo, James J. (2012). *Teaching Elementary Social Studies Principles and Applications*, 4<sup>th</sup> Edition. Pearson, Boston.

**Course Goals:**

This course addresses the following goals:

1. The goal of this course is to prepare teacher education students for effective teaching in a changing world through preparation and investigation of issues relating to general education, pedagogical content knowledge of child development, pedagogical strategies based on the concept of developmentally appropriate practice, communication skills, and analytical abilities.
2. The teacher education student will be required to participate in individual projects, critical thinking, and various learning activities designed to enable the learner to implement developmentally appropriate learning activities for children. Teacher education students activities will include, but not be limited to: designing and evaluating lesson plans in a content area which follows the Texas Lesson Cycle and the TEKS which correspond with the lesson. Also, students will evaluate different methods of assessment of children and the contents presented to children in their lesson plans. Students will take this information to make units of study which follow the progression and content of the TEKS.
3. The teacher education student will develop an understanding of child behaviors and their development and assess effective learning as it relates to the curriculum and the State standards presented in the TEKS.

**Educator Preparation Standards Addressed:**

EDUC 3310 has been carefully correlated utilizing course content and the Texas State Board of Educator Certification (SPEC). TExES examinations, which are required for Texas Teacher Certification, reflect the standards of this course.

Sub-standards that are to be met in this course specify knowledge, application, and dispositions needed by those desiring to educate EC-8 students in schools subscribing to the Texas Essential Knowledge and Skills (TEKS) curriculum. These constructs are crucial for the instruction of young children in Texas Public Schools and in

assessments. Thus, knowledge of the TEKS by the teacher education students is an expectation for teacher education students.

Standards for this course found in this document in the TExES Standards section and in the course outline. A complete list of the TExES standards for the Pedagogical and Professional Responsibilities (PPR) and the TExES Standards for the Generalists EC-6 exam are found on the State Board for Educator Certification web site, [www.tea.state.tx.us](http://www.tea.state.tx.us) .

<p><b>Teacher Knowledge: What Teachers Know</b></p> <p><i>Teachers of Students in Grades EC-12</i></p> <p><b>Students</b></p> <p>The beginning teacher knows and understands:</p>		
<p>1.2K the implications of students' developmental characteristics for planning</p>	<p>1.1s plan lessons that reflect an understanding of students' developmental characteristics and needs;</p>	<p>Students will construct 3 lessons plans using a format consistent with the Texas Lesson Cycle.</p>
<p><b>Content and Pedagogy</b></p> <p>The beginning teacher knows and understands:</p>		
<p>1.9k the significance of the vertical alignment of content, including prerequisite knowledge and skills;</p>	<p>1.6s use the Texas Essential Knowledge and Skills (TEKS) to plan instructions; 1.9s plan instruction that reflects an understanding of important prerequisite relationships;</p>	<p>3 Lesson plans are constructed by students which require the selection of the appropriate TEKS. The lesson plan also requires prerequisite skills for the lesson which are found in the TEKS.</p>
<p><b>Selection of Instructional Goals and Objectives</b></p> <p>The beginning teacher knows and understands:</p>		
<p>1.12k the importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;</p>	<p>1.2s develop instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;</p>	<p>Students are instructed on the construction of learning objectives and the appropriate level of mastery to ensure student success.</p>

1.3k the importance of developing instructional goals and objectives that can be assessed;	1.3s develop instructional goals and objectives that are able to be assessed;	
1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs; and	1.4s develop instructional goals and objectives that reflect students' age, developmental level, prior skills and knowledge, background, and interests; and	Students are instructed on the composition of a learning objective and their role to establish goals presented in the TEKS.
1.15k the importance of aligning instructional goals with campus and district goals.	1.15s develop instructional goals and objectives that reflect different types of student learning and skills.	Planning for lesson plans and the contents of the lesson plan, and units encourages students to vary instruction to best meet the needs of the learner.
<b>Resources</b> The beginning teacher knows and understands:		
1.16k the use of appropriate materials and resources for preparing instruction, presenting lessons, and assessing learning;	1.16s use various types of materials and other resources to aid in preparing and implementing instruction;	Appropriate resources and materials to implement a lesson are presented and students lesson plans reflect selected content and evaluative measure to ensure the learning process.
<b>Designing Coherent Instruction</b> The beginning teacher knows and understands:		
1.21k the importance of planning lessons and structuring units so that activities progress in a logical sequence;	1.21s use varied activities and instructional groupings to engage students in instructional content and meet instructional goals and objectives;	Lesson plans and learning objectives are constructed to include modifications and the practice of varied instruction to meet the individual needs of the learner.
1.25k the role of assessment in guiding instructional planning;	1.25s communicate assessment criteria and standards to students;	Different forms of assessment are presented and selected by students to best meet the purpose of varied instruction and evaluation of the learning

		process.
1.26k the importance of creating assessments that are congruent with instructional goals and objectives;	1.26s design assessments, where appropriate, that reflect real-world applications of knowledge and understanding;	Students are required to relate real world application in their lessons in the introduction of their lesson plans. Further, in the conclusion students summarize the real-world application and relate that understanding to the lesson that would follow the instruction.
<b><i>Standard III. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.</i></b>		
<b>Teachers knowledge: What Teachers Know</b>  <b><i>Teachers of Students in Grades EC-12 (continued)</i></b>		
<b>Engaging Students in Learning</b> The beginning teacher knows and understands:		
3.5k criteria for selecting appropriate instructional activities and assignments for students with varied characteristics and needs;	3.5s use carefully framed questions to enable students to reflect on their understanding of content and to consider new possibilities; and	Students are instructed in the diverse population of children found in Texas public schools. Students are presented with information discussing diversity, including the special needs learner. This information is tested on criterion references tests, documented in class work assignments and included in their lesson plans.
3.6k how to present content to students in relevant and meaningful ways;	3.6s apply skills for leading discussions that engage all students in exploring important questions and that extend students' knowledge.	Daily assignments, classroom discussions, and lesson plans provides the students with the different methods of question and the

		instruction process. Further, the group setting size for specific instruction is presented and documented in their lesson plans.
3.7k the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations;	3.7s create lesson plans with a clearly defined structure around which activities are organized;	Students use a lesson plan format which is consistent with the Texas Lesson Cycle.
3.8k the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations;	3.8s create activities and assignments that are appropriate for students and that actively engage them in the learning process;	Activities are discussed for instruction, and class work presents provides examples and requires students to select and appropriate activities to use in instruction.
3.9k strategies and techniques for using instructional groupings to promote student learning;	3.9s select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage them in the learning process;	Selection of different resources for the use of instruction are presented in the class work where students are presented with sources and required to provide sources.

**Course Schedule and  
Daily Assignments for EDUC 3310/6310**

**Text: Zarillo, James J. (2012). *Teaching Elementary Social Studies Principles and Applications, 4<sup>th</sup> Edition*. Pearson, Boston.**

August 25 and 27, September 3, 10, November 19 and December 2, classes will meet, absence will result in a 17 point drop in your attendance grade. Your attendance makes up ½ of your Daily Attendance and Daily work grade. The Daily Attendance and Daily Work grade makes up ½ of your total grade. THIS IS NONNEGOTIABLE—NO EXCUSE WILL RESULT IN AN EXCEPTION FOR YOU.

**Class Meeting Dates and Contents:**

August 25<sup>th</sup> at 11:00 am class content will include the organization of the course. Also, the definitions of curriculum will be presented and discussed.

August 27<sup>th</sup> and September 3<sup>rd</sup> Class content will include the Lesson Cycle and Writing Lesson Plans

September 10<sup>th</sup> Class content will include Methods of Assessment

November 19<sup>th</sup> Class content will include the Special Needs learner

December 2<sup>nd</sup> Class content will include a presentation of curricular aspects of the Fine Arts.

### **Important Dates and Assignments Due**

November 10<sup>th</sup>—Text Tests

November 12<sup>th</sup>—Field Experience from and Reactions due

November 19<sup>th</sup>—Generalist TExES Practice Tests is due

December 8<sup>th</sup>—Competecies Test

Deadlines are nonnegotiable, you will have no excuse, reason, and event will waive any requirement's due date. Do not request an exception.

Send in the weekly required daily assignments by Noon on the Friday of the week. Attach only one document to the e-mail that has all of your work on that document. Run spell check and grammar check, fundamental writing skills will count toward your response. Do not send multiple e-mails, send one per week with your assignments attached. Should you choose not to attach a file and respond on the e-mail itself it will be accepted. Make sure that you put your name on the subject line of the e-mail, and also on the attachment to the e-mail. I will not attempt to guess who you if you do not use your name on the work. If for some reason I did not get your work, I will ask you to resend it. So, keep a copy of the e-mail in your sent file. **DO NOT ASK ME TO VERIFY IF YOUR E-MAIL MADE IT TO ME, I WILL LET YOU KNOW IF I DON'T HAVE IT.**

This is the e-mail address for you to send your daily assignments: [rgceduc3310@gmail.com](mailto:rgceduc3310@gmail.com) . Only use this address for your assignments. If you need to discuss something with me, send that e-mail to [twilson@sulross.edu](mailto:twilson@sulross.edu). Send no excuses or requests for expectations to course requirements to neither address. They will be deleted and not answered.

### **Weekly Assignments**

#### **Week of August 25**

Chapter 1—The Past, Present, and Future of Social Studies Teaching and learning

1. How is the content of social studies interdisciplinary?
2. Provide an example of integrating social studies curriculum into the total curriculum.
3. Children first should learn about what is nearest to them and then, as they grow older, about people and places that are progressively more remote. Thus, in grades K and 1, children study themselves, their family, and their school. Second and third graders study their communities; fourth graders, their state; fifth graders, the US; and sixth graders, the world.
  - a. Provide the arguments in favor of this approach to the instruction of social studies.
  - b. Provide the arguments against this approach to the instruction of social studies.
4. Please write one paragraph of about 75 words to address to following question. All three definitions of social studies presented in Chapter One stressed the ultimate goal of social studies is to promote active citizenship in our society. Present an argument supporting this position, or present an argument against it. HINT: You should address the importance of student knowledge of history and geography, and student mastery of processes (like thinking, reading, and writing) in regards to active citizenship.

### **Week of September 1<sup>st</sup>**

#### Chapter 2—Social Studies Lesson and Unit Plans

1. Let's go to the Smithsonian! Visit the museum's web site at [www.si.edu](http://www.si.edu) . Write a lesson plan using any of the information available on the site. As a first step, answer the two questions that all teachers resolve before they plan a lesson:
  - a. What is it you expect the students to do?
  - b. What must you do in order for your students to achieve what you expect of them?
2. Please write one paragraph of about 75 words. In Chapter two you read about planning a unit of study based on the principles of Backward Design. In this hypothetical questions, Fred Sandoval and Essea Collins, two fourth grade teachers, are planning a unit on the California Gold Rush. J Fred starts the process by saying "Let's start by putting the simulation where the kids pan for gold right in the middle of the unit, on the sixth day." What mistake did he make?

### **Week of September 8<sup>th</sup>**

#### Chapter 3—Assessment of Social Studies Learning

1. Describe authentic assessment.
2. Give 5 examples of authentic assessment.
3. Assessment has three parts; the gathering, analyzing, and sharing of data. Describe each part of assessment and how they relate to each other.
4. In addition to saving student work, teachers should use anecdotal records, evaluation rubrics, rating scales, and checklists. Describe each one of these 4 tools and why they are beneficial.
5. What should result from analysis of data gathered from an objective?
6. What are the formats of shared conclusions of data analysis that can be shared

with parents and students?

7. Please write one paragraph of about 75 words. Tamika O'Brien is a first-year, third grade teacher. She read in her social studies methods textbook about using multiple sources of data to assess her students' progress in social studies. She uses a few tests; but relies more heavily on written work, charts and diagrams student create, and anecdotal records of students' daily performance on a variety of activities, including oral participation. Her principal was impressed! The principal wanted to help other teachers take the same approach. He asked Tomika to write a short essay, about 75 words, providing a rationale for using multiple sources of data to assess students in social studies.

## **Week of September 15<sup>th</sup>**

### Chapter 4—Differentiated Instruction

1. Most social studies activities, especially those planned for a diverse class, should have a great of contextual support. What is contextual support?
2. How do teachers differentiate instruction with learning disabilities and gifted students in three areas? What are these areas and what is involved in their implementation?
3. Stephen Krashen's maxim that teachers need to provide comprehensible input in a low anxiety environment seems to be true for most teaching situations. List 6 and describe some of the things that teachers can do to lower the affective filter when they teach social studies.
4. Reread the mini-unit on Chinese writing that appears at the end of the chapter. Note the section titled "Day 4 and Beyond." List some possible topics and/or activities that could become a part of a longer unit.
5. Please write one paragraph of about 75 words. Ekaterina Vasilieva is a sixth grade teacher with eleven English Language Learners in her classroom. She attended an in-service training session that stressed the importance of considering the concepts of cognitive demand and contextual support when planning social studies units of study in a classroom with English Learners. She, like all others who attended the training session, were given a release day (at full pay) to modify a unit of instruction so that it would be more effective with English Learners. The training session leader reviewed her revised unit and told Ekaternia that her unit was excellent because it included many activities that featured high cognitive demand with adequate contextual support. Describe one activity, at any grade level that fits that description.

## **Week of September 22**

### Chapter 5—A Multicultural, Integrated Social Studies Curriculum

1. What are the four approaches to incorporating multicultural perspectives into the social studies curriculum?
2. What are the three considerations for transforming social studies units of study?
3. What should a teacher do to adapt a traditional unit of study to make it more multicultural?



4. How do the performing arts and the visual arts enhance student's learning in social studies?
5. What is involved in the process of civil discourse?
6. List four activities that are considered representative of performing arts in social studies?
7. The social studies curriculum for fourth graders in Springfield School District is the history of their state. Ms. Rodriguez is the chair of a district committee of teachers looking at how to transform the curriculum. She has made a list of possible options which include: (1) changing the scope of the curriculum, (2) expanding the geographic boundaries of units of study, (3) introducing students to a rich mosaic of people, and (4) incorporating the personal experiences of students. Help Ms. Rodriguez out! Select any two of these options. Explain how the implementation of each option will transform the curriculum.
8. Please write one paragraph of about 75 words. Robert Shurtliff is a second grade teacher who has been appointed to a school district committee of teachers charged with making the second curriculum more multicultural. The second grade curriculum asks the students to write an autobiography, but then moves on to other topics (national symbols and holidays, five famous people from their state). After the children complete the autobiography, what else could be planned to make the curriculum multicultural?

### **Week of September 29<sup>th</sup>**

#### Chapter 6—Cooperative Learning

1. Cooperative learning includes the following structures, define each:
  - a. Group projects
  - b. Jigsaw
  - c. Think-pair-share
  - d. Three-step interview
  - e. Student teams-achievement divisions.
2. Tell how each of the following increase the chances that cooperative learning experiences will be positive:
  - a. Group goals
  - b. Individual accountability
  - c. Social skills
  - d. Effective planning.
3. Please write one paragraph of about 75 words. Select one of the following cooperative learning structures: STAD or jigsaw. Describe three "essential elements" for making the structure work in an elementary school classroom.

### **Week of October 6<sup>th</sup>**

#### Chapter 7—Inquire and Critical Thinking

1. Inquiry is a process during which a problem is identified. This allows students to speculate on what 4 components?
2. What are the two specific models for inquiry activities?

3. Critical thinking requires students to what 5 processes?
4. Fred Newmann has identified six dimensions that are fundamental for a classroom where critical thinking can be developed. List them.
5. Hilda Taba developed instructional strategies to help children reason inductively. What are those strategies?
6. What are 3 excellent resources to use for a critical thinking activity?
7. Please write one paragraph of about 75 words. Francesca Marcellaro is a third grade teacher. She attended a workshop on inquiry activities in the social studies curriculum and is excited about giving inquiry a try. She mentions this to one of the other third grade teachers in her school, and that teacher responded by stating, "Wow! You know, I didn't pay attention in my social studies methods class at the University and I didn't go to the workshop because there was a time conflict with my tennis lesson. Why would you do inquiry activities?" Help Francesca out—what are two advantages to social studies inquiry activities?

### **Week of October 13th**

#### Chapter 8—Literacy

1. How does social studies promote literacy? Provide 5 ways language is enhanced through promoting literacy in social studies.
2. Select a book written for young learners about a famous African American such as Barack Obama, Martin Luther King, Jr., Marian Anderson, or Condoleezza Rice. Write a 100 word response to the book addressing two points: (1) how did the book deal with racism? And (2) do you think the book will be well received by children?
3. Please write one paragraph of about 75 words. In most elementary school classrooms, there are several children who will have difficulty comprehending the grade-level social studies textbook. Teachers can help students by implementing appropriate instructional strategies. Explain what each of the following instructional approaches tries to accomplish: (a) teaching reading strategies through reciprocal teaching, and (b) question classification/answer verification through Question/Answer Relationship (QAR). HINT: Don't describe a teaching sequence; explain what the approach tries to teach students to be able to do.

### **Week of October 20<sup>th</sup>**

#### Chapter 9—Democratic Citizenship

1. What is the controversy that surrounds whether citizenship education should be limited to information on how government works, or whether citizenship education should teach students to analyze current issues?
2. What should students learn about civics?
3. A process of value-based decision making includes what six components?
4. Good citizens in a democracy are active. What six components does active citizenship include?
5. Please write one paragraph of about 75 words. Generally speaking, perspectives on citizenship education fall into two models: the transmission

model and the transformation model. What is the transmission model and why would proponents of the transformation model find it lacking?

### **Week of October 27<sup>th</sup>**

#### Chapter 10—History

1. What are 9 things about history that elementary students should learn?
2. What are the 3 types of lessons that are essential to teach history to children?
3. Please write one paragraph of about 75 words. Many elementary school field trips end up with no value in teaching social studies content. This unfortunate because field trips can be very effective. Think back to one of the keys in planning a successful field trip to an historic site. State the key and describe how a teacher would implement it.

### **Week of November 3<sup>rd</sup>**

#### Chapter 11—Geography

1. Geography is the study of place. List the 4 'places' which are included in the study of geography.
2. List the 4 skills children must have before they understand reading a map.
3. Please write one paragraph of about 75 words. Children often have difficulty reading the symbols on a map. For our youngest students, describe two types of map symbols that young children have the best chance of understanding.

### **And**

#### Chapter 12—The Other Social Sciences and Topics of Special Interest

1. What is anthropology?
2. What is the value of instructional activities which draw content from psychology and sociology? How does it help children understand the people around them?
3. Define each of the following and provide how each can be integrated into a unit of study.
  - a. Global education
  - b. Environmental education
  - c. Current events

Please write one paragraph of about 75 words. Maria Ramos-Garcia is a fifth grade teacher. Her school board approved a proposal that each fifth grade class will reserve 30 minutes each Friday to discuss current events. Students will be expected to bring news articles from newspapers or the Internet to discuss in class. Ms. Ramos-Garcia has decided to write a short letter to parents explaining this weekly activity. What should her letter include?

### **November 10<sup>th</sup>—Text Test**

### **November 12<sup>th</sup>—Field Experience form and Reactions due**

**November 19<sup>th</sup>—Class content will include the Special Needs Learner**  
**November 19<sup>th</sup>—Generalist TExES Practice Tests is due**  
**December 8<sup>th</sup>—Competency Tests**

Graduate Students: EDUC 6310 Advance Early Childhood Curriculum

Graduate students are expected to follow the schedule with EDUC 3310 students. If you have taken and passed the TExES Generalists, you do not have to take the Practice Test. If you have not passed the TExES Generalists (the State one, not the practice one) and are working toward Texas Teacher Certification, you must pass this test to receive credit for this class. Failure to do so will result in a grade of "I" until the TExES Test is taken and passed.

Futher, graduate students will meet with me to discuss a graduate project that is in addition to the course requirements.

### Classroom Management Policies

#### Questions or Concerns

Please, direct all questions and concerns regarding course content. You are able to keep up with your course process as you have access to your scores on all activities though Connect.

Also, if you have any technical support questions; direct those to the help desk that is provided with your text and Connect.

Any other questions feel free to contact me via e-mail or telephone. I also welcome you to visit with me in my office. It's best to contact me first so I'll have set aside the time and collect the materials or research the answers for your concerns.

#### Disability Accommodations

Sul Ross State University Rio Grande College is committed to equal access in compliance with the Americans with Disabilities Act. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must

contact the Student Support Specialist on their campus.

### Academic Honesty

The decision to become a teacher is an important decision. With this decision come many responsibilities and expectations for students. Teachers expect students to be honest, complete learning activities and evaluations to best provide the teacher assessments of learner's knowledge to further plan course content and future activities. Please comport your personal activity in this course in a manner that you will someday expect of your students. My goal is that the mastery of material is personalized so that when a situation or concepts come up as a teacher of children, you have the background and knowledge to best help your student. Using another student's work or knowledge base will not prepare you for your vocation. Comport yourselves in a manner that you will be able to have expectations of your students, that you yourself have used. Any grade or information that calls into question a disregard for academic honesty will result in your dismissal from the class.

### Sexual Harassment

In accordance with administrative policy, sexual harassment is reprehensible and will not be tolerated by the university. Behavior in this course must conform to the university policy.

### Drop/Add Withdraw

The student's responsibilities include making sure that you are officially enrolled in this course. If, at any point, you decide to attend this course no longer, it is your responsibility to officially drop or withdraw from enrollment. Failure to do so will result in a failing grade.

### Course Evaluation

Instruction as well as student performance is subject to evaluation. Procedures may be instituted for this purpose near the end of this course.

### Syllabus Subject to Change

While information and assurances are provided in this course syllabus, it should be understood that content may change in keeping with new research and literature and that events beyond the control of the instructor can occur. Students will be informed of any occurrences that will cause syllabus changes.

### Grading Scale

A= a grade from 90 to 100

B= a grade from 80 to 89

C= a grade from 70 to 89

A grade of D or F will not allow those seeking Teacher Certification to receive a grade below 70. The class will be completed. For those seeking a degree that does not provide the opportunity to obtain Teacher Certification a grade of D is from 60 to 69 and any grade 59 or below constitutes an F.