

EDEE 3340 | Section 006 | Fall 2026

TEACHING SOCIAL STUDIES EC-6

Matthews Hall 109
Mondays 12:20-3:10 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.

Required Course Text

Students will be provided a physical copy of this required book, and a digital copy is also available through [the UNT library](#).

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

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.

1. Active Participation & Assessment (60 points; 4 points for 15 weeks)

Students are expected to attend class, actively participate, and complete readings prior to class. This category is worth 4 points a week. Points can be subtracted for failure to fully attend class or actively participate, and points are earned through in-class assessments.

A) 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 paragraph or 100 words that 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	
0 – 1	No point deduction

2 - 3	• 4 points deducted from weekly participation grades for each absence • 2 late arrivals and/or early departures constitute 1 absence
4 or more	• Failure of course

B) 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 4 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.

2. TExES EC-6 Social Studies Exam Preparation (15 points; 1 point for 15 weeks)

Due Dates: See calendar

Objective: Develop the knowledge and instructional strategies needed to teach elementary social studies while preparing for the Social Studies domain of the TExES Core Subjects EC–6 (391) certification exam.

Important Note for ESL and Bilingual EC–6 Candidates: Although you will not take the Core Subjects EC–6 (391) exam until Block B, you are expected to begin preparing for the Social Studies domain during this course by completing the assigned 240 Tutoring activities. Beginning your certification exam preparation now will help build a strong foundation before your official testing semester.

In addition to completing 240 Tutoring assignments for this course, you should also be dedicating regular study time to your ESL Supplemental or Bilingual Education Spanish Supplemental (BESS) exam, as these certification exams must be attempted by December 15.

Important Note for SPED Candidates:

While this course focuses on the Social Studies domain, you are responsible for preparing for all five domains of the TExES Core Subjects EC–6 (391) exam this semester. You are required to attempt the official Core Subjects EC–6 (391) exam by December 15. Be sure to dedicate regular study time to the remaining content areas throughout the semester so you are prepared to meet this requirement.

Instructions:

1. Access the TExES Canvas Course and 240 Tutoring

- Log into Canvas and access the TExES Success Course from your Dashboard (<https://unt.instructure.com/courses/4278>). If you do not see the course, email COE-TSO@unt.edu with your name and UNT ID number to request access.
- From the course homepage, locate your certification program and review the following:
 1. Required certification exams

2. Undergraduate testing sequence
 3. Certification requirements
 4. Frequently Asked Questions
 5. Test accommodations (if you plan to request accommodations)
- Once you receive your invitation to 240 Tutoring, create your account and enroll in TExES Core Subjects EC–6 (391): Social Studies.
2. **Complete the Diagnostic Assessment**
 - Complete the Diagnostic/Plan to Pass test in the 240 Tutoring course to identify your strengths and areas for growth.
 - Download a PDF of your results and email it to COE-TSO@unt.edu. Include your name and UNT ID number in your email.
 3. **Complete Weekly Module Assignments**
 - Each week, complete one 240 Tutoring module by:
 1. Reviewing all lesson content.
 2. Using the flashcards and end-of-module quiz to check your understanding.
 3. Earning a minimum score of 70% on the module quiz. If you do not score at least 70%, review the module and retake the quiz until you meet the requirement.
 4. Downloading your updated transcript by:
 1. Clicking your name in the upper-right corner of 240 Tutoring.
 2. Selecting Enrollments.
 3. Locating TExES Core Subjects EC–6 (391): Social Studies.
 4. Clicking Transcript to download your progress.
 5. Emailing your transcript to COE-TSO@unt.edu, including your name and UNT ID number.
 - Come to class prepared to participate in discussions related to the week's content.
 4. **Complete the Full-Length Practice Exam**
 - After completing all modules and earning at least 70% on each module quiz:
 1. Take Practice Test 1 in 240 Tutoring.
 2. Download a PDF of your score report.
 3. Email the score report to COE-TSO@unt.edu, including your name and UNT ID number.

3. Lead Historical Picture Book Read Aloud (5 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.

4. Social Studies Lesson Plan (10 points)

This assignment is designed as a three-part process that moves from analyzing strong existing materials, to designing inquiry-based instruction, to developing a complete lesson plan for classroom use. Across the three parts, you will examine how high-quality social studies lessons are organized, practice designing inquiry around meaningful questions and sources, and apply what you have learned to the UNT Common Lesson Plan format.

1. Lesson Internalization Activity & Lesson Plan Using HQIM: Analyze and internalize a High-Quality Instructional Materials (HQIM) lesson to identify instructional goals, social studies concepts, inquiry practices, and student learning opportunities. Using this analysis, develop a TEKS-aligned elementary social studies lesson that incorporates developmentally appropriate, inquiry-based, and student-centered instruction.
2. Inquiry Lesson Activity: Work with a group to design an Inquiry Design Model (IDM) lesson that uses a compelling question, supporting questions, sources, and inquiry tasks to help students investigate an important social studies topic.
3. UNT Lesson Plan: Translate and further develop your inquiry lesson using the UNT Common Lesson Plan format, demonstrating how the lesson's objectives, assessment, instructional activities, differentiation, and social studies content work together as a coherent plan for teaching and learning.

Together, the three parts are intended to help you move from studying effective curriculum, to designing inquiry, to planning instruction you could use in an elementary classroom.

5. Social Studies Planner (10 points)

For your final assignment, you will create a Social Studies Planner that organizes the most important ideas, activities, strategies, and resources from the course into a practical guide for your future classroom. Drawing from your course journal, your planner should highlight big ideas and themes that guide meaningful social studies teaching, summarize major activities and strategies and what they help students learn, and identify specific books, websites, tools, and other resources you plan to use. The goal is to

demonstrate how you will translate what you have learned into your own approach to teaching social studies. Title your planner to reflect that approach, such as “Ms. Smith’s Critical Inquiry Social Studies Plan,” and hyperlink the title to your completed planner.

Course Overview

This course runs for 17 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 • 08/17	• None!
2 • 08/24	• Clergy & MLK response (1963) • Elementary Social Studies podcast episode • Research your table country • 240 Tutoring: Diagnostic Test
3 • 08/31	• Watch Hamilton and review/comment on study guide • Prepare 30-second name story • 240 Tutoring: Early American History
4 • 09/07	• Labor Day No Class
5 • 09/14	• Never Caught, Beginning to Chapter 9 (pp. xi–85) • 240 Tutoring: Revolution and Civil War
6 • 09/21	• Never Caught, Chapter 9 to Chapter 18 (pp. 86–151) • 240 Tutoring: Post-Civil War History
7 • 09/28	• Never Caught, Chapter 18 to End (pp. 152–252) • 240 Tutoring: Research Skills

8 • 10/05	• Book Clubs (varies) • 240 Tutoring: Our Government
9 • 10/12	• Book Clubs (varies) • 240 Tutoring: Origins and Types of Government
10 • 10/19	• Zinn, Chapter 1 (partial) • Historical Picture Book Assignment with background research • 240 Tutoring: Post-Civil War History
11 • 10/26	• Review ACT Curriculum for Media Literacy and respond in journal • 240 Tutoring: Research Skills
12 • 11/02	• Nance, “The Texas Revolution and the Republic of Texas: A Brief History” • The Story of Texas Timeline • Texas History Cereal Box Biography Due • 240 Tutoring: Our Government
13 • 11/09	• Segall, “Maps as Stories about the World” • Curb Cuts article & podcast • 240 Tutoring: Geography Themes and Skills
14 • 11/16	• Adams, “Civics in the Grocery Store” and handout • Social Studies Planner Due • 240 Tutoring: Origins and Types of Government
15 • 11/23	• Thanksgiving Break No Class
16 • 11/30	• Social Studies Lesson
17 • 12/07	• No In-Person Class • Final Lesson Revisions Due • Final Social Studies Planner Revisions Due

*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 Monday, December 7th, 10:30-12:30pm (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	0-59

The 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
- **Competency 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 Generative AI (GenAI) 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 GenAI might offer. On occasions when I do use GenAI, 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.

This course uses the [AI Assessment Scale \(AIAS\)](#) to help clarify expectations about the role of GenAI in your work. The AIAS identifies five different kinds of assessment: **Level 1: No AI; Level 2: AI Planning; Level 3: AI Collaboration; Level 4: Full AI; and Level 5: AI Exploration.** These levels are not a ranking from “bad” to “good.” Instead, they describe different roles that GenAI may play depending on what an assignment is intended to help you learn or demonstrate.

For individual assignments, I may identify a particular AIAS level or specify which types of GenAI use are permitted or prohibited. I may also determine that generative GenAI is not permitted for some or all coursework when its use would interfere with the learning goals of the course. Always follow the directions for the individual assignment. If the expectations are unclear, it is your responsibility to ask me before using GenAI.

You are encouraged to reflect on your own approach to GenAI 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.

Regardless of your stance, you must always disclose GenAI use through an AI Use Disclosure Statement for each class assignment. If an AIAS level has been designated for the assignment, identify that level. If no level has been designated, identify the AIAS level that best describes your actual GenAI use. Provide a brief, two- to three-sentence explanation of whether and how you used generative GenAI, including activities such as research, brainstorming, planning, writing feedback, editing, translation, or content generation. If you did not use Generative AI, simply state that you did not use it.

If you use a Generative AI chat, you must also provide a **shareable link to the relevant GenAI chat log or logs** with your AI Use Disclosure Statement. This is a course transparency requirement that allows you to document your process. It is also consistent with current APA Style guidance for citing a specific retrievable AI chat through its shareable URL.

More generally, this course does not assume that using GenAI is educationally beneficial. GenAI can encourage us to offload thinking and other cognitive work that is central to learning. You are therefore encouraged to use as little GenAI as necessary and may choose not to use it at all when GenAI use is optional. The central question is not simply *How can I use GenAI?* but *Does using GenAI in this particular way support or diminish my learning?*

Because writing is an important form of thinking, some assignments will limit or prohibit the use of AI to generate writing for you. When GenAI performs writing that you are expected to develop yourself, it can offload the learning process and undermine the purpose of the assignment. Other assignments may invite or require AI use when doing so serves the learning goals of the course. The assignment directions and any designated AIAS expectations will make these differences explicit.

If you have broader ethical, pedagogical, environmental, social, or other concerns about generative AI, you may also use the [Civics of Technology technology audit](#) to consider the larger question of whether, when, and under what conditions generative AI should be used.

If you are unsure whether a GenAI use violates our class policy, it is your responsibility to ask Dr. K. **Undisclosed or unauthorized uses of GenAI will be considered academic dishonesty under the University's Academic Integrity Policy.** This policy is not only about compliance. It is also intended to protect your opportunities to learn. Over-reliance on GenAI can limit opportunities to practice critical thinking, communication, writing, and other skills this course is designed to develop.

Course policy adapted in part from [Watkins \(2025\)](#) and incorporates the [AI Assessment Scale](#) (AIAS 2.1).

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.