

Sul Ross State University Rio Grande College
EDUC 3310—EC-6 Early Childhood Curriculum
SPRING 2022 Dr. Tim Wilson
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Text: Zarillo, James J. (2012). *Teaching Elementary Social Studies Principles and Applications*, 4th Edition. Pearson, Boston.

This text is available at Amazon and Pearson (www.pearsonhighered.com) as an ebook

All of your assignments are on blackboard. **You are to send no attachments to me. The responses for each assignment are provided in the area on blackboard with the assignment. Do not sent any attachments including screenshots or pictures to me unless I have asked you for them, as I will delete the email without opening any attachments.**

Remember, often Internet outages, service disruptions, and/or inadequate equipment are not can occur. Cell phones and tablets often have issues with dropping a connection. Use a reliable computer with a good internet connection.

Course Goals:

This course addresses the following goals:

1. This course prepares 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.
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.

Blackboard Assignments and Trainings

Two TExES workshops are optional for this course. The completion of these two trainings will add 10 points each to your daily average. The purpose of the trainings is help prepare you for certification TExES exams and to be a better educator. The workshops will be open on January 10th due date for both workshops is **Monday, May 2nd at noon.**

Bilingual Workshop

- This training is on blackboard in the folder Bilingual Workshop. The content provides information as a study tool for the TExES Bilingual Supplemental Exam. The training includes a document, which provides Bilingual information to assist in the assessment tool for completion of the training. This will count as one of the two required workshops. **It is due on Monday, May 2nd, 2021.**

Domain III Workshop

- The folder Domain III addresses the Competencies in Social Studies that make up the TExES and the TEKES content. This training contains 100 questions, which will assist you in the EC-6 TExES, and you have 3 hours to complete the training. To receive credit for the training a score of 80% is required. **It is due on Monday, May 2nd, 2021.**

Class Contents:

. Weekly Assignments

This is an online class. 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. Be sure to allow yourself adequate time for the tasks and do not wait until the last minute, as there are no opportunities, “make ups” for late or missing work.

Week of January 10th

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

Assignments Due on Friday, January 21st at noon

Week of January 24th

Chapter 2-Social Studies Lesson and Unit Plans

Assignments Due on Friday, January 28th at noon

Week of January 31st

Chapter 3-Assessment of Social Studies Learning

Assignments Due on Friday, February 4th at noon

Week of February 14th

Chapter 4-Differentiated Instruction
Assignments Due on February 18th at noon

Week of February 21st
Chapter 5-A Multicultural, Integrated Social Studies Curriculum
Assignments Due on Friday, February 25th at noon

Week of February 28th
Chapter 6- Cooperative Learning
Assignments Due on Friday, March 4th at noon

Week of March 14th
Chapter 7-Inquire and Critical Thinking
Assignments Due on Friday, March 18th at noon

Week of March 21st
Chapter 8-Literacy and Chapter
Chapter 9-Democratic Citizenship
Assignments Due on Friday, March 25th at noon

Week of March 28th
Chapter 10-History
Chapter 11-Geography
Assignments Due on Friday, April 1st at noon

Week of April 4th
Chapter 12- The Other Social Sciences and Topics of Special Interest
Assignment Due on Friday, April 8th at noon

Text Test will open on Friday, April 8th at noon and will close on Monday April 11th at noon.

Week of April 11th
Fine Arts Folder
The class content will include Competency V and The Reading Music Unit will help you in Domain V, which addresses the music Competencies. There are YouTube clips to view before the quiz assignment.
There are handout provided that will also help you successfully complete this assignment. You have three chances to take the quiz and the highest score with the recorded graded being the highest score.
Assignments Due on Friday, April 22th at noon

On January 10th two TExES workshops are optional for this course. The completion of these two trainings will add 10 points each to your daily average. The purpose of the trainings is help prepare you for certification TExES exams and to be a better educator. The workshops will be open on January 10th due date for both workshops is **Friday, April 29th at noon.**

Final Exam opens on April 29th at noon and Close on May 2nd at noon.

BA Interdisciplinary Studies (SLOs, Marketable Skills, & Dissemination Plan) Student Learning Outcomes

- 1. BA Interdisciplinary Studies: SLO 1- Students will observe and identify the range of individual developmental differences that characterize students in early childhood through grade 8 (EDUC 3304).**
- 2. BA Interdisciplinary Studies: SLO - 2 Students will identify instructional strategies to analyze children's strengths and needs for planning instruction.**
- 3. BA Interdisciplinary Studies SLO - 3 Students will identify and select pertinent materials and resources including technological resources to enhance student learning and engagement in the planning process.**

Marketable Skills

- 1. Students have the ability to understand human growth and development.**
- 2. Students have the ability to recognize the influence of diverse social-cultural factors.**
- 3. Student have the skills to utilize multiple methods and strategies to achieve a goal.**
- 4. Students have the skills to effectively use technology.**

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-6students 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 are provided 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 presented 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</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>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;</p> <p>1.9s plan instruction that reflects an understanding of important prerequisite relationships;</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>1.3k the importance of developing instructional goals and objectives that can be assessed;</p>	<p>1.3s develop instructional goals and objectives that are able to be assessed;</p>
<p>1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs; and</p>	<p>1.4s develop instructional goals and objectives that reflect students' age, developmental level, prior skills and knowledge, background, and interests; and</p>
<p>1.15k the importance of aligning instructional goals with campus and district goals.</p>	<p>1.15s develop instructional goals and objectives that reflect different types of student learning and skills.</p>

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;
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;
1.25k the role of assessment in guiding instructional planning;	1.25s communicate assessment criteria and standards to students;
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;

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;
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;
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

Standard I. The health teacher applies knowledge of both the relationship between health and behavior and the factors influencing health and health behavior.

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do <i>Teachers of Students in Grades EC–6</i>
The beginning teacher has a basic knowledge of:	The beginning teacher is able to:
1.1k health-related behaviors and how they promote or compromise health;	1.1s analyze ways to reduce health risks through behavior and to enhance and maintain health throughout the life span;
1.2k types of foods and nutrients, principles of nutrition, and how to apply principles of nutrition to ensure a balanced diet;	1.2s relate safe, unsafe, and/or harmful behaviors to positive and negative health-related consequences throughout the life span;
1.3k types and characteristics of tobacco, alcohol, other drugs, and herbal supplements, and laws related to these substances;	1.3s analyze how personal health decisions and behaviors affect body systems and health;
1.4k the structure and function of body systems and the roles of body systems in maintaining health;	1.4s apply principles and procedures related to safety, accident prevention, and response to emergencies ;
1.5k components of fitness and how to maintain and improve fitness;	1.5s apply critical-thinking, goal-setting, problem-solving, and decision-making skills related to health in both personal and interpersonal contexts;
1.6k skills for building and maintaining healthy interpersonal relationships (e.g., using listening skills, resolving conflict, communicating effectively);	1.6s apply strategies that demonstrate consideration and respect for self, family, friends, and others (e.g., expressing needs, wants, and emotions appropriately; practicing self-control);

1.7k causes, effects, and types of abuse and violence and ways to prevent and seek help in dealing with situations involving abuse and violence;	1.7s model and demonstrate how to avoid unsafe situations by resolving conflicts and using refusal skills;
1.8k all content specified for teachers in grades EC–6;	1.8s apply all skills specified for teachers in grades EC–6, using content and contexts appropriately;
1.9k the relationships among body systems, factors that influence the functioning of body systems, and how to maintain the healthy status of body systems;	1.9s analyze causes and effects of the use, misuse, and abuse of tobacco, alcohol, and other drugs
1.10k stages of human growth and development, including physical and emotional changes that occur during adolescence;	1.10s analyze strategies for avoiding or responding to drugs, violence, gangs, weapons, and other harmful situations;
<p>Teacher Knowledge: What Teachers Know</p> <p>Teachers of Students in Grades EC-6</p> <p>The beginning teacher knows and understands:</p>	<p>Application: What Teachers Can Do</p> <p><i>Teachers of Students in Grades EC–6</i></p> <p>The beginning teacher is able to:</p>
1.1k how perception is developed through observation, prior knowledge, beliefs, cognitive processes, and multi-sensory experiences;	1.1s assist students in learning to deepen and expand their ability to perceive and reflect on the environment;
1.2k how experience, imagination, and perception of natural and human- made environments are used as sources for artistic creation;	1.2s use the terminology for art elements and principles in exploring artistic perception;
1.3k the meaning of and terminology for the elements of art (i.e., color, texture, shape, form, line, space, value) and the relationships among elements of art;	1.3s analyze art elements and principles and their relationships to each other and within the environment, using appropriate vocabulary;

1.4k the meaning of and terminology for the principles of art (i.e., emphasis, contrast, pattern, rhythm, balance, proportion, unity) and the relationships among principles of art;	1.4s construct art lessons that foster creative thinking and problem solving;
1.5k how the use of the senses helps gather information from the environment; and	1.5s demonstrate and encourage observation and reflection on life experiences for use in the creation of art;
1.6k how critical thinking and creative problem solving are applied in perceiving artworks.	1.6s plan lessons that help students use art to explore, express, and reflect upon their perceptions;
	1.7s identify visual symbols in artworks, the environment, and life experiences;
	1.8s analyze and compare visual characteristics of natural and human-made subjects;
	1.9s demonstrate how the elements and principles of art are used to convey perceptions in the art of different cultures; and
	1.10s develop ideas from direct observation, imagination, and personal experience.

Standard I. The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.

<p>Teacher Knowledge: What Teachers Knows</p> <p><i>Teachers of Students in Grades EC–6</i></p> <p>The beginning teacher has a basic knowledge of:</p>	<p>Application: What Teachers Can Do</p> <p><i>Teachers of Students in Grades EC–6</i></p> <p>The beginning teacher is able to:</p>
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<p>1.1k physiological and biomechanical principles in relation to rhythmic movement, sports activities, and dynamic fitness;</p>	<p>1.1s apply physiological and biomechanical principles to movement and sports activities;</p>
<p>1.2k movement patterns and forms and their components;</p>	<p>1.2s use movement concepts and principles to develop students' motor skills;</p>
<p>1.3k movement concepts (e.g., space, direction, level) and principles (e.g., absorption of force);</p>	<p>1.3s demonstrate basic motor skills and movement patterns with competence;</p>
<p>1.4k activities that promote development of locomotor, nonlocomotor, body control, manipulative, and rhythmic skills;</p>	<p>1.4s provide developmentally appropriate learning experiences that enhance students' locomotor, nonlocomotor, body control, manipulative, and rhythmic skills;</p>
<p>1.5k the appropriate sequencing of motor skills acquisition based on characteristics of learners;</p>	<p>1.5s modify and adapt movement activities based on individual student needs;</p>
<p>1.6k how physical developmental changes influence motor skill acquisition and performance;</p>	<p>1.6s evaluate movement patterns to help students improve performance of motor skills and to integrate and refine motor and rhythmic skills (e.g., jumping, moving to a beat, selected folk dances);</p>
<p>1.7k key elements in combinations of locomotor skills, demonstrations of agility and balance, dance steps and sequences, and movement sequences that combine traveling, rolling, balancing, weight transfer, and smooth flowing sequences;</p>	<p>1.7s demonstrate movement in time to complex rhythmic patterns;</p>
<p>1.8k key elements of mature movement patterns (e.g., throw, jump, catch) and various manipulative skills (e.g., volley, dribble, punt, strike); and</p>	<p>1.8s apply all skills specified for teachers in grades EC–6 using content and contexts appropriate; and</p>

1.9k a variety of strategies and tactics designed to improve students 'performance, teamwork, and skill combinations in games and sports.	1.9s modify activities, games, and sports to improve performance, combine skills, or practice specific sports skills in game-like situations.

Classroom Management

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 79

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.