

EDEE 3340 | Section 002 | Spring 2026

TEACHING SOCIAL STUDIES EC-6

Matthews Hall 109
Tuesdays 1:30-4:20 PM

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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 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 [Texas Education Agency \(TEA\) Social Studies Generalist EC-6 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 Texts

Students are not required to purchase a common textbook for this course. One book will be provided by the instructor and is listed below.

- Dunbar, E. A., & van Cleve, K. (2020). *Never Caught, the story of Ona Judge (Young Reader's Edition)*. Aladdin.

[*Available as ebook via the UNT Library](#)

Students will choose a book club book, and other readings will be accessible via Canvas.

Assignments

The instructor will use the following assignments as indicators of progress and understanding over the duration of the semester. Additional details will be provided at the beginning of the semester and/or before each assignment due date.

- **Active Participation & Assessment (75 points; 5 points per week):**
Students are expected to attend class, actively participate, and complete readings prior to class. This category is worth 5 points a week. Points can be subtracted for failure to fully attend class or actively participate, and points are earned through in-class assessments.
 - **Attendance:** Attendance is critical to the success of students in this class. Because this is a class about learning how to teach social studies, much of our learning will take place in class and cannot be replicated or made up outside of class. Students are thus required to attend class in its entirety. Students may miss one class with no penalty to their grade as long as they submit a summary of what they missed, but every class after the first one will result in a 4 point subtraction from the week's grade. Two late arrivals or early departures also constitute an absence. **Whenever a student misses a class they should:**
 - (1) Submit a **Missed Class Form** explaining their absence at <https://tinyurl.com/MissedClassExplanation>
 - (2) Submit a **Missed Class Summary** that explains what you missed at <https://tinyurl.com/MissedClassSummary>. The summary is approximately one-page paper (approximately two paragraphs or 250 words) that substantively discusses the readings and in-class activities you missed that week. You can accomplish this by (a) reviewing the In-Class Activities in the class calendar and (b) reaching out to a classmate or Dr. K for an update. In some cases, Dr. K may send out a summary to the class. The purpose of this summary is to ensure you are up to date on what you missed since many class assignments and activities build on each other over the course of the semester. **You must submit this before the next class or you will lose one point from your Active Participation & Assessment grade.**
 - The following table details the attendance policy for our course:

# of Absences	
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0 - 1	<ul style="list-style-type: none"> • No point deduction
2 - 3	<ul style="list-style-type: none"> • 4 points deducted from weekly participation grades for each absence • 2 late arrivals and/or early departures constitute 1 absence
4 or more	<ul style="list-style-type: none"> • Failure of course

- **Active Participation:** Students are expected to support their learning by actively listening to class participants, take notes in their Social Studies Planners, and contribute to class discussions with ideas or questions. If students face an issue in the class that disrupts their learning, it is their responsibility to communicate with the instructor and suggest means for improving the situation. Disengaging from class, including using devices in ways unrelated to and distracting from the class, can result in a reduction of participation points for the class session.
 - **Social Studies Planner Journaling:** Students will be provided a notebook for note-taking and journaling on class readings and in-class lectures, discussions, and activities. Recent studies indicate that while students can take more notes on computers, they have better achievement (e.g., grades) when hand-writing them ([Flanigan et al., 2024](#)), potentially because hand-writing requires more summarizing and paraphrasing ([Mueller & Oppenheimer, 2014](#)) and better facilitates spatial organizing strategies (e.g., diagramming, concept mapping) that can benefit comprehension. This difference may primarily be due to digital distractions on computers ([Voyer et al., 2022](#)), which can lead to distracted attention-shifting (a.k.a. “multitasking”). For each class, students should write notes in their notebook on the assigned reading *before* the class session and then take notes *during* class. The purpose of this note-taking is to create a *Social Studies Planner* where you collect and organize the most important ideas, activities, and resources you’ve learned throughout the course that you can use in your future classroom. The planner should highlight the **big ideas and themes** that guide meaningful social studies teaching. It should also summarize **major activities and strategies** from the course, explaining what each teaches and how it connects to the broader goals of social studies education. Finally, it should include **specific resources** you plan to draw from,

including books, websites, or tools that support effective and responsive instruction. Your goal is to create weekly notes and turn those into a practical, well-organized reference guide that demonstrates how you will translate what you've learned into your own teaching practice.

- **Assessment:** Students should complete assigned readings and assignments by the class due date so they are fully prepared to contribute. Students will earn up to 5 points for each class through activities such as active participation in whole class or group activities (e.g., class discussion), completion of individual or group projects (e.g., Ona Judge one-pager, Texas Cereal Box Biography project), or closed- or open-note quizzes. The form of assessment each week will be determined by the instructor. However, students retain their right to contest grades they do not feel accurately reflect their knowledge, effort, or contributions.
- **Requirements from EPO and TExES Success Office**

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.

TExES Exam Preparation –Practice & Real 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 July 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:

1. **Access the TExES Canvas Course**

- Log in to Canvas and open the TExES course from your Dashboard.
 - 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.
 - 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.
2. **Complete the Initial Practice Exam by February 15 and the Final Practice Exam by April 30th.**
- Complete the official practice exam(s) in the TExES Canvas course that corresponds to your certification area, as outlined below.
 - Ø 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).
 - Ø ESL Candidates – You must complete the ESL Supplemental (154) exam.
 - Ø 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.
 - Ø **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:
 - Ø Review your score report to identify areas of need.
 - Ø 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.

- Optional: You may choose to complete your practice exam requirement using **240 Tutoring** instead of the Canvas-based practice exams. You must earn a score of **80 or higher** on the multiple-choice section of a **full-length practice exam**. Once you have the required scores, download your score report and email it to **COE-TSO@unt.edu** with your name and UNT ID number. Use this link to receive a discount on the monthly subscription price of \$25/month:
<https://study.240tutoring.com/subscribe/UNT2>.

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.

2. 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) (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.

- **Lead Historical Picture Book Read Aloud (10 points):** Conducting interactive, whole class readings with historical picture books requires you to ask students to develop their historical thinking by asking questions about the text. You will plan this lesson by using [this document](#) to write questions that align with six historical thinking concepts, meeting with me for feedback, leading the read aloud, and then reflecting on what went well and what you could change.
- **Social Studies Lesson Plan (15 points):** Students will work with a group to design an Inquiry Design Model (IDM) lesson plan (access template via the [UNT flexible lesson plan approach document](#)) and translate it to the UNT Common Lesson Plan. Assignment details will be added in Canvas.

Course Overview

This course runs for 16 weeks, including holidays. The calendar below includes major readings and assignments, but to be responsive to students needs, there may be updates or modifications. Please refer to the calendar in Canvas throughout the semester. That calendar will also be updated with planned activities before class and again with which activities we completed after each class session.

Tentative Course Calendar Preview	
<i>This is a tentative calendar and there will be additions made based on class needs that emerge throughout the semester. Please see the calendar in Canvas for updates and in-class activity details.</i>	
1 01/13	<ul style="list-style-type: none"> ● None!
2 01/20	<ul style="list-style-type: none"> ● King (1963) ● Elementary Social Studies podcast episode
3 01/27	<ul style="list-style-type: none"> ● <i>Hamilton</i> (2020)
4 02/03	<ul style="list-style-type: none"> ● <i>Never Caught</i>, Beginning to Chapter 9 (pp. xi - 85)

5 02/10	<ul style="list-style-type: none"> • <i>Never Caught</i>, Chapter 9 to Chapter 18 (pp. 86 - 151)
6 02/17	<ul style="list-style-type: none"> • <i>Never Caught</i>, Chapter 18 to End (pp. 152 - 252)
7 02/24	<ul style="list-style-type: none"> • Book Clubs
8 03/03	<ul style="list-style-type: none"> • Book Clubs
9 03/10	Spring Break No In-Person Class
10 03/17	<ul style="list-style-type: none"> • Nance (2025) • The Story of Texas Timeline • Texas History Cereal Box Biography Due
11 03/24	<ul style="list-style-type: none"> • ACT Curriculum for Media Literacy
12 03/31	<ul style="list-style-type: none"> • Segall (2003)
13 04/07	<ul style="list-style-type: none"> • Choose article and/or podcast episode
14 04/14	<ul style="list-style-type: none"> • Adams (2015) • IDM Blueprint Due
15 04/21	<ul style="list-style-type: none"> • Class Determined Reading
16 04/28	<ul style="list-style-type: none"> • Class Determined Reading • IDM Revisions Due and Sharing IDM with class
17 05/05	<ul style="list-style-type: none"> • Social Studies Plan Due • Final IDM Revisions Due (if necessary)

*I reserve the right to modify readings or assignments in the course in an effort to improve students' educational experiences in the course.. All changes will be communicated in advance.

*While there is no final exam for this course, the instructor reserves the right to use the scheduled exam time of Tuesday, May 5th, 12:30-2:30pm (see [Finals schedule](#)).

Grading and Assessment

The class is out of 100 points, which means points and percentage will be the same for the course. Letter grades will be allocated on the following percentage scale:

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

Course instructors' approach to assessments aligns with UNT policies concerning academic integrity (UNT Student Academic Integrity Policy, 06.003).

Texas Educator Standards

The UNT Educator Preparation Program curriculum includes alignment to standards identified by the Texas State Board of Educator Certification (SBEC) for beginning educators. These standards are addressed throughout your preparation and assessed through the TExES Certification exams required for your teaching certificate. Additionally, the Commissioner of TEA has adopted these rules pertaining to Texas teaching standards:

Texas Teaching Standards

Standards required for all Texas beginning teachers fall into the following 6 broad categories:

Standard 1--Instructional Planning and Delivery. Standard 1Ai, ii, iv; 1Bi, ii (Lesson design)

Standard 2--Knowledge of Students and Student Learning

Standard 3--Content Knowledge and Expertise

Standard 4--Learning Environment

Standard 5--Data-Driven Practice

Standard 6--Professional Practices and Responsibilities

EC-12 Professional Pedagogy and Responsibilities (PPR) Standards

The beginning EC-12 teacher knows and understands:

- **Competency 001:** human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs
- **Competency 002:** student diversity and knows how to plan learning experiences and design assessments that are responsive to differences

among students and that promote all students' learning

- **Competency 005:** how to establish a classroom climate that fosters learning, equity and excellence and USES this knowledge to create a physical and emotional environment that is safe and productive
- **Competence 007:** principles and strategies for communicating effectively in varied teaching and learning contexts.

EC-12 Tech Apps Standards

The beginning EC-12 teacher knows and understands how to:

- **Standard I.** use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products
- **Standard II.** collaborate and communicate both locally and globally using digital tools and resources to reinforce and promote learning.
- **Standard III.** make informed decisions by applying critical-thinking and problem solving skills.

English Language Proficiency Standards (ELPS)

This course incorporates the ELPS in lesson planning and instructional delivery in order to improve language acquisition and content area knowledge of students who are English learners. The ELPs will be implemented by teacher candidates during instruction of the subject area for students who are English learners. The ELPs can be accessed via the Texas Education Agency using the following link:

<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4>.

Texas College and Career Readiness Standards

The Texas College and Career Readiness Standards can be accessed at the Texas Higher Education Coordinating Board Web site using the following link:

<http://www.thecb.state.tx.us/index.cfm?objectid=EADF962E-0E3E-DA80-BAAD2496062F3CD8>

Technology Applications

[Technology Applications \(All Beginning Teachers, PDF\)](#) The first seven standards of the Technology Applications EC-12 Standards are expected of all beginning teachers and are incorporated into the Texas Examination of Educator Standards (TEXES) Pedagogy and Professional Responsibilities (PPR) test.

Artificial Intelligence (AI) Use in This Course

In this class, my approach to AI use begins with transparency about my own practices. I will not use AI to answer your emails, provide feedback, or grade your work. These tasks are central to the relationships I build with students, and I value those relationships more than the efficiencies AI might offer. On occasions when I do use AI—for example, to assist in translation of course materials into Spanish—I will clearly identify what was generated by AI and explain how it was used.

You are encouraged to reflect on your own approach to AI in this course by crafting a brief statement in your journal 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 via an “AI Transparency Statement” that explains how you used AI for any class assignment**, including activities such as research, writing feedback, or content generation (e.g., worksheet).

There will be certain assignments in this course where the use of AI is not permitted. Because a primary purpose of writing is a critical form of thinking, you should not use AI to generate writing for you. This offloads your own learning process and undermines the very purpose of education.

If you are unsure whether an AI use violates our class policy then it is your responsibility to ask Dr. K. **Undisclosed or unauthorized uses of AI 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 this course is designed to develop.

Course policy is adapted from [Watkins, 2025](#).

Academic Freedom Statement

Some Texas laws have banned diversity, equity, and inclusion programs at public colleges and universities in Texas. These laws do not in any way affect content, instruction or discussion in a course at public colleges and universities in Texas. Expectations and academic freedom for teaching and class discussion have not been altered post-SB 17, and students should not feel the need to censor their speech pertaining to topics including race and racism, structural inequality, LGBTQ+ issues, or diversity, equity, and inclusion.

The concept of academic freedom applies in this class. Higher education is

predicated on the exchange, vetting, and deliberation of often controversial and unsettled ideas. In this class, for example, we explore issues such as dominant and counter narratives, representation in the curriculum, and other issues that are relevant to teaching social studies in K-6. We are not here to simply express personal opinions or repeat talking points, but rather to engage a set of ideas and research findings that have a long and complicated history and are therefore subject to ongoing debate. Committed students and scholars can, and do, disagree on the topics we will be discussing.

This course has been designed to bring these controversies and disagreements to the fore. Students are also invited to introduce additional challenges in a serious and open-minded manner. Such conversations require mutual trust and respect. It is therefore essential that students feel free to express their deeply held views and continually developing perspectives. This means ensuring that all students and faculty feel included and welcomed to engage in discussion. Because hateful or discriminatory speech and behavior degrades the possibility for a free exchange of ideas, it will not be tolerated.

University Statements

Academic Integrity Standards and Consequences

According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA Accommodation Statement

The University of North Texas makes reasonable accommodations for students with disabilities. To request accommodations, you must first register with the Office of Disability Access (ODA) by completing an application for services and providing documentation to verify your eligibility each semester. Once your eligibility is confirmed, you may request your letter of accommodation. ODA will then email your faculty a letter of reasonable accommodation, initiating a private discussion about your specific needs in the course.

You can request accommodations at any time, but it's important to provide ODA notice to your faculty as early as possible in the semester to avoid delays in implementation. Keep in mind that you must obtain a new letter of

accommodation for each semester and meet with each faculty member before accommodations can be implemented in each class. You are strongly encouraged to meet with faculty regarding your accommodations during office hours or by appointment. Faculty have the authority to ask you to discuss your letter during their designated office hours to protect your privacy. For more information and to access resources that can support your needs, refer to the [Office of Disability Access](https://studentaffairs.unt.edu/office-disability-access) website (<https://studentaffairs.unt.edu/office-disability-access>).

Digital Materials

This course has digital components. To fully participate in this class, students will need internet access to reference content on the Canvas Learning Management System and other technology. If circumstances change, you will be informed of other technical needs to access course content. Information on how to be successful in a digital learning environment can be found at [Learn Anywhere](https://online.unt.edu/learn) (<https://online.unt.edu/learn>).

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to the UNT Learning Management System (LMS) for contingency plans for covering course materials.