

EDEE 3340 | Section 009 | 7658 | Fall 2026

TEACHING SOCIAL STUDIES EC-6

Matthews Hall 109
Tuesday 8:00 AM-10:50 AM

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Office Hours: Tuesdays from 11:00 a.m.–2:30 p.m. Students are encouraged to schedule either in-person or virtual appointments.

Course Description, Structure, and Objectives

UNT Catalog Course Description

Principles of teaching social studies in primary and elementary school. Students observe social studies instruction and materials in real settings, apply principles of social studies instruction in classroom settings, and experience first-hand the scope and sequence of the curriculum in a school setting.

Course Prerequisites

Admission to the Teacher Education program; Concurrent enrollment in EDEE 3330 and EDRE 3350; Enrollment in Block A

Course Learning Objectives

The course is designed in alignment with the TEA Generalist EC-6 social studies standards. The goal of the course is to prepare students for their certification exam, Block B fieldwork, and their role as future EC-6 educators. The course touches on the various social studies disciplines and is designed with the understanding that students also gain content knowledge through the UNT core curriculum.

TEA Social Studies Generalist EC-6 Standards

- 1 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.
- 2 The social studies teacher effectively integrates the various social science disciplines.
- 3 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.
- 4 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.

- 5 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.
- 6 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.
- 7 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.
- 8 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.
- 9 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.
- 10 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.

How to Succeed in this Course

Communication Practices

It is the expectation of this that you read all correspondence from your professor and peers and respond accordingly. Reading and responding to announcements and/or messages sent through Canvas or email are also an integral part of professionalism and will factor into your final grade. Connect with me through email and/or by attending office hours. During busy times, my inbox becomes rather full, so if you contact me and do not receive a response within two business days, please send a follow up email. A gentle nudge is always appreciated.

Please be intentional and respectful about email communication. Many questions can be answered by peers, and developing professional collaboration skills is an important part of teacher preparation.

Attendance and Participation

Because this course emphasizes collaboration and professional preparation, attendance and active participation are essential. Teaching is a profession that requires consistency, preparation, and presence. For example, most school districts provide teachers with approximately 10 sick days per year out of roughly 180 instructional days. This course is designed with similar professional expectations in mind.

According to UNT Policy 06.039, illness is "deemed a matter between the student and their faculty member." Therefore, students are allotted one

absence during the semester to use as needed for illness or other personal circumstances. Students are encouraged to reserve this absence for situations involving illness.

Students who have an excused absence during the semester must use that absence as their allotted absence. In other words, students do not receive both excused absences and an additional free absence.

Students must notify the instructor as soon as possible if they will miss class. It is the student's responsibility to obtain notes, handouts, and other missed materials from classmates. Unless otherwise noted, all assignments remain due on the dates indicated in the syllabus regardless of absence.

Additional absences will result in deductions from the final course grade according to the following policy:

Number of Absences	Deduction from Final Grade
0-1	No deduction
2	3-point deduction (e.g., 100 → 97)
3	5-point deduction (e.g., 95 → 90)
4 or more	Failure of course

Please note that it is the student's responsibility to drop the course, if necessary.

All work must be submitted on time unless prior arrangements are made with me. All assignments should be uploaded to canvas by the due date. All assignments should present evidence of material read, evidence that the assignment is addressed in a well-organized and coherent manner, and include evidence of reflective thought, clarity of expression, creativity, and initiative. Also, correct grammar and mechanics are expected of all students, so please proofread your work. I would also recommend visiting the [UNT writing center](#).

Tardiness Policy

Punctuality is an important professional expectation in the teaching profession. Arriving late or leaving early disrupts the learning environment and will be documented accordingly.

Students who miss more than one hour of class will be considered absent for that class meeting. Three tardies will equal one unexcused absence. Chronic tardiness or repeated early departures may result in an additional reduction of the final course grade at the instructor's discretion. Chronic tardiness is defined as arriving more than 15 minutes late or leaving more than 15 minutes early on multiple occasions.

Please note that it is the student's responsibility to drop the course, if necessary.

Accommodations

The University of North Texas makes reasonable academic accommodations for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to the faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Access website (<https://studentaffairs.unt.edu/office-disability-access>). You may also contact ODA by phone at (940) 565-4323.

Supporting Your Success and Creating an Inclusive Learning Environment

Each of us has a responsibility to be an engaged, reliable, and respectful group member who brings something to the class. I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and belonging. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office and let me know. We are all learning together. We will discuss our classroom's habits of engagement, and I also encourage you to review UNT's student code of conduct so that we can all start with the same baseline civility understanding ([Code of Student Conduct](https://policy.unt.edu/policy/07-012)) (<https://policy.unt.edu/policy/07-012>).

I am here to support your learning and will provide you with ample feedback and guidance throughout the semester. I cannot read minds, however – if you have any questions or concerns throughout the semester, please schedule an appointment with me and I would be happy to make any adjustments I can to facilitate a meaningful course experience.

Academic Success Resources

UNT strives to offer a high-quality education in a supportive environment where you can learn, grow, and thrive. As a faculty member, I am committed to supporting you, and I want to remind you that UNT offers a range of mental health and wellness services to help maintain balance and well-being. Utilizing these resources is a proactive way to support your academic and personal success. To explore campus resources designed to support you, check out [mental health services](#). To get all your enrollment and student financial-related questions answered, go to scrappysays.unt.edu.

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Academic Integrity and AI

For our class AI policy, I want to begin by being transparent about my own practices. I will not use AI to answer student emails, provide individualized feedback, evaluate or grade your work, or write letters of recommendation. These aspects of teaching are deeply relational, and using AI in these ways can affect the trust, care, and professional relationship I work to build with you. I value those relationships far more than efficiency. When I do use AI—for example, to assist in creating rubrics or identifying unclear language in assignment descriptions—I will clearly identify what was generated by AI. I never simply copy and paste from AI. I always make edits on AI-generated materials. You are encouraged to reflect on your own approach to AI in this course by crafting a brief statement about how you will or will not use it, guided by what you value about your learning, the course experience, and your relationships with peers and me. Your stance may evolve over the semester, but **I ask that you always disclose AI use openly to me and to your classmates.** There will be certain assignments in this course where the use of AI is not permitted. These will be clearly marked, and using AI on them will be considered academic dishonesty under the University's Academic

Integrity Policy. This policy is **not only about compliance, but it is also about protecting your own learning. Over-reliance on AI can limit your ability to practice critical thinking, communication, and other skills that this course is designed to develop.**

Course Overview

Course Texts

Course texts and materials will be posted in Canvas. Students will be asked to purchase copies of texts used for book clubs.

Course Assignments

Students earn points for various assignments and activities throughout the semester. Final grades will be determined according to the following point distribution.

Assignment	Points
• Social Studies Explorer Notebook	30 pts
• Teachers as Readers Book Club	20 pts
• Interactive Historical Thinking Read Aloud	10 pts
• Circle Up! Morning Meeting Facilitation	10 pts
• Lesson Internalization Activity & Lesson Plan Using HQIM	20 pts
• EC-6 TExES Exam Preparation	5 pts
• 240 Tutoring Participation	5 pts
Total	100 pts

In addition to course readings, class activities, and participation, the following assignments will serve as indicators of student progress and understanding throughout the semester. Additional details and grading criteria will be provided prior to each assignment due date. Unless otherwise noted, all assignments must be submitted through Canvas.

- Social Studies Explorer Notebook (30 pts)**
 Students will maintain a social studies notebook throughout the semester to document class activities, notes, reflections, and instructional resources. Notebooks will be collected periodically for feedback and grading.
- Teachers as Readers Book Club (20 pts)**
 Students will participate in collaborative book club discussions throughout the semester. Evaluation will be based on attendance and participation, the quality of book club journal entries, and the completion of a final project or product connected to the text.
- Interactive Historical Thinking Read Aloud (10 pts)**
 Students will demonstrate their understanding of elementary social studies instruction through an interactive picture book read aloud. Candidates will select a developmentally appropriate social studies-themed picture book, incorporate primary sources, and design historical thinking questions to support inquiry and discussion. Students will complete the read aloud planning worksheet and submit at least 24 hours before your presentation.
- Circle Up! Morning Meeting Facilitation (10 pts)**
 This assignment provides preservice teachers with an opportunity to facilitate a Responsive Classroom-style Morning Meeting that integrates elementary social studies content, civic behaviors, communication skills, and inclusive classroom community-building practices. Students will complete the Morning Meeting Planning worksheet and submit at least 24 hours before your presentation.
- Lesson Internalization Activity & Lesson Plan Using HQIM (20 pts)**
 Preservice teachers will analyze and internalize a High-Quality Instructional Materials (HQIM) lesson to examine instructional goals, social studies concepts, inquiry practices, and student learning opportunities. Using this analysis, candidates will develop a TEKS-aligned elementary social studies lesson plan that incorporates developmentally appropriate, inquiry-based, and student-centered instruction.
- TExES Exam Preparation—Study Guide & Practice Exam (5 pts)**
 Students will complete a TExES EC–6 Social Studies practice exam and 240 tutoring activities designed to support certification exam preparation and strengthen social studies content knowledge.
- 240 Tutoring Participation (5 pts):** Throughout the semester, students will complete assigned modules within the social studies section of 240 Tutoring to support preparation for the EC–6 Core Subjects certification exam. Credit will be based on completion of assigned modules and consistent participation in exam preparation activities.

CLASS SCHEDULE

CLASS DATE & format	CLASS TOPIC	ASSIGNMENTS DUE THIS WEEK
Unit 1: What is Social Studies and Why Should We Teach It?		
WEEK 1: August 18	Welcome to Elementary Social Studies!	☐ Top 10 things about you due in canvas by 8/21 by 5pm
WEEK 2: August 25	Teaching Social Studies in Texas	
WEEK 3: September 1	Teaching Perspective Taking Through Social Studies	☐ Sign up for Circle Up! Morning Meeting Facilitation
WEEK 4: September 8	Social Studies for Young Learners	
Unit 3: How Do We Teach the Different Disciplines of Social Studies?		
WEEK 5: September 15	Teaching Civics Through Stories, Leaders, and Historical Figures	☐ Circle Up! Morning Meeting Facilitation
WEEK 6: September 22	Teaching Inquiry with Primary Sources	☐ Circle Up! Morning Meeting Facilitation ☐ Book Club journal entry #1 due in SSNB ☐ Book Club meeting #1
WEEK 7: September 29	Thinking Like Historians	☐ Circle Up! Morning Meeting Facilitation ☐ Book Club journal entry #2 due in SSNB ☐ Book Club meeting #2

WEEK 8: October 6	Teaching Historical Thinking Through Document-Based Questions	☐ Circle Up! Morning Meeting Facilitation ☐ Book Club journal entry #3 due in SSNB ☐ Book Club meeting #3
WEEK 9: October 13	Making Economics Meaningful for Children	☐ Circle Up! Morning Meeting Facilitation ☐ Teachers as Readers One-Pager due
WEEK 10: October 20	Where We Belong: Teaching Geography, Community, and Civic Identity	☐ Circle Up! Morning Meeting Facilitation ☐ Historical Thinking read aloud group #1 ☐ Social Studies notebook check #1
Unit 3: How Do We Actually TEACH Social Studies When it is Not Covered?		
WEEK 11: October 27	Integrating Social Studies Across the Elementary Curriculum	☐ Circle Up! Morning Meeting Facilitation ☐ Historical Thinking read aloud group #2
WEEK 12: November 3	High Quality Instructional Materials & Lesson Internalization	☐ Historical Thinking read aloud group #3 ☐ Click here to sign up for PLC group for Lesson Internalization assignment
WEEK 13: November 10	Lesson Design Workshop	☐ Historical Thinking read aloud group #4 ☐ Social Studies notebook check #2
WEEK 14: November 17	Lesson Design Workshop II	☐ Historical Thinking read aloud group #5
WEEK 15: November 24	Fall Break (No class)	
WEEK 16: December 1	Final Project Showcase & Virtual Presentations (No class)	☐ Lesson internalization worksheet, lesson plan, and recording due 12/4 ☐ You must ATTEMPT your required Block A certification exam by 12/15!

I reserve the right to change the course plan. All changes will be communicated promptly.

Students will be notified by Eagle Alert if there is a campus closing that will impact a class. Please refer to the campus closures policy (<https://policy.unt.edu/policy/15-006>)

Assessing Your Work

Grading Scale

Letter grades will be allocated on the following scale:

A	90-100 points
B	80-89 points
C	70-79 points
D	60-69 points
F	50-59 points

I expect all students will earn an A in the course if they are participating regularly and turning in major assignments. My approach to assessments aligns with UNT policies concerning academic integrity (UNT Student Academic Integrity Policy, 06.003).

Block A TExES Exam Requirements

Successful completion of Block A includes meeting the Teacher Education Program's certification testing requirements. Students must complete the required practice assessments, obtain approval to test, and attempt the required TExES exam by the deadlines below to remain eligible for **Block B (Spring 2027)**.

Required Exam by Certification Track

Certification Track	Required TExES Exam
EC-6 with ESL	ESL Supplemental (154)
EC-6 with Bilingual	Bilingual Education Supplemental (165)
EC-6 with Special Education	Core Subjects EC-6 (391)

Important Deadlines

Requirement	Due Date
Initial Practice Exam (Benchmark)	September 15, 2026

Practice Exam (Retest) Requirement Completed	November 15, 2026
Exam Registration Confirmation Submitted	November 30, 2026
Attempt Official TExES Exam	December 15, 2026

Practice Exam Expectations

All students are enrolled in the UNT **TExES Canvas Course**, which includes certification resources, official practice exams, testing policies, and exam-specific guidance.

- Complete the **initial practice exam by September 15** to establish a baseline. This assessment is intended to identify your strengths and areas for improvement and should be completed **without studying beforehand**.
- Students who do not meet the required benchmark on the initial practice exam should use their score report to develop a study plan before retesting.

Test Approval

Students must meet **one** of the following requirements before receiving approval to register for the official TExES exam:

Option 1: Canvas Practice Exam

- Earn a score of **70% or higher** on the required practice exam.
- If applicable, earn a score of **2 or higher** on the constructed-response portion.

Option 2: 240 Tutoring

- Complete at least **6 hours** of instructional study.
- Earn a score of **80% or higher** on a full-length practice exam (the diagnostic assessment does not count).
- Submit your 240 Tutoring score report to **COE-TSO@unt.edu** with your name and UNT ID number.

Official Exam Requirement

Once approved, you will receive instructions for registering for your official TExES exam. Your exam **must be scheduled and attempted no later than December 15, 2026**. After registering, forward your testing confirmation email to COE-TSO@unt.edu so your registration can be verified.

Students requesting testing accommodations should begin the approval process

early, as accommodations may take several weeks to process. Additional information is available in the TExES Canvas Course.

Failure to attempt the required TExES exam by December 15, 2026, will make a student ineligible to enroll in Block B (Spring 2027).