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ECE 460 EARLY CHILDHOOD CURRICULUM

COURSE SYLLABUS

Instructor: Toni Sturdivant, Ph.D

Office Location: CHEC, Working Remotely

Office Hours: Before or After Class and during Workshop Time

University Email Address: toni.sturdivant@tamuc.edu

Preferred Form of Communication: email

Communication Response Time: within 1 business day

COURSE INFORMATION

Required Text

Purchase through the campus bookstore or Top Hat <https://app.tophat.com/register/>

1. Curriculum across the Early Childhood and Primary Years ISBN: 978-1-77412-354-6
2. Top Hat Classroom - One Semester ISBN: 978-0-9866151-0-8

Required Core Test Prep

240tutoring: EC-6 Core Subjects

Course Description

This course is a comprehensive study of the early childhood pedagogy, research and curriculum, including the area of instruction, experience, and list of materials. A special emphasis will be given to planning curriculum that will help make learning meaningful for young children. The focus will be on integrated curriculum, child-centered philosophy, the role of play, and attention to the individual child's needs and interest. Reflecting and supporting diversity in addition to utilizing assessment tools and processes will also be emphasized.

Student Learning Outcomes

1. To investigate theories and practices associated with the ECE curriculum
2. To examine techniques used in the assessment and evaluation of young children
3. To create instructional material used to teach the curriculum
4. To plan activities for an active hands-on approach to the curriculum
5. To demonstrate methodology for teaching an integrated curriculum to young children

6. To develop curriculum sensitive to cultural pluralism and children with special needs

Learning Objectives

The learner will...

- be an active and engaged participant in discussion forums by analyzing, constructing/creating, and evaluating information presented within the textbook, external readings/resources, student research, and class activities
- demonstrate an understanding of the methods used in education by creating appropriate curriculum, highlighting the technology employed, and the appropriateness and effectiveness in the study of early childhood education
- demonstrate understanding of the course materials through course assignments

Texas Education Agency (TEA) Teacher Preparation Standards

Texas Education Agency (TEA) Curriculum Standards PreK-5

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students will need to use presentation software and other technologies implemented during this course, in addition to university technology requirements.

Instructional Methods

This course consists of a series of activities to assist you in achieving the outcomes/objectives for the course. The student will consistently work on various combinations of assignments, activities, discussions, readings, research, etc.

Student Responsibilities or Tips for Success in the Course

Professionalism at the highest level to be demonstrated for all course activities:

- showing initiative, thoroughness, and thoughtfulness in all course activities
- participating in and contributing to course activities
- showing respect to peers and instructor
- showing pride in one's work
- demonstrate Net Etiquette
- preparation and completion of all course activities
- written assignments will be typed and corrected for grammar, spelling and punctuation
- check Degree Works for accuracy

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

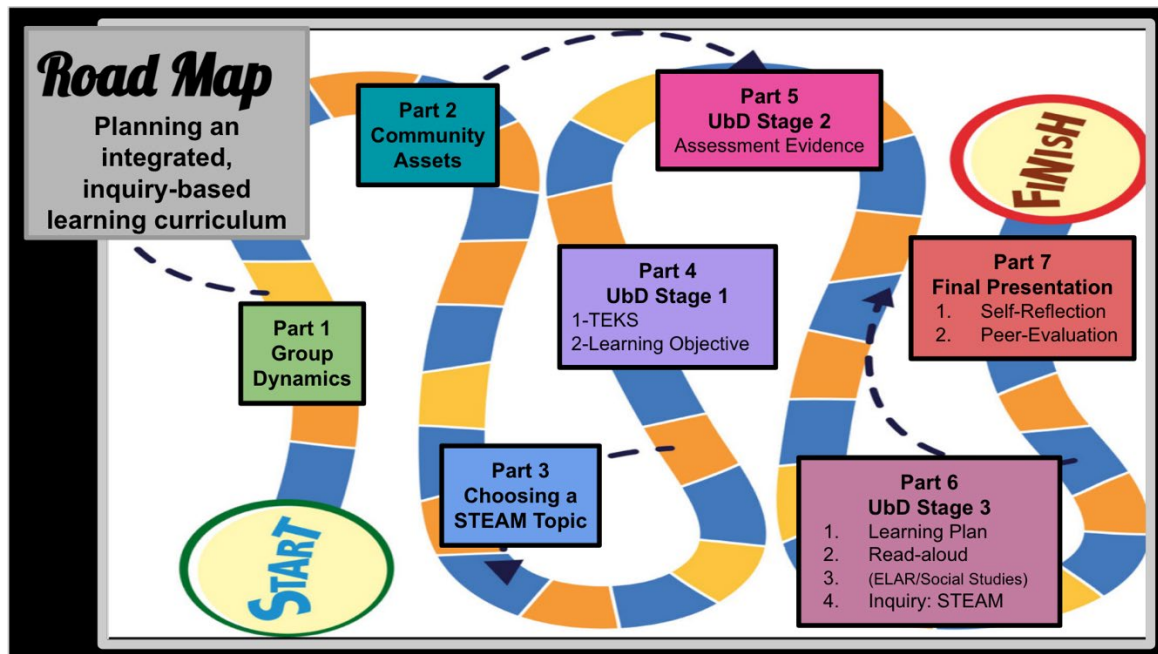
D = 60%-69%

F = 59% or Below

Assessments

Student understanding of course objectives will be assessed through ongoing formal and informal assessment through assignments, activities, discussions, readings, research, etc.

Assignments							
Surveys	Subtotal: 60	240 Tutoring Diagnostic Tests: Core Subjects EC-6 (391)	Subtotal: 50	Module Activities	Subtotal: 120	Top Hat chapter questions	Subtotal : 80
Student Inventory	10	ELAR	10	Module 2	30	CH 1	10
Study Plan:	10	Math	10	Module 3	30	CH 2	10
Module 2 Reflection	10	Science	10	Module 4	30	CH 3	10
Module 3 Reflection	10	Social Studies	10	Module 5	30	CH 4	10
Module 4 Reflection	10	Fine Arts, Health, & PE	10			CH 5	10
Module 5 Reflection	10					CH 6	10
						CH 7	10
						CH 8	10



TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements LMS Requirements:

The syllabus/schedule are subject to change.

- <https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>
- LMS Browser Support:
- https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm
- YouSeeU Virtual Classroom Requirements:
- <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

- <https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

The instructor's communication response time is within 24 hours and feedback on assignments is within 4 days after due date.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Refer back to the course information and course requirements sections of the syllabus for course specific procedures/policies.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and

- [Procedure 13.99.99.R0.01](#).
- <http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>
- <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

- [Undergraduate Academic Dishonesty 13.99.99.R0.03](#)
- [Undergraduate Student Academic Dishonesty Form](#)
- <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>
- [Graduate Student Academic Dishonesty Form](#)
- <http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>
- <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu
Website: [Office of Student Disability Resources and Services](#)

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further,

an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

- For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.
- Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

The Counseling Center at A&M-Commerce,

Located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center’s crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit <http://www.tamuc.edu/counsel>

Department or Accrediting Agency Required Content

See Texas Education Agency (TEA) Teacher Standards under course requirements

COURSE OUTLINE / CALENDAR

<p>Module 1</p> <p>Weeks 1-2:</p> <p>Introduction to ECE 460: Early Childhood Curriculum</p>	<ol style="list-style-type: none"> 1. Student Inventory 2. 240 Tutoring Diagnostic Tests TEExES Core Subjects EC-6 (391): <ol style="list-style-type: none"> a. ELAR b. Math c. Science d. Social Studies e. Fine Arts, Health, & PE 3. Study Plan via Google Form: <ul style="list-style-type: none"> • Self-Reflection on Performance for each subject area • Exploration of Resources for each topic area in each subject area in which extra support is needed
<p>Module 2</p> <p>Weeks 3-5</p> <p>Overview of “curriculum”</p>	<ol style="list-style-type: none"> 1. Top Hat CH 1: An Introduction to Curriculum <ol style="list-style-type: none"> 1.1 Curriculum 1.2 Pedagogy 1.3 The Science of Teaching 1.4 The Art of Teaching 1.5 The interplay between the Science and Art of Teaching

The syllabus/schedule are subject to change.

	<ol style="list-style-type: none"> 2. Top Hat CH 2: Historical Perspective of Curriculum <ul style="list-style-type: none"> 2.1 Overview 2.2 Interpreting Philosophy, Theory, & Research 2.3 History: A Key that Unlocks the Present and Future 2.4 Timeline of Major Eras of History 2.5 Emerging Themes in Curriculum Over the Years 3. Module Activity <p>You will apply your knowledge of...</p> <ul style="list-style-type: none"> • The Science of Teaching <ul style="list-style-type: none"> • Wisdom of curriculum and effective teaching strategies • The Art of Teaching <ul style="list-style-type: none"> • Wisdom of planning lessons that meet curriculum requirements but are meaningful, engaging, and effective. <p>By engaging in an activity to...</p> <ul style="list-style-type: none"> • Understand STEAM as an approach to inquiry learning that integrates curriculum • Adapt a district-mandated, scripted ELAR lesson to a more meaningful, engaging, and effective STEAM lesson 4. Module Reflection
<p>Module 3</p> <p>Weeks 6-8</p> <p>“Whole child” tenets</p>	<ol style="list-style-type: none"> 1. Top Hat CH 3: Whole Child Tenets Part 1 <ul style="list-style-type: none"> 3.1 The Learning Domains 3.2 Art 3.3 Movement 3.4 Play 3.5 Concluding Thoughts 2. Top Hat CH 4: Whole Child Tenets part 2 <ul style="list-style-type: none"> 4.1 Social Emotional Learning 4.2 Executive Functions 4.3 Moral Education and Humane Education 4.4 Social Justice 4.5 Children’s Assets to support Culturally Relevant Teaching 3. Module Activity <p>You will apply your knowledge of...</p> <ul style="list-style-type: none"> • Whole Child Tenets; Community Assets • STEAM; Inquiry process <p>By engaging in an activity to...</p> <ul style="list-style-type: none"> • Explore Context for learning and community assets • Choose a STEAM topic that aligns with community assets and TEKS • Plan an overview of a STEAM lesson 4. Module Reflection

<p>Module 4</p> <p>Weeks 9-11: The “who, what, when, & why” of teaching</p>	<ol style="list-style-type: none"> 1. Top Hat CH 5: Approaches to Curriculum Design <ul style="list-style-type: none"> 5.1 Overview of Curriculum Design 5.2 Student-Centered 5.3 Integrated Curriculum 5.4 Inquiry-based Learning 5.5 Curriculum: Integrated & Inquiry-Based 2. Top Hat CH 6: The Teaching Cycle <ul style="list-style-type: none"> 6.1 The Teaching Cycle 6.2 Planning 6.4 Instruction 6.3 Assessment 6.5 Summary 3. Module Activity <p>You will apply your knowledge of...</p> <ul style="list-style-type: none"> • Desired Results: A,B,C,D learning objective • Evidence students reached the desired results: Performance-based assessment <p>By engaging in an activity to...</p> <ul style="list-style-type: none"> • Plan desired results of your STEAM lesson by creating: A,B,C,D learning objective • Performance-based assessment through a Student Achievement Chart 4. Module Reflection
<p>Module 5</p> <p>Weeks 12-15 Subject/content areas Making Connections</p>	<ol style="list-style-type: none"> 1. Top Hat CH 7: The Subject Areas-ELAR & Social Studies <ul style="list-style-type: none"> 7.1 Overview of the Subject Areas 7.2 ELAR 7.3 Social Studies 7.4 Integrating ELAR & Social Studies 7.5 Summary 2. Top Hat CH 8: The Subject Areas-Math & Science <ul style="list-style-type: none"> 8.1 Math 8.2 Science 8.3 Integrating Math & Science 8.3 Summary 3. Module Activity <p>You will apply your knowledge of...</p> <ul style="list-style-type: none"> • Whole Child Tenets <ul style="list-style-type: none"> ○ Culturally Relevant Teaching ○ Social Justice • Integrated Curriculum <ul style="list-style-type: none"> ○ ELAR & Social Studies ○ Math & Science <p>By engaging in an activity to...</p> <ul style="list-style-type: none"> • Plan 2 lessons that align with your STEM topic: <ul style="list-style-type: none"> ○ ELAR & Social Studies lesson ○ Math & Science lesson 4. Module Reflection

TEACHER PREPARATION STANDARDS

Texas Education Agency (TEA) Teacher Preparation Standards

SOCIAL STUDIES GENERALIST EC–6 STANDARDS

Standard I. The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences in society and the world.

- 1.1k the philosophical foundations of the social science disciplines;
- 1.2k how knowledge generated by the social science disciplines affects society and people's lives;
- 1.3k practical applications of social studies education;
- 1.4k social studies research and how social scientists collect, analyze, and report knowledge and data;
- 1.5k contemporary issues, events, and individuals in the community, state, nation, and world.
- 1.1s Relate philosophical assumptions and ideas to issues and trends in the social sciences;
- 1.2s Use social studies information and ideas to study social phenomena;
- 1.7s Use social studies terminology correctly.

Standard II. The social studies teacher effectively integrates the various social science disciplines.

- 2.1k how social science disciplines relate to each other;
- 2.2k how social science disciplines relate to other content areas; and
- 2.3k the vertical alignment of social studies in the Texas Essential Knowledge and Skills (TEKS) from grade level to grade level, including prerequisite knowledge and skills.
- 2.1 Relate skills, concepts, and ideas in different social science disciplines; and
- 2.2 Make connections between knowledge and methods in the social sciences and in other content areas.

Standard III. The social studies teacher uses knowledge and skills of social studies, as defined by the Texas Essential Knowledge and Skills (TEKS), to plan and implement effective curriculum, instruction, assessment, and evaluation.

- 3.1k stages and characteristics of child growth and development and their implications for designing and implementing effective learning experiences in the social sciences;
- 3.2k forms of assessment appropriate for evaluating students' progress and needs in the social sciences;
- 3.3k the specific state content and performance standards that comprise all areas of social studies (i.e., history; geography; economics; government; citizenship; culture; science, technology, and society), as defined by the Texas Essential Knowledge and Skills (TEKS);
- 3.4k strategies that students with diverse strengths, needs, and backgrounds can use to determine word meaning in content-related texts
- 3.5k strategies that students with diverse strengths, needs, and backgrounds can use to develop content-area vocabulary;
- 3.1s Select and use developmentally appropriate instructional practices, strategies, activities, technologies, and materials to promote student knowledge, skills, and progress in the social sciences;
- 3.2s Plan and implement developmentally appropriate learning experiences in the social sciences;
- 3.7s Keep abreast of and apply current research, trends, and practices in the social sciences and social studies education (e.g., read professional journals, join professional organizations, participate in study groups, attend professional conferences).

Standard IV History: The social studies teacher applies knowledge of significant historical events and developments, as well as multiple historical interpretations and ideas, to facilitate student understanding of relationships between the past, the present, and the future.

- 4.1k traditional historical points of reference in the history of Texas, the United States, and the world;
- 4.2k the historical significance of customs, holidays, landmarks, and celebrations in the community, state, and nation;
- 4.3k the concept of chronology and how it is used to understand history and historical events;
- 4.4k how various sources provide information about the past;
- 4.5k the individuals, events, and issues that shaped the history of Texas;

- 4.6k the causes and effects of European exploration and colonization of Texas, the United States, and the Western Hemisphere;
- 4.7k the similarities and differences of Native-American groups in Texas and the Western Hemisphere before European colonization;
- 4.8k common characteristics of communities, past and present;
- 4.9k the impact of science and technology on the development of societies;
- 4.10k how geographic contexts (the geography of places in the past) and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present;
- 4.11k how characteristics of contemporary world societies have resulted from historical events such as invasion, conquests, colonization, other conflicts, immigration, and trade;
- 4.12k how individuals, events, and issues shaped the history of Texas, the United States, and the world;
- 4.13k the foundations of representative government in the United States and the significant political and economic issues of the revolutionary era;
- 4.14k the challenges confronted by the U.S. government and its leaders in the early years of the republic;
- 4.15k westward expansion and its effects on the political, economic, and social development of the nation;
- 4.16k how political, economic, and social factors led to the growth of sectionalism and the Civil War;
- 4.17k individuals, issues, and events of the Civil War and the effects of Reconstruction on the political, economic, and social life of the nation; and
- 4.18k important issues, events, and individuals of the 20th and 21st century in the United States and the world.
- 4.5s Apply different methods of interpreting the past to understand, evaluate, and support multiple points of view, frames of reference, and the historical context of events and issues;

Standard V. Geography: The social studies teacher applies knowledge of people, places, and environments to facilitate students' understanding of geographic relationships in Texas, the United States, and the world.

- 5.1k the concept of region as an area of Earth's surface with unifying geographic characteristics;
- 5.2k the locations and characteristics of places and regions in Texas, the United States, and the world;
- 5.3k how humans adapt to, use, and modify the physical environment;
- 5.4k how physical characteristics of places and regions and human modifications to the environment affect people's activities and settlement patterns;
- 5.5k how location (absolute and relative) affects people, places, and environment;
- 5.6k the concepts of location, distance, grid systems, and direction on maps and globes;
- 5.7k the patterns, processes, and locations of major historical and contemporary societies and regions of Texas, the United States, and the world;
- 5.8k physical processes and their effects on patterns in the environment;
- 5.9k the characteristics, distribution, and migration of populations in Texas, the United States, and the world;
- 5.10k the physical characteristics of Texas, the United States, and the world, past and present, and how humans adapted to and modified the environment;
- 5.11k how geographic factors influence the economic development, political relationships, and policies of societies; and
- 5.12k the impact of interactions between people and the physical environment on the development of places and regions.

Standard VI. Economics: The social studies teacher knows how people organize economic systems to produce, distribute, and consume goods and services, and uses this knowledge to enable students to understand economic systems and make informed economic decisions.

- 6.1k that basic human needs are met in many ways;
- 6.2k basic economic concepts, including goods and services, free enterprise, diffusion, interdependence, needs and wants, scarcity, and the concept of an economic system;
- 6.3k the value and importance of work and how work and jobs relate to spending and saving money and meeting people's needs;
- 6.4k the roles of producers and consumers in the production of goods and services;
- 6.5k the purposes of spending, saving, and budgeting money;

- 6.6k how businesses operate in the U.S. free enterprise system;
- 6.7k the basic economic patterns of early societies in Texas, the United States, and the Western Hemisphere;
- 6.8k the characteristics, benefits, and development of the free enterprise system in Texas and the United States;
- 6.9k patterns of work and economic activities in Texas and the United States and the means used to measure a society's economic level;
- 6.10k the interdependence of the Texas economy with the United States and the world;
- 6.11k economic reasons for exploration and colonization;
- 6.12k the impact of supply and demand on consumers and producers in a free enterprise system;
- 6.13k various ways in which people organize economic systems;
- 6.14k significant economic events and issues and their effects in Texas, the United States, and the world;
- 6.15k similarities and differences among worldwide economic systems;
- 6.16k the role that components of production play in a society's economy;
- 6.17k categories of economic activities and the means used to measure a society's economic level;
- 6.18k the factors that caused societies to change from agrarian to urban societies;
- 6.19k why various sections of the United States developed different patterns of economic activity;
- 6.20k how various economic forces resulted in the Industrial Revolution in the 18th and 19th centuries;
- 6.21k the processes of economic development;
- 6.22k the characteristics, benefits, and development of the free enterprise system in the United States; and
- 6.23k patterns of work and economic activities in the United States and the means used to measure a society's economic level.

Standard VII. Government: The social studies teacher knows how governments and structures of power function, provide order, and allocate resources, and uses this knowledge to facilitate student understanding of how individuals and groups achieve their goals through political systems.

- 7.1k the purpose of rules and laws; the relationship between rules, rights, and responsibilities; and the individual's role in making and enforcing rules and ensuring the welfare of society;
- 7.2k the roles of authority figures and public officials;
- 7.3k the basic structure and functions of local, state, and national governments and their relationships to each other;
- 7.4k key principles and ideas of the U.S. and Texas Declarations of Independence, Constitutions, and other significant political documents;
- 7.5k relationships among significant political documents;
- 7.6k how people organized governments during the early development of Texas and the United States;
- 7.7k the political process in the United States and Texas and how the U.S. political system works;
- 7.8k characteristics of limited governments, such as constitutional and democratic governments, and unlimited governments, such as totalitarian and nondemocratic governments;
- 7.9k alternative ways of organizing governments and the effectiveness of different types of government in meeting citizens' needs;
- 7.10k the formal and informal process of changing the U.S. and Texas Constitutions and the impact of changes on society;
- 7.11k the nature of the relationships between local, state, and national governments in a federal system;
- 7.12k the impact of landmark Supreme Court cases; and
- 7.13k how people organized governments in colonial America.

Standard VIII. Citizenship: The social studies teacher understands citizenship in the United States and other societies, and uses this knowledge to prepare students to participate in our society through an understanding of democratic principles and citizenship practices.

- 8.1k important customs, symbols, and celebrations that represent American beliefs and principles and that contribute to national unity;
- 8.2k characteristics of good citizenship in the United States and other societies as exemplified by historic figures and ordinary people;
- 8.3k the impact of individual and group decisions on communities in a democratic society;

- 8.4k the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S. Constitution;
- 8.5k the importance of the expression of different points of view in a democratic society;
- 8.6k the importance of voluntary individual participation in the democratic process;
- 8.7k the importance of effective leadership in a democratic society;
- 8.8k the relationship among individual rights, responsibilities, and freedoms in democratic societies;
- 8.9k that the nature, rights, and responsibilities of citizenship varies among societies; and
- 8.10k the rights and responsibilities of citizens in Texas and the United States, past and present.
- 8.3s Model and promote acceptance of various points of view;
- 8.11s Apply skills for conflict resolution, including persuasion, compromise, debate, and negotiation; and

Standard IX. Culture: The social studies teacher understands cultures and how they develop and adapt, and uses this knowledge to enable students to appreciate and respect cultural diversity in Texas, the United States, and the world.

- 9.1k similarities and differences among the ways various peoples at different times in history have lived and met basic human needs;
- 9.2k the development and use of various customs, traditions, and beliefs within families and cultures;
- 9.3k the role of families in meeting basic human needs;
- 9.4k the significance of works of art in the local community;
- 9.5k how people use oral tradition, stories, music, paintings, and sculpture to create and represent culture;
- 9.6k ethnic and cultural celebrations of Texas, the United States, and other nations;
- 9.7k the role of real and mythical heroes in shaping the culture of communities, the state, and the nation;
- 9.8k the importance of writers and artists to the cultural heritage of communities;
- 9.9k the concept of culture and the processes of cultural diffusion and exchange;
- 9.10k the contributions of people of various racial, ethnic, and religious groups to Texas, the United States, and the world;
- 9.11k the effects of race, gender, and socioeconomic class on ways of life in the United States and throughout the world;
- 9.12k the various roles of men, women, children, and families in cultures past and present;
- 9.13k the relationship between the arts and the times during which works of art were created;
- 9.14k the similarities, differences, and relationships within and among cultures in different societies;
- 9.15k that certain institutions are basic to all societies, but characteristics of these institutions may vary from one society to another;
- 9.16k relationships that exist among world cultures;
- 9.17k the relationship that exists between artistic, creative, and literary expressions and the societies that produce them;
- 9.18k the relationships among religion, philosophy, and culture;
- 9.19k the concept of diversity within unity;
- 9.20k the relationships between and among people from various groups, including racial, ethnic, and religious groups, in the United States a throughout the world; and
- 9.21k major U.S. reform movements of the 19th and 20th centuries.
- 9.1s Apply higher-order thinking skills to locate, analyze, evaluate, interpret, organize, and use information relating to culture acquired from a variety of primary and secondary sources, including electronic technology;
- 9.2s Understand and evaluate multiple points of view and frames of reference relating to cultural issues;
- 9.3s Model and promote acceptance of various points of view;
- 9.4s Encourage student respect for cultural diversity;

Standard X. Science, Technology, and Society: The social studies teacher understands developments in science and technology, and uses this knowledge to facilitate student understanding of the social and environmental consequences of scientific discovery and technological innovation.

- 10.1k ways science and technology are used in the home, school, community, Texas, the United States, and the World;
- 10.2k the impact of scientific discoveries and technological innovations on political, economic, social and environmental developments and on daily life in Texas, the United States, and the world;

- 10.3k the origins, diffusion, and effects of major scientific, mathematical, and technological discoveries throughout history;
- 10.4k the relationship of changes in technology to personal growth and development;
- 10.5k the relationships among science and technology, and political, economic, social, and cultural issues and events;
- 10.6k connections between major developments in science and technology and the growth of economies and societies;
- 10.7k the impact of technology and human modifications on the physical environment;
- 10.8k how technology affects definitions of, access to, and use of physical and human resources; and
- 10.9k the economic effects of scientific discoveries and technological innovations on households, businesses, and government.
- 10.4s Analyze information by sequencing, categorizing, and identifying cause-and-effect relationships; comparing, contrasting, and finding the main idea; summarizing and making generalizations and predictions; and drawing inferences and conclusions;
- 10.5s Use critical methods of inquiry to create products (e.g., create a graph, make a video, deliver an oral presentation, or technology deliverable) to illustrate contemporary topics related to science, technology, and society;

EC-3 Content Area

Child Development

The Early Childhood: Prekindergarten-Grade 3 classroom teachers use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child. Early Childhood: Prekindergarten-Grade 3 classroom teachers must:

- I.B.2.a when a child begins to understand difference and connection between emotions/feelings and behaviors.
- I.B.2.b when a child can communicate basic emotions/feelings.
- I.C.2 when a child assumes various roles and responsibilities as part of a classroom community.
- I.C.3 when a child shows competence in initiating social interactions.
- I.C.4 when a child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.
- I.C.5 when a child initiates problem-solving strategies and seeks adult help when necessary.
- I.C.6 when a child demonstrates empathy and caring for others.
- I.D.1 when a child demonstrates an understanding that others have perspectives and feelings that are different from their own.
- IV.A.1 when a child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.
- IV.A.2 when a child writes to communicate his/her ideas for a variety of purposes.
- IV.B.1 when a child discusses and contributes ideas for drafts composed in whole/small group writing activities.
- IV.B.2 when a child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.
- IV.B.3 when a child shares and celebrates class-made and individual written products.

English Language Arts and Reading

The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS), with an emphasis on Kindergarten-Grade 3, and Emergent Early Literacy Texas Prekindergarten Guidelines and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills.

- IV.C.2 when a child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing.
- IV.C.3 when a child independently uses letters to make words or parts of words.

Mathematics

The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Mathematics TEKS, with an emphasis on Kindergarten-Grade 3, and Mathematics Texas Prekindergarten Guidelines and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills.

- V.A.1 when a child knows that objects, or parts of an object, can be counted.
- V.A.2 when a child uses words to rote count from 1 to 30.
- V.A.3 when a child counts 1-10 items, with one count per item.
- V.A.4 when a child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.
- V.A.5 when a child counts up to 10 items and demonstrates that the last count indicates how many items were counted.
- V.A.6 when a child demonstrates understanding that when counting, the items can be chosen in any order.
- V.A.7 when a child uses the verbal ordinal terms.
- V.A.8 when a child verbally identifies, without counting, the number of objects from 1 to 5
- V.A.9 when a child recognizes one-digit numerals, 0-9.
- V.B.1 when a child uses concrete objects, creates pictorial models and shares a verbal word problem for adding up to 5 objects.
- V.B.2 when a child uses concrete models or make a verbal word problem for subtracting 0-5 objects from a set.
- V.B.3 when a child uses informal strategies to separate up to 10 items into equal groups.
- V.C.1 when a child names common shapes.
- V.C.2 when a child creates shapes.
- V.C.3 when a child demonstrates use of location words (such as over, under, above, on, beside, next to, between, in front of, near, far, etc.)
- V.C.4 when a child slides, flips, and turns shapes to demonstrate that the shapes remain the same.
- V.D.1 when a child recognizes and compares heights or lengths of people or objects.
- V.D.2 when a child recognizes how much can be placed within an object.
- V.D.3 when a child informally recognizes and compares weights of objects or people.
- V.D.4 when a child uses language to describe concepts associated with the passing of time.
- V.E.1 when a child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.
- V.E.2 when a child collects data and organizes it in a graphic representation.
- V.E.3 when a child recognizes and creates patterns.

Science

The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Science TEKS, with an emphasis on Kindergarten-Grade 3, and Science Texas Prekindergarten Guidelines and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills.

- VI.A.1 when a child observes, investigates, describes, and discusses properties and characteristics of common objects.
- VI.A.2 when a child observes, investigates describes and discusses position and motion of objects.
- VI.A.3 when a child uses simple measuring devices to learn about objects.
- VI.A.4 when a child observes investigates describes and discusses sources of energy including light, heat, and electricity.
- VI.B.1 when a child observes, investigates, describes and discusses the characteristics of organisms.

- VI.B.2 when a child describes life cycles of organisms.
- VI.B.3 when a child observes, investigates, describes, and discusses the relationship of organisms to their environment.
- VI.C.1 when a child observes, investigates, describes and discusses earth materials, and their properties and uses.
- VI.C.2 when a child identifies, observes, and discusses objects in the sky.
- VI.C.3 when a child observes and describes what happens during changes in the earth and sky.
- VI.C.4 when a child demonstrates the importance of caring for our environment and our planet.

Social Studies

The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Social Studies TEKS, with an emphasis on Kindergarten-Grade 3, and Social Studies Texas Prekindergarten Guidelines and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills.

- VII.A.1 when a child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences.
- VII.A.2 when a child identifies similarities and differences in characteristics of families.
- VII.A.3 when a child connects their life to events, time, and routines.
- VII.B.1 when a child demonstrates that all people need food, clothing, and shelter.
- VII.B.2 when a child demonstrates understanding of what it means to be a consumer.
- VII.B.3 when a child discusses the roles and responsibilities of family, school, and community helpers.
- VII.C.1 when a child identifies and creates common features in the natural environment.
- VII.C.2 when a child identifies flags of the United States and Texas. Explores geography tools and resources.
- VII.D.1 when a child identifies flags of the United States and Texas.
- VII.D.2 when a child recites the Pledge of Allegiance to the United States flag and the state flag and observe a moment of silence.
- VII.D.3 when a child engages in voting as a method of group decision-making.

Fine Arts, including Theatre, Art, and Music

The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Theatre, Art, and Music TEKS, with an emphasis on Kindergarten-Grade 3, and Fine Arts Texas Prekindergarten Guidelines and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills. VIII.A.1 when a child uses a variety of art materials and activities for sensory experience and exploration.

- VIII.A.2 when a child uses art as a form of creative self-expression and representation.
- VIII.A.3 when a child demonstrates interest in and shows appreciation for the creative work of others.
- VIII.B.1 when a child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.
- VIII.B.2 when a child responds to different musical styles through movement and play.
- VIII.C.1 when a child creates or recreates, stories, moods, or experiences through dramatic representations.

Physical Education

The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Physical Education TEKS, with an emphasis on Kindergarten-Grade 3, and Physical Development Texas Prekindergarten Guidelines and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills.

- IX.A.1 when a child has mastered basic skills of running, jumping, climbing, and pedaling.

- IX.A.2 when a child engages in movement sequences with adult prompts.
- The beginning teacher knows and can identify:
- IX.B.1 when a child shows control of tasks that require small-muscle strength and control.
- IX.B.2 when a child shows increasing control of tasks that require eye-hand coordination.