

**Sul Ross State University Rio Grande College**  
**EDSR 3310—EC-6 Early Childhood Curriculum**  
**SPRING 2024**

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**Office Hours:** Email or Live meetings

**TEXTBOOK:** *Developmentally Appropriate Curriculum: Best Practices in Early Childhood Education, 7th Edition.* ISBN-13: 9780134747675 (PAPERBACK)  
ISBN-13: 9780134695600 (ETEXTBOOK)

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This text is available as an ebook.

This is a 16-week course that will be delivered synchronously via Blackboard Collaborate. Remote learning is a different kind of experience from the traditional face-to-face course. Online learning will encompass weekly video class meetings that are necessary for content coverage. Candidates should plan to attend all synchronous video class discussions. Attendance and participation is expected in this class. Students will be dropped from the course after 2 absences.

**Class Meeting Location & Time:**

Virtual through Class Collaborate Ultra (Blackboard) - Wednesdays 6:00pm-8:45pm

**EDSR 3310 EC-6 Early Childhood Curriculum (3-0).** The course addresses early childhood from infancy through fourth grade. Various early childhood settings and programs are described from their inception to present educational application. Developmentally appropriate practice is presented as it affects both the student and the teacher in the educational setting. Students will be presented with the role of the early childhood teacher and the importance of lifelong learning as it pertains to early childhood methods and classroom management in schools. In addition, this course INDEX 319 TOC serves as a prerequisite to taking the Teacher Certification Instrument as defined by the State of Texas. Equivalent courses: EDUC 3310 (through Summer 2022), EDUA 3310

**Active Participation:**

Participation implies active contribution which is essential for optimal learning. Your ability to effectively participate in class will be significantly enhanced by appropriate preparation, which will include reading and reflecting on assigned chapters, articles, or other assigned materials. Participation is measured by the timely manner in which your assignments are submitted.

# Grade Calculation

## DAILY WORK AVERAGE:

Daily work counts as 1/3 of your grade. Daily/Chapter assignments are worth 100 points each. In calculating daily work averages, the sum of your scores is divided by the number of possible points.

For example, if there are 15 assignments in the course, and you make 100s on each daily assignment, your DAILY WORK average would be a 100 --  $(1500 / 15 = 100)$ .

The quizzes/tests are not added with the total points found on blackboard. They are averaged separately.

## QUIZZES/TESTS:

Quizzes/Tests are also worth 100 points each. However, they count as 2/3 of your grade.

For example, if there are 17 quizzes/tests in the semester and you score 90s on each quiz/test, your quiz/test average would be  $90 + 90 + 90 + 90 + 90 + 90 + 90 + 90 + 90 + 90 + 90 + 90 + 90 + 90 + 90 + 90 + 90 = 1530$  which is divided by 17 (the number of quizzes/tests) then your quiz/test average is a 90.

## FINAL GRADES:

When calculating FINAL GRADES:

$$\text{DAILY WORK} + \text{TEST} + \text{TEST} / 3 = \text{Total points earned}$$

Using the example scores:  $100 + 90 + 90 = 280$  (total potential points earned)

Total points are then divided by 3 —  $280 / 3 = 93.3$  avg

## 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.

## Weekly Assignments

Your weekly assignments are on blackboard. Be mindful of the due dates. Do not procrastinate.

Cell phones, tablets, and other such devices may not generally be effectively supported for use with blackboard. 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 submitting assignments or completing quizzes/tests on time.

Check due dates for chapter assignments. Please take note of the due dates below. Quiz/Test dates and times are also provided. Please plan accordingly. 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/missing work or failed assignments/quizzes.

**WEDNESDAY, JANUARY 17, 2024 - First Day of Class SPRING 2024**

<b>Date</b>	<b>Chapter Discussion</b>	<b>Quizzes/Tests by 10 PM</b>	<b>Assignments by 10 PM</b>
W 01/17	Syllabus & Introduction of Course	---	---
W 01/24	Chapter 1: Developmentally Appropriate Practice	Ch 1 Quiz Due Jan. 24, 2024	Assignment #1 Due Jan. 26, 2024
W 01/31	Chapter 2: Teaching and Learning in Developmentally Appropriate Programs	Ch 2 Quiz Due Jan. 31, 2024	Assignment #2 Due Feb. 02, 2024
W 02/07	Chapter 3: Planning and Implementing Effective Small-Group Activities	Ch 3 Quiz Due Feb. 07, 2024	Assignment #4 Due Feb. 09, 2024
W 02/14	Chapter 4: Planning and Implementing Effective Group-Time Activities	Ch 4 Quiz Due Feb. 14, 2024	Assignment #5 Due Feb. 16, 2024
W 02/21	Chapter 5: Organizing Space and Materials	Ch 5 Quiz Due Feb. 21, 2024	Assignment #6 Due Feb. 23, 2024
W 02/28	Chapter 6: Guidance in EC Classrooms	Ch 6 Quiz Due Feb. 28, 2024	Assignment #7 Due March 1, 2024
W 03/06	Chapter 7: Assessing and Evaluating Children’s Learning	Ch 7 Quiz Due March 06, 2024	Assignment #8 Due March 08, 2024
<b>SPRING BREAK MARCH 11-15, 2024</b>			
W 03/20	Chapter 9: The Aesthetic Domain	Ch 9 Quiz Due March 20, 2024	Assignment #9 Due March 22, 2024
W 03/27	Chapter 10: The Affective Domain	Ch 10 Quiz Due March 27, 2024	Assignment #10 Due March 29, 2024
W 04/03	Chapter 11: The Cognitive Domain	Ch 11 Quiz Due April 03, 2024	Assignment #11 Due April 05, 2024
W 04/10	Chapter 12: The Language Domain	Ch 12 Quiz Due April 10, 2024	Assignment #12 Due April 12, 2024
W 04/17	Chapter 13: The Physical Domain	Ch 13 Quiz Due April 17, 2024	Assignment #13 Due April 19, 2024
W 04/24	Chapter 14: The Social Domain	Ch 14 Quiz Due April 24, 2024	Assignment #14 Due April 26, 2024
W 05/01	Chapter 16: Organizing Children’s Learning Over Time	Ch 16 Quiz Due May 01, 2024	Assignment #15 Due May 01, 2024
<b>TUESDAY MAY 07</b>	<b>FINAL: Lesson Plan</b>	<b>Project Test Grade Due May0 7, 2024</b>	---

## **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 no longer attend this course, it is your responsibility to officially drop or withdraw from enrollment. Failure to do so will result in a failing grade.

***Dropping a Class.*** During the course of a semester, circumstances can prevent students from completing a class successfully. Dropping a class may be necessary and/or advised in your specific case. Please feel free to contact me to discuss this option. Should dropping the class be the best course of action, you are responsible for completing the necessary actions by [Thursday, February 1, 2024](#).

## **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.

### **RGC Disability statement:**

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Paulette Harris, Executive Assistant to the Vice President and Dean, at 830-279-3023 or email [pharris@sulross.edu](mailto:pharris@sulross.edu). Ms. Harris's office is at [2623 Garner Field Road, Uvalde, TX 78801](#) or Mrs. Mary Schwartz Grisham, LPC, SRSU's Accessibility Services Director at 432-837-8203—email [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu). The Sul Ross office is located on the first floor of Ferguson Hall, room 112, and the mailing address is [P.O. Box C122, Sul Ross State University, Alpine, Texas, 79832](#).

### **SRSU Distance Education Statement**

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, 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 a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

## **Counseling**

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/356 support by visiting [Timelycare/SRSU](https://www.timelycare.com/SRSU). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

## **Libraries**

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu/](https://library.sulross.edu/). Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting [library.sulross.edu/find-and-borrow/texshare/](https://library.sulross.edu/find-and-borrow/texshare/) or ask a librarian by emailing [srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu).

New for Fall 2023: Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL) and ScanIt to get materials delivered to you at home or via email.

## **Marketable Skills**

1. Students are adaptable and flexible and communicate effectively.
2. Students have the ability to teach diverse learners in an inclusive learning environment.
3. Students have the ability to assess student learning.
4. Students have the ability to effectively use technology.
5. Students can use critical thinking and creative thinking in the workplace.
6. Students are skilled in teamwork and conflict management
7. Students have an ability to construct a classroom management plan.

## **Student Learning Outcomes**

1. Students will demonstrate effective lesson planning.
2. Students will demonstrate written and oral proficiency through a variety of instructional strategies.
3. Students will demonstrate effective evaluative processes for assessing student learning.

**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:**

EDSR 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](http://www.tea.state.tx.us)

<p><b>Teacher Knowledge: What Teachers Know</b></p> <p><i>Teachers of Students in Grades EC-12 Students</i></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 lesson 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;</p> <p>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>
<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>Students are instructed on the composition of a learning objective and their role to establish goals presented in the TEKS.</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>	<p>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.</p>
<p><b>Resources</b></p> <p>The beginning teacher knows and understands:</p>		

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
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<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 assessments 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:</b>		
<b>What Teachers Know</b>  <b><i>Teachers of Students in Grades EC-12 (continued)</i></b>		



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