

EDEE 3340 | Section 006 | Fall 2025

TEACHING SOCIAL STUDIES EC-6

Matthews Hall 109
Mondays 9:00-11:50 AM

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Office hours: Matthews Hall 206Q,
Mondays, 2:00-5:00pm, Tuesdays, 2:00-5:00pm,
and by appointment

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

Course readings will be provided by the instructor via the department (pending sufficient supply) and are also available via the UNT Library. Readings will be accessible via Canvas.

Rodriguez, N. N. & Swalwell, K. (2022). *Social studies for a better world*. W.W. Norton & Company.

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

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](#)

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. All assignments will be submitted through Canvas.

- **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:** First, 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 email Dr. K to summarize what they missed, but every class after the first one will result in a 4 point subtraction from the week's grade. Whenever a student misses a class they should reach out to classmates or Dr. K to learn what they missed, and send Dr. K a message summarizing what they missed. Failure to do so can result in a subtraction of points in addition to the attendance policy. Also, three late arrivals or early departures will count as an absence.
- The following table details the attendance policy for our course:

# of Absences	
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● 3 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 contribute to the class learning community with their energy and ideas. 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 3 participation points for a single class session.

- **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., literature circles), completion of individual or group projects (e.g., Ona Judge one-pager, Texas Cereal Box Biography project), or reading 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.
- **EC-6 TExES Practice Exam (pass/fail):** Assignment: TExES Exam Preparation – Study Guide & Practice Exam (EDEE 3340; Block A)
 - **Due Date:** October 20th
 - **Objective:** Prepare for the appropriate TExES exam based on the chart below by completing the official TExES Practice Exam. 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
Exam to Complete	ESL Supplemental (154)	Bilingual Supplemental (164) & BTLPT (190)	Core Subjects EC-6 (391)

- **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. In the Modules tab, review all Test Readiness materials and complete all policy assignments marked with the symbol.
 - 2. **Complete the Initial Practice Exam by September 15:** Complete the official practice exam(s) in the TExES Canvas course that corresponds to your certification area, as outlined in the chart above.

- You must score at least 70 on the practice exam to be approved to take the real TExES exam. For Bilingual students, a score of 2 or higher on each constructed-response section of the BTLPT is also required. If you do not meet these score requirements (70+ on the practice exam or 2+ on each BTLPT response):
 - 1. Review your score report to identify areas for improvement.
 - 2. After at least 10 calendar days, email COE-TSO@unt.edu to request that your practice exam be reset.
 - 3. Continue studying and then retake the practice exam. **You must meet the score requirements on a retake of the practice exam by October 20th.**
- Optional: You may choose to use 240 Tutoring instead of the Canvas-based practice exams to complete the practice exam requirements. To meet the requirement, you must score 80 or higher on a full-length practice exam for your content area. Bilingual students must also score a 2 or higher on constructed response portions of the BTLPT. You must send a copy of your score report to **COE-TSO@unt.edu** for credit. Use this link to receive a discount on the monthly subscription price: <https://study.240tutoring.com/subscribe/UNT2>
- 4. **Take the real TExES Exam by December 15th:** Once you meet one of the following requirements, you will receive approval to take your real TExES content exam, along with registration instructions:
 - Score **70 or higher** on the **Canvas practice exam** (Bilingual students must also score at least 2 on each BTLPT constructed response)
 - Score **80 or higher** on a **240 Tutoring full-length practice exam** (Bilingual students must also score at least 2 on each BTLPT constructed response)
 - You must **register for and take your real exam on or before**

December 15. Your test date must be no later than December 15—not just your registration.

- 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 December 15 deadline in order to remain eligible for Block B in Spring 2026.
- **Social Studies Teaching (10 points):** Individually or in a group of two, you will sign-up for a week and then lead a 30-minute lesson to our class:
 - **Lead Whole Class Discussion:** Learning to teach by asking questions, and follow-up questions, is a student-centered approach that can help students surface their understandings, misunderstandings, and questions. Your discussion will cover our class reading for the week, but the skills will be transferable to your future classroom. You will use my [Discussion Potluck Method](#) by completing the worksheet, meeting with me for feedback, leading the discussion, and then reflecting on what went well and what you could change.
 - **Lead Focused Inquiry:** Inquiry teaching requires teachers to identify high-quality sources for students to examine and then use questions to assess their knowledge and encourage their civic reasoning. You will use the Focused version of the Inquiry Design Model (IDM) lesson (access template via the [UNT flexible lesson plan approach document](#)), which includes identifying an approved [elementary social studies TEK](#), completing the Focused IDM Blueprint, meeting with me for feedback, teaching the lesson, and then reflecting on what went well and what you could change.
 - **Lead Historical Picture Book Read Aloud:** 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 <i>This is a tentative calendar. Please see the calendar in Canvas for updates, in-class activity details, and more. Readings will be made available through our course library page.</i>	
1 08/18	<ul style="list-style-type: none">● None!
2 08/25	<ul style="list-style-type: none">● Textbook, Chapter 1
3 09/01	Labor Day No In-Person Class
4 09/08	<ul style="list-style-type: none">● Textbook, Chapter 2
5 09/15 Celebrate Freedom Week	<ul style="list-style-type: none">● Textbook, Chapter 3
6 09/22	<ul style="list-style-type: none">● Textbook, Chapter 4● Texas History Cereal Box Biography Due
7 09/29	<ul style="list-style-type: none">● <i>Never Caught</i>, Beginning to Chapter 9 (pp. xi - 85)
8 10/06	<ul style="list-style-type: none">● <i>Never Caught</i>, Chapter 9 to Chapter 18 (pp. 86 - 151)

9 10/13	<ul style="list-style-type: none"> • <i>Never Caught</i>, Chapter 18 to End (pp. 152 - 252) • One-Pager Due
10 10/20	<ul style="list-style-type: none"> • Textbook, Chapter 5 • Identify IDM Group & Topic
11 10/27 Media Literacy Week	<ul style="list-style-type: none"> • ACT Curriculum for Media Literacy
12 11/03	<ul style="list-style-type: none"> • Textbook, Chapter 6
13 11/10	<ul style="list-style-type: none"> • Textbook, Chapter 7
14 11/17	<ul style="list-style-type: none"> • Textbook, Chapter 8 • IDM Blueprint Due
15 11/24	Thanksgiving No In-Person Class
16 12/01	<ul style="list-style-type: none"> • IDM Revisions Due and Sharing IDM with class
17 12/10	<ul style="list-style-type: none"> • Final Reflection and Plan Due • Final 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 Wednesday, December 10th, 8:00-10:00am (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.theccb.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, grade your work, or write letters of recommendation. 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 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 when it relates to shared work.

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 this course is designed to develop.

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

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.