

Sul Ross State University Rio Grande College

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

Spring 2017--Dr. Tim Wilson, Instructor
ED 3310 Monday/Wednesday 11:00 am
(830-279-3024), twilson@sulross.edu)

Text: Zarillo, James J. (2014). *Teaching Elementary Social Studies Principles and Applications*, 5th Edition. Pearson, Boston.

Course Goals:

This course addresses the following goals:

1. This course is designed 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 (SBEC). 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-6 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 can be found 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 at www.tea.state.tx.us .

<p>Teacher Knowledge: What Teachers Know</p> <p><i>Teachers of Students in Grades EC-12</i></p> <p>Students</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>Content and Pedagogy</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>Selection of Instructional Goals and Objectives</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>
<p>1.3k the importance of developing instructional</p>	<p>1.3s develop instructional goals and objectives that</p>	

goals and objectives that can be assessed;	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.
Resources 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 student's lesson plans reflect selected content and evaluative measure to ensure the learning process.
Designing Coherent Instruction 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	1.26s design assessments,	Students are required to

<p>creating assessments that are congruent with instructional goals and objectives;</p>	<p>where appropriate, that reflect real-world applications of knowledge and understanding;</p>	<p>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.</p>
<p><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></p>		
<p>Teachers knowledge: What Teachers Know</p> <p><i>Teachers of Students in Grades EC-12 (continued)</i></p>		
<p>Engaging Students in Learning The beginning teacher knows and understands:</p>		
<p>3.5k criteria for selecting appropriate instructional activities and assignments for students with varied characteristics and needs;</p>	<p>3.5s use carefully framed questions to enable students to reflect on their understanding of content and to consider new possibilities; and</p>	<p>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.</p>
<p>3.6k how to present content to students in relevant and meaningful ways;</p>	<p>3.6s apply skills for leading discussions that engage all students in exploring important questions and that extend students' knowledge.</p>	<p>Daily assignments, classroom discussions, and lesson plans provides the students with the different methods of question and the instruction process. Further, the group setting</p>

		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;	Selections 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.

SACSCOC—Accreditation Student Learning Outcomes

SLO 1—Students will observe and identify range of individual developmental differences that characterize student in early childhood through grade 6.

SLO 2—Students will identify assessments to analyze children’s strength and needs for planning instruction.

SLO 3—Students will identify and select pertinent materials and resources including technological resources to enhance students learning and engagement in the planning process.

Course Schedule and Daily Assignments for EDUC 3310/6310

Text: Zarillo, James J. (2014). *Teaching Elementary Social Studies Principles and Applications, 5th Edition*. Pearson, Boston.

REQUIRED ATTENDANCE DAYS: January 23, January 30, February 6, February 13
February 27

Your attendance makes up ½ of your daily attendance and daily work grade. **Students are required to attend class in the site in which they enrolled. Any student who is not in the site in which they are enrolled to attend will be marked absent.**
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:

January 23 11:00 am Class content will include the organization of the course. The definitions of curriculum will be presented and discussed.

January 30 class content will include the Lesson Cycle and Writing Lesson Plans.

February 6 class content will include Methods of Assessment

February 13 class content will be Special Needs Learner.

February 20 class content will include Competency V.

February 27 Class content will include Competency V.

Important Dates and Assignments Due

April 21 - ECE 6 Generalist Practice Test

April 17 - Text Tests

April 24 - Field Experience Form and Observation Reports

May 5 - Competency Test

The deadline for each week's blackboard assignment is Friday at noon. It is nonnegotiable. There is no excuse, reason, or event that will waive any requirement's due date. **Do not request an exception.**

Weekly Assignments

Your weekly assignments are on blackboard. You have the week to compose your responses; however, once you log in to blackboard and begin you will have only two hours in which to finish and submit your work. At the end of the two hours, the program will close and automatically submit what you have completed for grading.

You have only one opportunity per assignment. It is highly recommended that you go to your campus to do your work. Cell phones, tablets, and other such devices are not generally supported for use with blackboard and problems with connectivity will not serve as justifications for missing assignments. Home Internet outages are not valid defenses; come to your campus where there are technicians who can help if you have computer issues. If you choose to work from home, you have no technical support and no acceptable or valid reasons for not getting things done on time.

Again, the due date for your submission is noon on the Friday of that week. Be sure to allow yourself adequate time for the tasks and do not wait until the last minute as there are no opportunities or “make ups” for late or missing work.

Week of January 23

Chapter 1- The Past, Present, and Future of Social Studies Teaching and Learning

Week of January 30

Chapter 2—Social Studies Lesson and Unit Plans

Week of February 6

Chapter 3—Assessment of Social Studies Learning

Week of February 13

Chapter 4—Differentiated Instruction

Week of February 20

Chapter 5—A Multicultural, Integrated Social Studies Curriculum

Week of February 27

Chapter 6—Cooperative Learning

Week of March 6

Chapter 7—Inquire and Critical Thinking

Week of March 20

Chapter 8—Literacy

Week of March 27

Chapter 9—Democratic Citizenship

Week of April 3

Chapter 10—History

Week of April 10

Chapter 11—Geography

Week of April 17

Chapter 12- The Other Social Sciences and Topics of Special Interest

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 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.

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 to twilson@sulross.edu . 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.

Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information.

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.

**Sul Ross State University- Rio Grande College
Field Experience for Teacher Education**

EDUC 3310
Instructor: Dr. Tim Wilson

Dear Cooperating Teacher(s),

Students enrolled in EDUC 3310 are required to complete 5 hours of interactive observation in an early childhood/elementary school setting. Students are aware of the importance of classroom environments that offer developmentally appropriate activities that meet the needs of individual learners; therefore, these objectives are anticipated to appear unique to each classroom observed.

Each student is to present him or herself in an appropriate, professional manner and attentively interact in the classroom at all times. Students have been instructed not to use cell phones or any electronic device during this observation. If you feel that the student has been less than professional, please e-mail Dr. Tim Wilson at twilson@sulross.edu. Your signature indicates that the student has met the requirements of classroom observation for the course.

Students are to observe and report on the following list of observation objectives and provide summaries which address how the construct was observed and instituted in the classroom. Students who select more than one classroom in which to fulfill this observation requirement may use an item more than once.

The teacher education student will:

- Observe approaches for classroom management
- Observe multiple methods of classroom instruction
- Apply knowledge of the importance of learning centers and how they are utilized
- Interact with children as the teacher may request
- Analyze room arrangement and its facilitation of learning
- Describe theoretical basis of developmentally appropriate practice and its implementation in the classroom setting.

Student Name _____

_____	_____	1 hour observation
Signature/Classroom	Date	
_____	_____	1 hour observation
Signature/Classroom	Date	
_____	_____	1 hour observation
Signature/Classroom	Date	
_____	_____	1 hour observation

Signature/Classroom

Date

1 hour observation

Signature/Classroom

Date