

EDEE 3340: Teaching Social Studies

Spring 2026

Thursdays, 2:00 pm - 4:50 pm, FRLD 280

Course Description

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.

Prerequisite(s): Admission to the Teacher Education program; Concurrent enrollment in EDEE 3330 and EDRE 3350; Enrollment in Block A

Syllabus Summary

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About Instructor

Cortney Haynes, M, Ed.

Pronouns: she, her, hers

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Office Hours: By appointment, via [Calendly](#) link

Course Objectives

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.

Course Expectations

Attendance: This course is designed and organized to be highly collaborative and interactive. Our sessions will involve small and whole-group activities and discussions. Therefore, your attendance and participation are essential to the learning of everyone in our course. It is very difficult to be enriched by discussions and collaborations if you are not physically present or prepared for class.

[University policy 06.039](#) will be followed for attendance problems. If necessary, students may miss one class with a valid excuse (see [university policy for excused absences](#)) and not face penalties related to their grade (yet students are encouraged to save this absence for illness or emergencies that may arise).

Students must let the instructor know as soon as possible if they will be missing class. It is the student's responsibility to obtain all notes and handouts missed during their absence. All assignments are due on dates indicated on the syllabus regardless of student absences. **Students who miss more than one hour of class will be considered absent from that class meeting. Chronic tardiness or early departure will result in the lowering of a final grade at the instructor's discretion (arriving more than 15 minutes late or leaving more than 15 minutes early).**

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

# of Absences	Total Participation Points for the Class (out of 10 points)
0-1	10 (no point deduction)
2	7 (3 point deduction)
3	3 (5 point deduction)

4 or more	You will automatically receive an F for your final grade
If you are going to miss class, please let me know! (ahead of time is great, but I know stuff happens) Either way, make every effort to communicate with me. It's also expected that you discuss concerns with me on course accessibility. If you have any worries about the learning environment, access to course materials, and/or methods - please reach out and I will work to best address these concerns.	

Course Expectations continued.
Community- Your attendance also requires a respectful, considerate attitude through thoughtful examination, questioning, and attention to others' beliefs and attitudes that may be different from your own. We will be addressing difficult questions that we may not all agree on - and this is not necessary. But, what is necessary is a mutual obligation of consideration for each other . The following commitments should be honored:
<ul style="list-style-type: none"> <input type="checkbox"/> listen to understand <input type="checkbox"/> engage in dialogue, not debate, <input type="checkbox"/> challenge ideas, not people, <input type="checkbox"/> be OK with discomfort and non-closure.
A goal for our classroom is to be a community of learners who all engage in the spirit of intellectual curiosity to better our practices. We are all educators and want to be the best we can be for our students. Let's keep that in mind.
Assignments- each week there will be readings, assignments, and projects. I understand you are in other classes, and I understand that this is similar to the teaching profession you are about to enter. If extenuating circumstances arise, please let me know so that I can do my best to help you.

[*click assignments due to jump to descriptions](#)

CLASS DATE	CLASS TOPIC	ASSIGNMENTS DUE THIS WEEK
Unit 1: Why and how should we teach social studies?		
WEEK 1: (Jan. 15)	Welcome to Social Studies! What are the social studies?	10 Things to Know About You

WEEK 2: (Jan. 22)	What do students know about social studies, and how do they learn social studies?	<u>Week 2 Reflection</u>
WEEK 3: (Jan. 29)	The Danger of a Single Story and The Transformative Potential of Social Studies	<u>Week 3 Reflection</u>
Unit 2: How do we teach the different disciplines of social studies?		
WEEK 4: (Feb. 5)	Teaching History Through Literature	<u>Book Club Journal Entry #1</u> <u>Book Club Meeting #1 (in class)</u>
WEEK 5: (Feb. 12)	Introduction to Historical Thinking	<u>Book Club Journal Entry #2</u> <u>Book Club Meeting #2 (in class)</u> <u>Initial TExES practice Exam due 2/15</u>
WEEK 6: (Feb. 19)	Historical Thinking II	<u>Book Club Journal Entry #3</u> <u>Book Club Meeting #3 (in class)</u>
WEEK 7: (Feb. 26)	Historical Thinking III	<u>Select Beyond the Book text (in class)</u>
WEEK 8: (Mar. 5)	Teaching Civics and Citizenship	<u>Book Club One Pager</u> <u>Beyond the Book Primary Sources</u> <u>DRAFT (in class)</u>
SPRING BREAK!		
WEEK 9: (Mar. 19)	Teaching Geography	<u>Beyond the Book DBQs (in class)</u>

WEEK 10: (Mar. 26)	Teaching Economics	<u>FINAL Book Club Project</u>
Unit 3: How can we teach social studies in a way that prepares ALL students to be active members of our democracy?		
WEEK 11: (Apr. 2)	Lesson Planning: Backward Design	<u>Week 11 Reflection</u>
WEEK 12: (Apr. 9)	Lesson Planning: The Role of Student-Led Inquiry	<u>Week 12 Reflection</u>
WEEK 13: (Apr. 16)	Lesson Planning: The Role of Integration	<u>FINAL Beyond the Book</u>
WEEK 14: (Apr. 23)	Lesson Planning: Integration and Inquiry	<u>Micro Teach (in class)</u> <u>Week 14 Reflection</u>
WEEK 15: (Apr. 30) LAST CLASS!!	Rethinking Social Studies	<u>Lesson Plan due the NEXT WEEK</u> <u>(take home final)</u> <u>FINAL TExES Practice Exam Due</u> <u>4/30</u>

Course Assignment Descriptions

Building Our Knowledge Book Club Project
Teaching is a learning profession where we can continue our learning journeys alongside our students. One of the greatest challenges—and joys!—in teaching is that there is always more to learn about the many content areas you teach. You had to take some history courses, but <u>that is only a small fraction of the history/social studies there is to know.</u> This is NOT a history content class, but it's important to keep uncovering those narratives that we may not know.

One way to build up this knowledge, and to think of how to present it to our students is to read the young learner versions of different social studies texts. For this assignment, **students will form book clubs to supplement their social studies content knowledge.** Students will discuss their books and create a final project demonstrating their knowledge and practice the ways they could teach it to students!

There will be **FOUR PARTS** to this project.

PART I: Text selection.

- You will choose one of the texts that most interests you to read and form a book club with your colleagues who are reading the same text. You will collectively decide the pacing structure of your reading over **three weeks**. (aka the book needs to be read in three weeks).

PART II: Book Club.

- *READ THE BOOK.* really read it!! Highlight, annotate, ask questions, and make connections. Read when you *really* have the time, too. Be focused.
- You will keep a book club journal and write a total of **three journal entries** BEFORE you arrive to class for your book club meetings.

PART III: One pager.

- The purpose of the one pager is to help you think about the ideas in the book you read and relate them to historical events and the present day, and consider issues the book brings up. A one pager gives you the freedom to select where things are placed on the page.
- You will create a one pager over your book. The one-pager may be physical or digital—see Canvas for examples and full description of requirements!
- You will present your one pager in a 2-3 minute video submitted to Canvas.

PART IV: Curricular Dig and Analysis.

- You will research and identify a curricular artifact that you could use to teach the content you've learned through the book to future students.
- You will analyze the curricular artifact for its responsiveness to students, depth of learning, and historical accuracy about the content you've learned about.

Beyond the Book (+ Micro Teach)

Children's literature is an important curricular resource for teaching social studies to elementary students. It is particularly important because there is often not enough dedicated time for social studies instruction within the school day (ESPECIALLY in the early grades). Children's literature is **ONE** way to integrate social studies concepts within the curriculum, so it becomes a part of daily instruction.

However, decades of research have demonstrated that children's literature—and picturebooks in particular—often provide superficial accounts of the past. Recognizing the shortcomings of relying on children's literature to teach social studies, this project attempts to nuance, even complicate, stories found in picturebooks **through the use of primary sources**.

For this assignment, you will demonstrate your ability to contextualize children's literature within the social studies disciplines by creating a lesson plan activity that goes "beyond the book" with primary sources.

You will have the opportunity to share your lesson plan activity with your peers through a **microteaching experience**. You will guide your colleagues through your picturebook and primary source analysis!

More detailed instruction, resources, and materials for this assignment are in Canvas!

Lesson Plan

Because social studies is often integrated with language arts (or other content areas) within the elementary classroom, this assignment provides you practice in designing lessons plans through meaningful student-led inquiry and integration.

You will create a lesson plan through the UNT Common Lesson Plan you will be expected to use during your clinical teaching experience. Your lesson plan will reflect a theme or topic appropriate for an elementary grade level. Your lesson should be integrated with other content areas, but foremost focused on teaching and assessing social studies content. It must be in the template provided—see Canvas!

We will workshop your lesson plan over the last few weeks of our course and you will submit it as a take home final exam the week after our final class meeting.

Weekly Reflections

Throughout the course, there will be opportunities to respond to our course readings, discussions, and/or assignments.

If a reflection is assigned, you will prepare a reflective analysis/response to the weekly readings, discussions, and/or assignments. **These reflections should be completed BEFORE** class so they can help you prepare your thoughts and support you being an active participant in class discussions and activities.

The reflection tasks will vary, but primarily consist of written/text responses, videos, padlet posts, graphic organizers, entry or exit tickets. The reflections will be posted in Canvas with instructions. If the reflection is an entry or exit ticket, the reflections **take place in class** (double check Canvas though!!).

Reflections are due by Wednesdays at 11:59pm.

TExES Preparation and Practice Exam

Due Date: Varied

Objective: Prepare for the appropriate TExES exams based on the chart below by completing the official TExES practice exams and real exams by the dates in the chart below. This will help you identify your strengths and areas for improvement before taking the actual exam. **You must take your real exams by December 15th in order to move on to Block B in Spring 2026.**

Certification Track	EC-6 w/ ESL	EC-6 w/ Bilingual	EC-6 w/SPED
Exams to Complete	ESL Supplemental (154)	Bilingual Supplemental (164) & BTLPT (190)	Core Subjects EC-6 (391)
Initial Practice Exam	February 15	February 15	February 15
Final Practice Exam	April 30	April 30	April 30
Registration Confirmation Due	May 15	May 15	May 15
Real Exam Deadline	July 15	July 15	July 15

Instructions:

PART I: Access the TExES Canvas Course

1. Log in to Canvas and open the TExES course from your Dashboard.
2. If the course is not listed on your Dashboard, email COE-TSO@unt.edu with your full name and UNT ID number to request access.

3. Locate your certification path on the home page and read the information about your exam requirements, test sequence expectations, exam FAQ, certification requirements, and (if applicable) test accommodation information. You should also take time to review the policy information.

PART II: Complete the Initial Practice Exam by February 15 and the Final Practice Exam by April 30th.

1. Complete the official practice exam(s) in the TExES Canvas course that corresponds to your certification area, as outlined below.
 - SPED EC-12 Candidates – You must complete all five domains of the Core Subjects EC-6 exam (ELAR, Math, Social Studies, Science, and Fine Arts).
 - ESL Candidates – You must complete the ESL Supplemental (154) exam.
 - Bilingual Candidates – You must complete both the Bilingual Supplemental (164) and BTLPT (4190) exams.

***You must score at least 70 on the practice exam to be approved to take the real TExES exam.**

****Bilingual candidates:** On the BTLPT, a score of 2 or higher on **each constructed-response task for oral and written sections** is also required. Your constructed responses will be reviewed by the Bilingual faculty.

If you do not meet these score requirements:

1. Review your score report to identify areas of need.
2. Utilize recommended study materials and resources and review your areas of need, then request to retake the practice exam.

You must meet the score requirements for the practice exam by April 30th.

This semester, you will receive access to 240 Tutoring, an online study platform designed to help you prepare for and pass your certification exams. You will receive an email to your UNT email address with a link to enroll and claim your access. Once you have activated your account, enroll in the **TExES CORE Subjects EC-6 (391): Social Studies** study course.

How to Use the Course

1. Start with the Overview Video and Test-Taking Strategies.

2. Take the “Plan to Pass” practice test to identify your areas of strength and areas needing improvement.
3. The course will automatically highlight priority concepts based on your results.
4. Work through each content module, focusing especially on your priority areas.
5. Use the quizzes in each section to check your understanding.
 - If you do not pass a quiz, review the material again before moving on.
6. Use the flashcards to build and reinforce vocabulary and key terms.

Study Time & Practice Exam Requirement

- **You must complete a minimum of six clock hours of study within the instructional content of the course.**
- After completing your study time, take a full-length practice exam.
- **Download a PDF copy of your score report and submit it to your instructor. If you score 80 or higher, also send the score report to the TExES Success Office at COE-TSO@unt.edu so it can be counted toward your official practice exam requirement.**

Bilingual Candidates who use 240 Tutoring for the BTLPT: You also need a two or higher on each constructed-response task.

Ø For the oral tasks: Record yourself, self-score, then write a reflection in the text box on why you have given yourself that score. Have your self-score and reflections sent to Jessica Powell through the 240 Tutoring site.

Ø For the written tasks: Have your responses submitted to Jessica Powell through the 240 Tutoring site.

Take the real TExES Exam by July 15th

Once you meet the practice exam requirements, you will receive approval to take the real exam,

along with registration instructions. Register for and schedule your exam, then forward a copy of your confirmation email to COE-TSO@unt.edu **by May 15th**.

You must **take your real exam on or before July 15**. This means your actual test **date must be no later than July 15**.

If you plan to request **testing accommodations**, be aware that approval can take several weeks.

Review the [Alternative Testing Arrangements policy](#)

(https://tx.nesinc.com/PageView.aspx?f=HTML_FRAG/GENRB_AlternativeArrangements.html)

and submit your documentation as soon as you receive test approval.

Important: You must attempt your real content exam by the **July 15 deadline** in order to remain eligible for **Block B in Fall 2026**. Students who do not attempt their exams by July 15th will not be eligible for Block B.

Course Attendance, Participation, and Professionalism

Evaluated upon instructor's discretion throughout the semester:

- Meeting University and Department Attendance policies
- Engagement and participation during class through active listening, conversing, and effort in class activities
- Completing activities and readings
- Consistent Respect and Consideration for oneself and others

Course Assignments & Evaluation

Building Our Knowledge Book Club	25
Beyond the Book + Micro Teach	20
Lesson Plan	20
Weeklyish Reflections	20

TExES Preparation & Practice Exam	5
Course Attendance, Participation & Professionalism	10
Total	100

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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.

ACADEMIC INTEGRITY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Therefore, any acts of plagiarism, use of AI technology (i.e. chatGPT, etc.) to complete coursework, or the use of any other materials/methods/means not one's own, is prohibited. Students are encouraged to become

familiar with [UNT's policy on Student Standards of Academic Integrity](#). These types of offenses will be judged by the instructor, who will determine the best course of action to rectify these issues. Any act of academic dishonesty will be reported, and a penalty determined, which may be course failure, probation, suspension, or expulsion from the university.

Artificial Intelligence Use

Generative Artificial Intelligence (GenAI) refers to software systems and platforms that create new content, such as text, images, audio or video using generative models. These models identify patterns from large datasets, enabling them to generate data in response to specific prompts, which in many ways can resemble human-created content.

This course permits you to use artificial intelligence (AI) tools, such as such as Claude, ChatGPT, Gemini, Magic School to get guidance on assignments, as long as you do so in an ethical and responsible manner. What that means is you can essentially think of these tools as ways to **help** you learn but **NOT to entirely create work** for assignments like artifact reflections, lesson plan explanations, presentation slides, and so on.

In line with the UNT Honor Code, all work you submit must be your own. Using GenAI tools without attribution or relying on them to complete assignments violates academic integrity and will be addressed according to university policy.

AI is more like your tutor or TA, not a replacement for your independent thinking.

This means that you must:

- Not use AI tools to replace your own analysis or to avoid engaging with the course content.
- Cite or explain any AI tools you use. Provide the name of the AI tool, the date of access, the URL of the interface, and the specific prompt or query you used to generate the output.
- Be transparent and honest about how you used the AI tool and how it contributed to your assignment. Explain what you learned from the AI tool, how you verified its accuracy, how you integrated its output with your own work, and how you acknowledged its limitations and biases.

You are accountable for any mistakes or errors made by the AI tool. Always check and edit the output before submitting your work. If you discover any inaccuracies or inconsistencies in the output after submission, notify me immediately and correct them as soon as possible.

ACADEMIC SUCCESS RESOURCES: UNT strives to offer you a high-quality education and a supportive environment, so you learn and grow. As a faculty member, I am committed to helping you be successful as a student. To learn more about campus resources and information on how you can be successful at UNT, go to unt.edu/success and explore unt.edu/wellness. To get all your enrollment and student financial-related questions answered, go to scrappysays.unt.edu.

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Additional Resources I encourage you to take advantage of are:

- [**UNT's Counseling and Testing Services**](#) can provide psychological counseling and academic testing
- UNTWell provides FREE individual and group counseling as well as a vocational assessment

- [**UNT Food Pantry**](#) is a great resource if you or someone you know experiences food insecurity
- [**Academic Success Center**](#) can support you in your academics