EDEE: 4340 - Social Studies in Grades EC–6

Fall 2019

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CV | Profile | dankrutka | Research

University of North Texas

Section 1
Time: Tuesdays, 12:30-3:20pm
Place: Matthews Hall, room 109
Canvas: http://unt.instructure.com/

Instructor Contact Information

<table>
<thead>
<tr>
<th>Office</th>
<th>Matthews Hall 206Q (with greenscreen &amp; mics for recording)</th>
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<tbody>
<tr>
<td>E-mail</td>
<td><a href="mailto:dan.krutka@unt.edu">dan.krutka@unt.edu</a></td>
</tr>
<tr>
<td>Videoconference</td>
<td>Dr. K will provide you a link for videoconferences via Zoom</td>
</tr>
<tr>
<td>Google Account e-mail</td>
<td><a href="mailto:dankrutka@gmail.com">dankrutka@gmail.com</a>; For use when sharing Google docs, slides, etc.</td>
</tr>
<tr>
<td>Office Hours</td>
<td>Tuesdays: 10am-12pm; 3:30pm-5pm; Wednesdays: 1pm-5pm, and by appointment; Please make appointments even during office hours.</td>
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</table>

Course Description
Principles of teaching social studies in the 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. Assignments, directed field experience and other class activities take place in grades EC–6.

Prerequisites
Admission to the teacher education program, which includes participation in a field-based program, EDEE 3320, EDEE 3380; all courses in the reading/English/language arts part of the academic major; required core and academic major social studies courses and DFST classes.

Keywords
Citizenship Education; Culturally Sustaining Teaching; Democratic Education; Disciplinary Thinking; Inquiry; Social Justice

Appendices
A: Professional Dispositions; B: Social Studies Resources; C: Course Standards Alignment; D: The Educator as Agent of Engaged Learning; E: TEA Departmental Policy Statements; F: The Educator as Agent of Engaged Learning; G: Departmental Policy Statements; H: My Statements
Instructor Introduction

Welcome to EDEE: 4340.01 - Social Studies in Grades EC–6! I am Dr. Dan Krutka and I am excited to explore social studies methods with you this semester. I was a high school social studies teacher for six years, but I have experience working with students in elementary, middle, high school settings. I have been active as a social studies professor and researcher since 2011. I am active in numerous social studies organizations, edited the book *Keywords in the Social Studies: Concepts and Conversations* (2018), and host a podcast sponsored by the National Council for the Social Studies (find episodes here). When I'm not reading history or rapping along to the Hamilton soundtrack, I spend a lot of time with my wife Kim (who is an elementary librarian in Denton ISD), watching NBA games, and playing Super Nintendo. I am a native Oklahoman who is happy to be involved in the Denton community.

Course Introduction

The purpose of this course is to help you be an effective, thoughtful, and critical social studies teacher. There is a particular focus in this course in developing inquiries that challenge students to grow as responsible, participatory, and justice-oriented citizens of our local, national, and global communities. Because this course focuses on exploring question-based inquiries, our aim is to be like social studies detectives who can uncover truths through history, geography, economics, and civics investigations. If we “see” the world through social studies lenses, our curiosity and courage can help us seek understandings and solutions to the problems of democracy that face our world. Here are some questions we will try to answer in this course:

- Why should we teach social studies in elementary schools?
- What and how should we teach about social studies?
- What constraints will we likely face and how can we overcome them?

You will also learn from observing, co-teaching, and teaching social studies in your field placement. As a member of the Aubrey cadre, you can contact me or Denton cadre coordinator Heather Steen (heather.steen@unt.edu) with questions or concerns about meeting field requirements.

In this syllabus I provide basic information about our course and assignments, but the course calendar is your week-to-week guide with instructions of what you will do each week. As the instructor, I reserve the right to change or modify course assignments, projects, and examinations as are needed to improve our class, but you will be notified with sufficient time for adjustment. As is detailed in the professional participation portions of this class, I have high expectations for professional participation, dispositions, and communication. I am excited about the semester and I am here to support you in your journey in the teaching profession. You can find an array of social studies resources in Appendix B and Canvas. Do not hesitate to set up an appointment if you ever need assistance. Let’s make this semester a great one!
Required Book
You are required to have a copy of this book with you in class on weeks when it was assigned.

- *Never Caught, the Story of Ona Judge: George and Martha Washington's Courageous Slave Who Dared to Run Away; Young Readers Edition* (2019) by Erica Armstrong Dunbar & Kathleen Van Cleve

Course Aims

Drawing from departmental, state, and national sources, the following course aims were developed to be used for instruction and the assessment of teacher candidates. TCs will be able to demonstrate knowledge and application of:

1. the purposes of the social studies -- and all schooling -- for democratic and citizenship education.

2. inquiry-based social studies planning, instruction, and assessment, including all components of the C3 Inquiry Arc:
   A. Develop questions and plan inquiries;
   B. Apply disciplinary tools and concepts from civics, history, geography, and economics and other fields of knowledge;
   C. Evaluate sources and use evidence;
   D. Communicate conclusions and take informed action.

3. Texas Essential Knowledge and Skills (TEKS) for elementary social studies.

4. integration with other subject areas (e.g., English language arts, sciences, mathematics, arts) and approaches (e.g., technologies, media literacies).

5. culturally sustaining teaching for a diversity of students and students who are bilingual/English learners.

6. differentiation for students with exceptionalities.

7. high leverage teaching practices including leading whole class discussions.

8. professional participation, dispositions, and communication for educators.

Sources: Texas Essential Knowledge and Skills (TEKS) for Elementary Social Studies; College, Career, and Civic Life (C3) Framework for Social Studies State Standards; National Standards for the Preparation of Social Studies Teachers (See Appendix C for course alignment); Research in the field of social studies education and related fields; Teacher Education and Administration departmental policies and aims
## Major Assignments

*Grade Distribution: A=90-100; B=80-89; C=70-79; D=60-69; F=59- (grades are rounded up)*

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Brief Description</th>
<th>Points</th>
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<tr>
<td>Professional Participation</td>
<td>The professional participation grade is intended to ensure the success of both teacher candidates and our class community. This component of the course includes in-class attendance and professional participation, dispositions, and communication. <strong>Class attendance</strong> is required and candidates are expected to arrive to class sessions on time, stay for the entirety, and engage productively; arrive to class prepared to participate; complete assignments prior to deadlines; And <strong>communicate as soon as possible</strong> if you will miss a class, deadline, or have an extenuating circumstance to address the issue. Teacher candidates should <strong>complete all assignments prior to class and be prepared to participate in class discussions and activities</strong>. Dr. K may use various assessments to check comprehension and completion, and these assessments may be utilized as part of your professional participation grade. <strong>If you are absent</strong> on a due date, the assignment/project should be turned in before class digitally (Canvas or e-mail) unless other arrangements have been made. If accepted, late assignments will be subject to a point deduction. Assignments not completed at mastery levels may be returned for improvement, but these opportunities may be limited and a grade of &quot;I&quot; or &quot;F&quot; can be assigned. Teacher candidates will lose points for arriving late/leaving early (-1) or missing more than one class (-5 for each missed class). One point can be earned back for providing a <strong>class detective report</strong> in the next class. Missing more than three classes can result in failure of the course. <strong>Professional participation</strong> requires respect, courage, responsibility, and energy by candidates to help create a class community. Throughout the course you will be expected to think deeply, creatively, and self-critically, support your conclusions with varied forms of evidence, support our classroom community, and develop and present positive alternatives with the appropriate parties when you are dissatisfied with an existing situation. Your knowledge of course assignments, themes, and activities should be evident through your prepared participation. In addition to the these participation expectations, all candidates are expected to meet and sign departmental <strong>professional disposition</strong> expectations as outlined in <strong>Appendix A</strong>. Finally, <strong>professional communication</strong> requires timely, clear, and respectful <strong>communication</strong>. You are expected to communicate any issues (e.g., missed class, personal problems) as soon as possible. Teacher candidates are expected to respond to electronic communications (e.g., Canvas, e-mail) from the instructor within 1-2 business days and schedule face-to-face meetings if requested by the instructor.</td>
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<tr>
<td><strong>Inquiry Design Model (IDM) Mini-Unit</strong> <em>(Submit to Foliotek)</em></td>
<td>The Inquiry Design Model (IDM) Lesson is a semester-long assignment to develop a high-quality inquiry lesson while also completing the UNT Lesson Plan. The inquiry will be designed for at least 3-5 days of social studies instruction. <a href="#">Click here for the full assignment description and grading rubric.</a> See video explanation <a href="#">HERE</a> (there are some minor details that have changed in this assignment, but the video provides a good overview).</td>
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| **Journey Box** *(coordinate with cooperating teacher to teach primary source and picture book in the field)* | You will create a modified digital 'journey box’ (see [Labbo & Field, 1999](#)), which is a collection of primary sources and Document Based Questions (DBQs) that attends to a topic in social studies that is not often explored or taught at the K-6 level.  

Your journey box must include a specific collection of primary sources including 2 photos, 2 participant accounts (e.g., quotes, letters, journal entries), and 2 artifacts that depicts the historical figure or event through multiple perspectives. Each primary source should be accompanied by 3 DBQs, a citation (website where you found the primary source), provide some context for the primary source (give the readers some clues), and include a one-page (double spaced) narrative you wrote. You will also include a picture book on your topic and write historical thinking questions to ask students in your field placement. [Click here for the full assignment description and grading rubric.](#) | 20 |
| **What are They Thinking? Podcast** *(coordinate with cooperating teacher to conduct in the field)* | Social studies is more than a collection of dates and facts. Understanding the historical context of the time period and how it impacts individuals is important. One way we will demonstrate how to engage in this type of analysis is to interview students! You will select a term/phrase related to social studies that you want elementary students to define and describe in one-on-one or small group interviews. You will also select 1-2 primary sources to accompany your term/phrase and write three Document Based Questions (DBQs) to accompany the primary sources. You will record (via computer or phone) and analyze the interviews to consider what elementary students already know and think. The term/phrase may be connected to your journey box, book club, inquiry unit, may be something that pertains to your practicum site, or is of general social studies interest. You must use pseudonyms for the kids, teachers, and school.  

**Requirements:** You will create a podcast of at least five minutes, but no more than 7 minutes, informing us about your interview and your analysis. This will include key quotes/excerpts from your interviews along with your own commentary about how it informs your thinking about teaching social studies and that particular idea to young students. Think of this assignment as a way to synthesize the knowledge you have acquired this semester to make sense of the interview and your analysis should reflect the readings, concepts/terms, and class discussions as a way to analyze the interview and your student’s knowledge of the social studies. | 20 |
In your analysis you must cite at least 3 class readings and discuss how they inform your thinking about your interview and what you have learned about teaching elementary social studies.

You can use Audacity, garageband, or any other audio editing software. Be creative! You can use music from the Free Music Archive in the podcast in the background or for brief transitions between ideas.

Steps in recording and broadcasting a podcast:
- You can record via smart phones or other recorders.
- Edit audio using recording software such as Audacity (free!) or Apple Computer’s GarageBand for a Mac. Add music and sound effects, make volume fades, and so forth.
- Upload the file and provide a link to the audio. Links should not be made public considering they include students’ voices.

| **Discussion Potluck** | The Discussion Potluck assignment will provide teacher candidates practice in leading a whole class discussion. Typically with 1-2 partners, teacher candidates will facilitate a 25-30 minute group discussion over our weekly assignment(s) (e.g., reading, podcast, video). You will complete (1) **planning**, (2) **leading**, and (3) **reflecting** components of this assignment. First, you will closely review the weekly assignments and the Discussion Potluck requirements (page 1), and then complete the **Discussion Potluck Planning Template**. You are required to meet with your instructor to review the planning template the week prior to facilitating the discussion to receive feedback and make recommended changes. Second, you will lead a whole class discussion based on planning. Third, you will reflect on the whole class discussion. **Click here for full assignment description and grading rubric**. See video explanation **HERE**. |
| **Right Under Our Noses Field Trip** | This Right Under Our Notes field trip assignment asks you to investigate the museums in our local communities through a social studies lens. You will visit an approved historical site or museum, explore its website and educational resources, interrogate the narrative, talk to a specialist, and share your findings with your classmates! **Click here for the full assignment description and grading rubric**. | 10 |
Calendar Preview

The following calendar provides teacher candidates a preview of major assignments for planning purposes, but TCs should follow the full and updated calendar for course requirements. This calendar will not include minor tasks or activities. Moreover, TCs are expected to be flexible as minor changes are often made by instructors to improve the course.

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<th>EDEE 4340: Social Studies in Grades EC-6 Tentative Course Calendar</th>
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<td><strong>Note:</strong> This tentative course calendar offers only a preview of major assignments and in-class activities.</td>
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**Notes:** Complete Field Experience Assignment Plan with CT by week 2; Teach Journey Box document by week 7; Historical Thinking Picture Book due in week 12; Right Under our Noses field trip due by

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<tr>
<th>Week</th>
<th>Major Assignments Due</th>
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<td><strong>Week 1</strong>&lt;br&gt;Introductions 08.27</td>
<td>● Be present!</td>
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| **Weeks 2**<br>Historical Narratives 09.03 | ● Read: *Columbus, the Indians, and Human Progress* (first half; End with “The reader may as well know that before going on.”) by Howard Zinn  
● Read: “A Picture’s Worth: Analyzing Historical Photographs in the Elementary Grades” by Keith Barton  
● Bring: Personal Artifacts (directions on first page) |
| **Week 3**<br>Citizenship Education 09.10 | ● Listen: “Episode 64: Elementary Social Studies with Anne-Lise Halvorsen” (36:25), Visions of Education podcast  
● Read: *Social Studies as Citizenship Education: Identifying Historic Roots* by Marilynne Boyle-Baise and Jack Zevin  
● Read: *C3 Framework for Social Studies State Standards* by NCSS with Guided Questions  
● Complete: IDM Component 1 |
| **Week 4**<br>Picture Books 09.17 | ● Read: “Critical Indigenous Literacies: Selecting and Using Children’s Books about Indigenous Peoples” by Debbie Reese  
● Read: The Politics of Children’s Literature: What’s Wrong with the Rosa Parks Myth by Herbert Kohl  
● Read: “First Comes Love, Then Comes Marriage (Equality): Welcoming Diverse Families in the Elementary Classroom” by Selena Van Horn & Andrea Hawkman  
● Choose: Historical Picture Book for Journey Box |
| **Week 5**<br>Critical Approaches 09.24 | ● Read: Preface and Introduction, Black Ants and Buddhists” by Mary Cowhey  
● Read: “But They Didn’t Do Nothin’ Wrong!”: Teaching about Japanese-American Incarceration” by Noreen Naseem Rodriguez  
| **Week 6**<br>Digital Citizenship 10.01 | ● Read: “Technology” by Dan Krutka  
● Read: “I Don’t Buy It”: Critical Media Literacy in the Fifth Grade with handouts by Alice Sullivan  
● Read: “Two Truths and Fake News: Lessons for Young Learners” by Jennifer Hauver  
● Complete: Journey Box and IDM Component 2 |
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<th>Week 7</th>
<th>Teaching Slavery 10.08</th>
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| ● Read: *Never Caught* book by Dunbar & Van Cleve, pp. xi-93  

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<tr>
<th>Week 8</th>
<th>Teaching Slavery 10.15</th>
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| ● Read: *Never Caught* book by Dunbar & Van Cleve, pp. 94-175  
● Read: “Saints or Sinners: The Case for an Honest Portrayal of Historical Figures” by Susan Kent Saints or Sinners?  
● Read: “Why Slavery is Mistaught” by Nikita Stewart |

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<th>Week 9</th>
<th>Teaching Slavery 10.22</th>
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| ● Read: *Never Caught* book by Dunbar & Van Cleve, pp. 176-239  
● Read: “Teaching Hard History” by Teaching Tolerance |

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<tr>
<th>Week 10</th>
<th>Deliberation &amp; Justice 10.29</th>
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| ● Read: “A Pathway to Racial Literacy: Using the LETS ACT Framework to Teach Controversial Issues” by LaGarrett King, Amanda Vickery, & Genevieve Caffrey  
● Read: “A Call for Unity” by eight Alabama clergy AND “Letter from a Birmingham Jail” response by Martin Luther King, Jr. from Newseum (Bonus: original doc and audio) |

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<tr>
<th>Week 11</th>
<th>11.05</th>
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| ● Complete: IDM Component 3  
● Complete: Right Under Our Noses assignment |

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<tr>
<th>Week 12</th>
<th>11.12 Population Education workshop!</th>
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<tr>
<td>● Work: Completing podcast and IDM</td>
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<tr>
<th>Week 13</th>
<th>11.19 Starpower Simulation!</th>
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<tr>
<td>● Complete: What Are They Thinking? Podcast</td>
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<tr>
<th>Week 14</th>
<th>11.26 Law Related Education workshop!</th>
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<td>● Complete: IDM Component 4</td>
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<tr>
<th>Week 15</th>
<th>12.03</th>
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<td>● Listen: Hamilton Soundtrack</td>
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<th>Week 16</th>
<th>12.10</th>
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<tr>
<td>● Present: Final Presentations</td>
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Appendix A: Professional Expectations Policy for COE Students and Candidates

The primary objective of UNT’s Educator Preparation Programs (EPPs) is to prepare profession-ready educators who demonstrate not only professional knowledge and skills, but also the expectations/dispositions* required for success as a professional educator.

*Dispositions are: The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth." (NCATE 2000).

These areas will be evaluated both informally throughout your program, and formally at four checkpoints during your program: 1. Admission, 2. During your education coursework, 3. Prior to being approved for student teaching, and 4. Prior to being recommended for certification.

The successful candidate is expected to:

1. Demonstrate respect for the dignity, worth, uniqueness, and cultural expression of every individual.
2. Exhibit compassion for, and commitment to, the success of every learner.
3. Maintain a respectful regard for the education profession, the UNT community, and local and school communities.
4. Establish and maintain healthy interpersonal relationships, including a willingness and ability to consider differing perspectives and to respond respectfully in verbal, written, and digital communications.
5. Exhibit a willingness to resolve conflicts with the appropriate party/ies in a civil, constructive, appropriate, and timely manner.
6. Demonstrate responsible decision-making by exhibiting constructive choices based on ethical standards, safety concerns, social, academic, and/or professional norms.
7. Take responsibility for his/her emotions, actions, attitudes, choices, and behaviors.
8. Be open to, seek out, thoughtfully consider, and act upon feedback and constructive criticism from UNT faculty and other personnel tasked with overseeing your progress throughout the program.
9. Demonstrate knowledge of, and act in accordance with, ethical and professional standards, policies, and laws. These include, but are not limited to, The UNT Code of Student Conduct and the Texas Educators’ Code of Ethics.
10. Display interest in, and actively pursue opportunities for, his/her continual professional development.
11. Know and meet district and university requirements regarding timeliness, attendance, appearance, record-keeping, and other professional responsibilities.
12. Exhibit professional communication skills in all verbal and written interactions and assignments, including responding to digital e-mails or messages in a timely manner.
13. Maintain confidentiality of professional and student communications, records, and personal data obtained in the course of professional practice in accordance with prescribed state and federal laws and local policies.
14. Collaborate with colleagues in a manner that supports academic achievement and related goals that promote the best interests of all learners.
Appendix B: Social Studies Resources

Both during and after the course, candidates can draw from the following social studies organizations and resources for learning, planning, and the implementation of quality social studies lessons.

<table>
<thead>
<tr>
<th>Source</th>
<th>Description</th>
<th>Link</th>
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<tbody>
<tr>
<td>National Council for the Social Studies (NCSS)</td>
<td>Founded in 1921, National Council for the Social Studies is the largest professional association in the country devoted solely to social studies education.</td>
<td><a href="https://www.socialstudies.org/">https://www.socialstudies.org/</a></td>
</tr>
<tr>
<td>Texas Council for the Social Studies (TCSS)</td>
<td>TCSS is a nonprofit organization serving all social studies educators and supporters across the state.</td>
<td><a href="https://www.txcss.net/">https://www.txcss.net/</a></td>
</tr>
<tr>
<td>College, Career, and Civic Life (C3) Framework for Social Studies State Standards</td>
<td>The C3 framework was developed by NCSS to offer guidance on social studies planning using the 4-part Inquiry Arc.</td>
<td><a href="https://www.socialstudies.org/sites/default/files/2017/Jun/c3-framework-for-social-studies-rev0617.pdf">https://www.socialstudies.org/sites/default/files/2017/Jun/c3-framework-for-social-studies-rev0617.pdf</a></td>
</tr>
<tr>
<td>C3 Teachers</td>
<td>C3Teachers.org provides examples resources for designing social studies lessons using the Inquiry Design Model (IDM) among other resources.</td>
<td><a href="http://www.c3teachers.org/">http://www.c3teachers.org/</a></td>
</tr>
<tr>
<td>Texas Essential Knowledge and Skills (TEKS) for Elementary Social Studies</td>
<td>The State Board of Education (SBOE) has legislative authority to adopt the Texas Essential Knowledge and Skills (TEKS) for each subject of the required curriculum. The current TEKS were adopted in 2010 and used beginning in the 2011-2012 school year.</td>
<td><a href="http://ritter.tea.state.tx.us/rules/tac/chapter113/ch113a.html">http://ritter.tea.state.tx.us/rules/tac/chapter113/ch113a.html</a></td>
</tr>
<tr>
<td>Law-Related Education (LRE) Elementary Social Studies TEKS Bio Cards</td>
<td>LRE has produced Bio Cards for all historical figures included in the TEKS that can be used by teachers in a variety of ways.</td>
<td><a href="https://drive.google.com/open?id=1JzBPivfY3ThIXzfObuuKjk6sE0j2lv">https://drive.google.com/open?id=1JzBPivfY3ThIXzfObuuKjk6sE0j2lv</a></td>
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<tr>
<td>DocsTeach</td>
<td>Online tool for teaching with documents from the National Archives that includes access to thousands of primary sources — letters, photographs, speeches, posters, maps,</td>
<td><a href="https://www.docsteach.org/">https://www.docsteach.org/</a></td>
</tr>
<tr>
<td><strong>Library of Congress</strong></td>
<td>The Library of Congress offers classroom materials and professional development to help teachers effectively use primary sources from the Library's vast digital collections in their teaching.</td>
<td><a href="https://www.loc.gov/teachers/">https://www.loc.gov/teachers/</a></td>
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<tr>
<td><strong>The Handbook of Texas</strong></td>
<td>The Handbook of Texas is a digital state encyclopedia developed by the Texas State Historical Association (TSHA) that is free and accessible on the Internet for students, teachers, scholars, and the general public.</td>
<td><a href="https://tshaonline.org/handbook">https://tshaonline.org/handbook</a></td>
</tr>
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<td><strong>The Portal to Texas History - Resources 4 Educators</strong></td>
<td>With guidance from a panel of Texas history teachers, the Portal team has developed multiple lessons for 4th and 7th grade history classes that meet state requirements.</td>
<td><a href="https://education.texashistory.unt.edu/">https://education.texashistory.unt.edu/</a></td>
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<tr>
<td><strong>Social Studies and the Young Learner (SSYL)</strong></td>
<td>SSYL is a peer-reviewed, quarterly journal providing relevant and useful information about the teaching of social studies to elementary students.</td>
<td><a href="https://www.socialstudies.org/publications/ssyl/ssyl_online">https://www.socialstudies.org/publications/ssyl/ssyl_online</a> (articles may be accessed via UNT Library system and Google Scholar)</td>
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<tr>
<td><strong>Visions of Education podcast</strong></td>
<td>The VoE podcast is sponsored by NCSS and offers podcasts with shownotes primarily on social studies topics.</td>
<td><a href="https://visionsofed.com/podcast/">https://visionsofed.com/podcast/</a></td>
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## Appendix C: Social Studies Inquiry Resources

Because this course focuses so much on social studies inquiry, the following resources were compiled as resources to help with learning, planning, and implementing.

<table>
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<td><a href="https://www.socialstudies.org/sites/default/files/2017/Jun/c3-framework-for-social-studies-rev0617.pdf">https://www.socialstudies.org/sites/default/files/2017/Jun/c3-framework-for-social-studies-rev0617.pdf</a></td>
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<td><a href="http://www.c3teachers.org/">http://www.c3teachers.org/</a></td>
</tr>
<tr>
<td><strong>Inquiry-Based Practice in Social Studies Education: Understanding the Inquiry Design Model (book)</strong></td>
<td>Written by the lead authors of the C3 Framework, this book presents a conceptual base for shaping the classroom experience through inquiry-based teaching and learning. Using their Inquiry Design Model (IDM), the authors present a field-tested approach for ambitious social studies teaching.</td>
<td><a href="https://www.amazon.com/dp/1138047880/ref=cm_sw_r_cp_dp_EwI6zb5E3Z441">https://www.amazon.com/dp/1138047880/ref=cm_sw_r_cp_dp_EwI6zb5E3Z441</a></td>
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*For examples of Inquiries, see the Inquiry Design Model Lesson Instructions.*
### Appendix D: Social Studies Course Standards Alignment

The requirements of this social studies methods course meet the Five Core Competencies for Social Studies Teacher Education as specified by the [National Standards for the Preparation of Social Studies Teachers](#) as prepared by the National Council for the Social Studies Task Force on Teacher Education Standards that serve as benchmarks for the Council for the Accreditation of Educator Preparation (CAEP).

<table>
<thead>
<tr>
<th>Teacher Candidate Standards</th>
<th>Course Assessments*</th>
</tr>
</thead>
</table>
| **1. Content Knowledge:** Candidates demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary concepts, facts, and tools; structures of inquiry; and forms of representation. | 1a. TExES Exam Score  
1b. Journey Box  
1c. Inquiry Design Model  
1d. Historical Thinking Picture Book |
| **2. Application of Content Through Planning:** Candidates plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners. | 2a. Inquiry Bellringer  
2b. Inquiry Design Model  
2c. Historical Thinking Picture Book  
2d. Discussion Potluck |
| **3. Design and Implement Instruction and Assessment:** Candidates design and implement instruction and authentic assessments, informed by data literacy and learner self-assessment, that promote civic competence. | 3a. Inquiry Bellringer  
3b. Historical Thinking Picture Book  
3c. Discussion Potluck |
| **4. Social Studies Learners and Learning:** Candidates use knowledge of learners to plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society. | 4a. Journey Box  
4b. Inquiry Lesson  
4c. Citizenship Plan |
| **5. Professional Responsibility and Informed Action:** Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities. | 5. Citizenship Plan |

* Evidence of effective social studies practice and impact on student learning are required in student teaching.
Appendix E: Texas Teaching Standards Alignment

The requirement of this social studies methods course meets Teacher Standards as adopted by the Texas Education Agency (TEA). The purpose of the Teacher Standards is to provide “performance standards to be used to inform the training, appraisal, and professional development of teachers” in the state of Texas.

<table>
<thead>
<tr>
<th>Texas Teacher Standards</th>
<th>Course Assessments*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Instructional Planning and Delivery:</strong> Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners. (A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge. (B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices. (C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate. (D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts. (E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning. (F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.</td>
<td>1a. Discussion Potluck 1b. Journey Box 1c. Inquiry Design Model</td>
</tr>
<tr>
<td><strong>2. Knowledge of Students and Student Learning.</strong> Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs. (A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success. (B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning. (C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.</td>
<td>2a. Journey Box 2b. Inquiry Design Model</td>
</tr>
<tr>
<td><strong>3. Content Knowledge and Expertise.</strong> Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards. (A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content. (B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise. (C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.</td>
<td>3a. Journey Box 3b. Inquiry Design Model</td>
</tr>
<tr>
<td><strong>4. Learning Environment.</strong> Teachers interact with students in respectful...</td>
<td>4a. Social Studies Field</td>
</tr>
</tbody>
</table>
ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning. (A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students’ development and backgrounds. (B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning. (C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior. (D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.

5. **Data-Driven Practice.** Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed. (A) Teachers implement both formal and informal methods of measuring student progress. (B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations. (C) Teachers regularly collect, review, and analyze data to monitor student progress. (D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.

6. **Professional Practices and Responsibilities.** Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity. (A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment. (B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators. (C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms. (D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.
Appendix F: The Educator as Agent of Engaged Learning

Improving the quality of education in Texas schools and elsewhere is the goal of programs for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced programs for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Teacher Proficiencies for learner centered education, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

The educator as agent of engaged learning summarizes the conceptual framework for UNT's basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations which advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.
2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.
3. **Promotion of equity for all learners** refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.
4. **Encouragement of diversity** refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.
5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.
6. **Engaged professional learning** refers to the educator's commitment to ethical practice and to continued learning and professional development.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.
A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

**Ethical Behavior and Code of Ethics:** The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code www.sbec.state.tx.us) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

**Submitting Work:** All assignments will be submitted via Canvas unless otherwise instructed. Assignments posted after the deadline will be considered late and points will be deducted from the final grade.

**Grading and Grade Reporting:** Grading rubrics for all assignments can be found on the course Canvas website with the assignment. Students are encouraged to review the grading rubrics to guide them in successfully completing all assignments.

**Writing Policy:** Teachers are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a principal or a worksheet for students. Your written products – including, but not limited to, papers, lesson plans, and emails – should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all assignments will be evaluated on these writing skills, in addition to any other expectations of a particular assignment. The UNT Writing Lab (Sage Hall 152) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call (940) 565-2563 or visit https://ltc.unt.edu/labs/unt-writing-lab-home.
Appendix G: Teacher Education & Administration Departmental Policy Statements

UNT Career Connect: All undergraduate students are expected to participate in “UNT Career Connect.” Each student needs to set up a UNT e-portfolio for this purpose. As a UNT student engages in real-life, career-related experiences in curricular and/or co-curricular settings, s/he should upload documentation of these experiences into his/her UNT e-portfolio. Course instructors will help students identify appropriate experiences and accompanying documentation/artifacts for inclusion in the e-portfolio. Through their respective e-portfolios, students are able to make connections across their student experiences and reflect upon their learning and skills in order to prepare them with marketable skills for careers and graduate degrees. The e-portfolio also serves as a useful device for future job interviews. Career Connect places emphasis on important job skills such as communication, teamwork, and critical thinking. For students seeking teacher certification, these on-the-job skills will be evaluated during student teaching using the North Texas Appraisal of Classroom Teaching (NTACT) or its successor instrument. Follow this link to learn more and to set up your personal e-portfolio: http://careerconnect.unt.edu/default.

Disabilities Accommodation: “The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class.” Dr. Barbara Pazey is the compliance officer and contact person for the Department of Teacher Education & Administration.

Observation of Religious Holidays: If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

Academic Integrity: Students are encouraged to become familiar with UNT’s policy on Student Standards of Academic Integrity: http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf. Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

Acceptable Student Behavior: Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at https://deanofstudents.unt.edu/conduct.

Attendance: See the instructor’s attendance policy.

Eagle Connect: All official correspondence between UNT and students is conducted via Eagle Connect and it is the student's responsibility to read their Eagle Connect Email regularly.

Cell Phones and Laptops: Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course. Similarly, laptops should be turned off, unless they are being used to take class notes and/or participate in class activities.

SPOT: The Student Perceptions of Teaching (SPOT) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SPOT to be an important part of your participation in this class.
Collection of Student Work: In order to monitor students’ achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

Foliotek e-Portfolio. Foliotek is a software data management system (DMS) used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. You will be required to use your Foliotek account for the duration of your enrollment in the College of Education in order to upload required applications, course assignments, and other electronic evidences/evaluations as required. This course may require assignment(s) to be uploaded and graded in Foliotek. The College of Education will track your progress in your program through this data to verify that you have successfully met the competencies required in your program of study. All students must register in the program portfolio that aligns with their degree plan. Registration codes and tutorials can be found on this site: https://coe.unt.edu/educator-preparation-office/foliotek

Comprehensive Arts Program Policy. The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

Technology Integration Policy. The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist preservice and inservice teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

TExES Test Preparation. To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TExES Advising Office (TAO) administers the College of Education TExES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to two exams per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing period. Current students must meet the following criteria in order to sit for the TExES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. For TExES practice exam information and registration, go to: http://www.coe.unt.edu/texes-advising-office/texes-exams. If you need special testing accommodations, please contact the TAO at 940-369-8601or e-mail the TAO at coe-tao@unt.edu. The TAO website is www.coe.unt.edu/texes. Additional test preparation materials (i.e. Study Guides for the TExES) are available at www.texes.ets.org.

“Ready to Test” Criteria for Teacher Certification Candidates. Teacher certification candidates should take the TExES exams relating to their respective certification tracks/teaching fields during their early-field-experience semester (i.e. the long semester or summer session immediately prior to student teaching).

Six Student Success Messages. The Department of Teacher Education & Administration supports the six student success messages on how to succeed at UNT: (1) Show up; (2) Find support; (3) Get advised; (4) Be prepared; (5) Get involved; and (6) Stay focused. Students are encouraged to access the following website: https://success.unt.edu. The site contains multiple student resource links and short videos with student messages.

Title IX Services. Sexual discrimination, harassment, & assault: UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, stalking, etc. The federal Title IX law makes it clear that violence and harassment based on sex and gender are civil rights violations. UNT’s Dean of Students’ website offers a range of resources to help support survivors, based on their needs: http://deanofstudents.unt.edu/resources. Renee LeClaire McNamara is UNT’s Student Advocate and she can be reached via email at SurvivorAdvocate@unt.edu or by calling the Dean of Students’ office at 940-565-2648.

University Mental Health Services. I recognize that it is not easy to be a student. The demands for economic, intellectual, social, and emotional stability are often in competition, and it can grow weary. School is one aspect of your
busy life, and while it’s important to stay the course, it’s also important to acknowledge when you may need more support. UNT’s Counseling Center, as well as the Student Health and Wellness Center, offer support through counseling, care for your well-being and psychiatric health, workshops for socio-emotional challenges, etc. These services are confidential, and most of these services are covered by your tuition. Feel free to see me for more support on this, call 940-565-2333 and/or refer to the following website: https://speakout.unt.edu/content/mental-health-resources.

**Teacher Candidate Checklist.** From admission to field observation to the TExES exam to clinical teaching to certification, teacher candidates have a lot of requirements and deadlines. Please use [THIS TEACHER CANDIDATE CHECKLIST](https://speakout.unt.edu/content/mental-health-resources) to keep track of requirements and contact the Educator Preparation Office (940-565-4226) in Matthews Hall 119 for assistance.
Appendix H: My Statements

Student “Office” Hours. While I have scheduled office hours, I am available for “student hours” well beyond this requirement. If you need help identifying services for food insecurity (see below), mental health, foster care, or in other areas then please contact me. For our course, I am available to talk by phone or videoconference if you cannot make it to the Denton campus. While office hours are generally student-directed to discuss or review assignments, receive help on assignments, or review a missed class, I can also help you formulate questions based on my sense of your strengths, areas where support is needed, and situation. Please communicate any impediments to your learning as early as possible so we can find appropriate solutions. Always remember, I want you to succeed not only in my class, but in our program and your life. Please take advantage of my availability!

Children in the classroom. I understand the challenges of attending graduate school and also being a parent. I aim to support you as you succeed in both realms and thus have developed the following policies:

- All exclusively breastfeeding babies are in class as often as is necessary;
- For older children and babies, I understand that unforeseen disruptions in childcare often place parents in the position of missing class to stay home. You are welcome to bring your child to class in order to cover gaps. This is not meant to be a long-term solution.
- I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status;
- In all cases when your children join us in class, please sit near a door so as to allow you to step outside if your child needs attention.
- I maintain standards for all students, but please contact me if you are having difficulty with the school-parenting balance.

Accessibility. I expect that students in this class have many different physical, mental, sensorial and emotional ways of being, learning, and engaging in a virtual classroom. I also expect that as a class, we will collectively attend to and respect all of these needs. I encourage you to bring your accessibility needs up with me and/or with the class in order to begin a conversation about how we can collectively make the classroom and the course more accessible.

Preferred Name. As a UNT student, you are able to change how your preferred/proper name shows up on class rosters, Canvas, and MyUNT. This option is helpful for various student populations, including but not limited to: students who abbreviate their first name; students who use their middle name; international students; and transgender students. As a faculty member, I am committed to using your proper name and pronouns. We will take time during our first class together to do introductions, at which point you can share with all members of our learning community what name and pronouns you use, as you are comfortable. Additionally, if these change at any point during the semester, please let me know and we can develop a plan to share this information with others in a way that is safe for you. Should you want to update your preferred/proper name, you can do so by looking at the following guidelines: https://registrar.unt.edu/transcripts-and-records/update-your-personal-information

Food/Housing Insecurity. Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students, Suite 409 at the University Union (or by calling 940-565-2648). The UNT Food Pantry is a useful resource for students whtw may need it. Please visit the website for more details, or feel free to come see me about this: https://deanofstudents.unt.edu/resources/food-pantry

Social Media Sharing. Sharing class ideas and learning experiences on social media allows educators opportunities to show successes, receive critical feedback, and grow with others. Students, staff, and faculty in the College of Education often use the #UNTedu hashtag for such purposes. You are welcome to share class learning experiences in this class with broader audiences via social media platforms. However, you should first secure consent from instructors and classmates before posting their ideas, images, or work online. Similarly, you should not post images of PK-12 students even if consent is provided through school districts as social media platforms are increasingly mined for dubious reasons including targeted harassment, facial recognition, or personal data extraction and selling. Please know I am available if you have concerns, questions, or need support in this area.