EDEE 3340: TEACHING SOCIAL STUDIES EC-6[1]



Department of Teacher Education & Administration
Fall 2026
Section 501
Frisco Landing (FRLD) 300, Thursdays 8:00 AM – 10:50 AM

[1] This syllabus is a living document and, as such, may be altered during the semester based on student feedback, changing contexts in the class/community, and other needs. Any changes will be announced in advance.

GENERAL COURSE INFORMATION

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Office location & hours	By appointment scheduled via email and conducted online via Zoom.
Office phone #	(940) 565-2826
Unavailable Fridays	***Check **3 <u>before</u>** me[2]!!

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[2] Please check with <u>at least 3</u> resources (e.g., the syllabus, a classmate, Canvas, etc.) before you contact me to meet about questions pertaining to assignments, and class policies and procedures.

COURSE DESCRIPTION, STRUCTURE, AND OBJECTIVES

Course Description (from the UNT catalog)

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 contains a field experience requirement.

Pre- & Co- requisite(s)

- Admission to the Teacher Education Program
- Concurrent enrollment in EDEE 3330 and EDRE 3350
- Enrollment in Block A

Course Rationale

In this course, we will work to build a foundation for your purpose for teaching while considering the scope, goals, and methods unique to social studies. In other words, this methods course addresses a variety of issues related to social studies instruction with an emphasis on valuing our pluralistic democracy and the various lived experiences of ***all*** people. It is also my hope that your purpose for teaching social studies becomes rooted in ***innovation*** and ***imagining***:

- where teaching and schooling is about **centering** students and their experiences,
- where different perspectives are **valued** and a **fundamental** part of the curriculum,
- and where it is understood that teaching is **not** a perfected craft but an **exciting** day-to-day endeavor that is **reserved for** the ambitious, adaptive, and critical teacher. Meaning, we will learn as much as we can during this singular semester, **but it is *impossible* to prepare for every situation** you may face. It therefore **imperative** that you **stay curious** and **engage in some research and learning** around different practices and theories **outside of this singular class experience**.

Ultimately, we want you to be able to **design learning opportunities throughout the school day for elementary students so that they**:

- Are informed about the world.
- Value the challenges and opportunities of living in a democracy.
- Seek out multiple perspectives about how place, culture, scarcity, and the past influence people's lives.
- Work with others to identify and solve problems facing their communities.

Finally, this class serves as a **collaborative community** to strengthen your teaching as a part of your future field experience, while also being part of our larger mission together in

preparing you for work in schools—to take your social studies knowledge and apply it in the classroom.

Course Learning Objectives & Standards

The course is designed in alignment with the TEA EC-6 social studies standards. The goal of the course is to prepare students for their certification exam, Block B fieldwork, and their role as future EC-6 educators. The course touches on the various social studies disciplines and is designed with an understanding that students gained content knowledge through the UNT core curriculum.

	TEA Social Studies Generalist EC-6 Standards[3]	Aligned InTASC[4] & NCSS[5] 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.	InTASC #4, 5 NCSS #1-5
2	The social studies teacher effectively integrates the various social science disciplines.	InTASC #1-8 NCSS #1-4
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.	InTASC #1-8 NCSS #1-5
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.	InTASC #4, 5, 8 NCSS #1-4
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.	InTASC #4, 5, 8 NCSS #1-4
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.	InTASC #4, 5, 8 NCSS #1-4
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.	InTASC #4, 5, 8 NCSS #1-4
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.	InTASC #4, 5, 8 NCSS #1-4
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	InTASC #4, 5, 8 NCSS #1-4

[3] See TEA website here.
[4] See InTASC standards here.
[5] See NCSS standards here.

	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.	InTASC #4, 5, 8 NCSS #1-4

Broadly worded course objects that align with the TEA Standards:

Students will —

- Identify the five main disciplines of social studies,
- Articulate purposes for teaching elementary social studies,
- Identify conceptual frameworks for how to teach social studies
- Plan for interdisciplinary social studies inquiry that engages young learners from all backgrounds and integrates technology
- Commit to integrating social studies in their future practice.

HOW TO SUCCEED IN THIS COURSE

Your development in this class is important to both you and me!! Thus, the expectations and policies outlined below work to serve our collective effort in growing and learning.

Get Active!

As a community of learners, the only way we can grow is if —

1. **all members show up**, and
2. **all members lend their voices in thoughtful ways**.

So, what does **"showing up"** mean?

Attendance

Each person in this class is an important member of our learning community. We will also work collaboratively/in small groups frequently. Class activities will also require you to be actively engaged in discussions and group work. It is therefore **important** that you show up for your **colleagues/classmates**.

Additionally, research has shown that students who attend class are more likely to be successful. Because we only meet ***once* a week**, ***every* class meeting** is essential to your success. This means **you should attend every class** unless you have a university excused absence such as active military service, a religious holy day, or an official university function as stated in the Student Attendance and Authorized Absences Policy (https://policy.unt.edu/policy/06-039).

The following will be the attendance policy for our course:

What happens **when you miss class**:

- **First and Second Absences:** You are provided with **one (1)** absence (excused or unexcused) without grade penalty. Upon the **second (2)** absence, points will result in a loss of points from the total grade. In each case, please **make sure to notify** me and **complete/submit assignments within a week of your absence**.

- **Three or More Absences:** You will receive an automatic **FINAL grade C** (or two letter grade deductions) if you **miss three (3) classes**. If you **miss four (4) or more classes**, the final grade will result in a **F**.
  Note: *If you have extenuating circumstances supported by* ***legal and official university documentation****, I can make exceptions to the policy for third (3rd) or fourth (4th) absence* ***BUT it MUST be documented****.*

- **Tardiness:** Being late to class due to weather (and in the case of severe weather it is understandable) or unforeseen circumstances is acceptable and reasonable once, or twice. However, **if you are *chronically tardy* (late arrival more than three times**), will result in one unexcused absence and the possible lowering of your final grade in the course by one or more letters.
  Note: *Being* ***more than 20 minutes late****, will result in* ***one unexcused absence****.*

- A note on **illness** — Please **do not** show up if you are sick, even if you have more than three absences. If you get sick, reach out to me and we will work together to find a solution. The most important thing is to take care of yourself!

# of Absences	Grade Deduction
0 – 1	No point deduction to final grade
2	Points deducted from your participation grades (e.g., from 95 to a 90)
3	Final grade of "C"
4	Final grade of "F"

According to UNT Policy 06.039, illness is "deemed a matter between the student and their faculty member." Therefore, you are given one day this semester to take as your sick day unless it is an extenuating circumstance in

which you should reach out to me. So, while I have great respect for students who are balancing the demands of their coursework with other responsibilities, **please save your one unexcused absence for when you are ill**.

I have great respect for students who are balancing the demands of their coursework with other responsibilities. **So, if you run into challenges that require you to miss a class, please contact me**. There may be resources and some flexibility we can offer to support your academic success, and your safety and well-being are important to me. **Even so**, you are ***expected to follow the rules outlined in the syllabus and by the university***. If you should need, it your responsibility to drop the course.

Additionally, whether an absence is excused or not, **students must complete the alternative Canvas assignment within one week of the missed class session to earn accountability points for that day**.

I will **keep attendance via a Google Form question at the beginning of class** (which does count as a part of your attendance grade), *and* via the in Canvas university attendance application (you will see this form in Canvas and it counts whether you were physically in class for excused or unexcused reasons but does NOT count towards your final grade. It is **the student's responsibility to sign fill out the attendance Google form**. ***Failure to sign the attendance sheet might result in an absence***.

I know **this is a lot**, but I have a strict policy because you will be entering a profession in which you cannot consistently be absent. For example, most districts provide teachers with about 10 sick days per year out of about 180 teaching days.

Finally, only individuals ***fully eligible to enroll in the university may attend a class*** as an auditor with written permissions from the department chair and the dean of the college or school in which the course is taught.

Participation or Lending Your Voice in a Thoughtful Way

During the semester, we will work to **build trust** and **a community of practice amongst ourselves**. I value the many perspectives students bring to our campus, so I ask for to do the same by showing **respect to your classmates, myself, and the authors we read**. We will be grappling with many questions throughout the semester that may challenge peoples previously held beliefs or assumptions, some of which may or may not have a right or wrong answer. During discussions, you may disagree with an interpretation of an issue or challenge assertions of fact, but **you may not attack** the person expressing the opinions—personal attacks are unacceptable. Discussions are done in the **spirit of intellectual inquiry** and demands that we are all **respectful, honest, and willing to engage tough**

questions with each other as a strong community. Please work with me to **create a classroom culture of open communication, mutual respect, and belonging**.

That being said — This classroom can't effectively function if there is **disruptive language or abusive behaviors**. All discussions should be respectful and civil. Disruptive language includes, but is not limited to, violent, belligerent, and/or insulting remarks—sexist, racist, homophobic, and/or anti-ethnic slurs, bigotry, and disparaging commentary, either spoken or written. While I agree that you each have a right to your own opinions, inflammatory language founded in ignorance or hate is unacceptable and will be dealt with immediately. This classroom functions on the premise of respect, and you will be asked to leave the classroom, if you violate any part of this statement.

Finally, it is important to acknowledge that I am teaching you to **recognize the broad perspectives and beliefs of not only yourself, but also those of your community (and future community) including administration, teachers, parents, and students**. It is **not** my role to teach you the absolute truths, but to **support your individual thinking and ability to recognize and discuss multiple perspectives**. We are all learning together!!

Please consult the Student Code of Conduct (linked here) (https://policy.unt.edu/policy/07-012) for further information.

Technology

Technology is an important component in this course, but in the spirit of moving away from our dependence on screens ***you will not always need your laptop*** and **will be asked to lower your screens when not in use**.

So, while using and bringing your laptops/tablets is necessary and embraced, **it is assumed their use is solely for academic purposes**.

Furthermore, I understand that sometimes we get antsy and, if you are like me, get easily distracted or need something to do to help you focus. Please feel free to doodle, stand up, or pick-up one of the fidget toys provided at your tables/desks to help you stay.

Individuals who begin to use technology in inappropriate ways (checking social media, emails, etc.) will be spoken to privately. Please be aware that continued inappropriate use **may result in lowering your participation grade, and even your final grade**. Please **do not let your electronic devices distract you** from the conversations and thinking that we're doing in class.

Communication & Professionalism

Now is a good time to begin building your professional habits (as a teacher), so being responsive and timely are important. **Please respond my emails/communications within 24 hours, if a reply is warranted or asked for in the message**. When you receive emails, please read them carefully and let me know that you have received it with a reply (a quick response such as, "Got it, thank you," will suffice).

When you are communicating with me about anything related to class outside of our in-person class time, connect with me through email and/or by attending office hours. During busy times, my inbox becomes rather full, so if you contact me and do not receive a response within two business days, please send a follow up email. A gentle nudge is always appreciated!

It is also better to **reach out to me sooner rather than later**!! If something comes up or you have a question or concern, let me know as soon as possible because I can't help if I don't know. If **you wait too late**, I may not be able to address your needs in time or even help at all!!

Finally, it is **vital to your success** that you **check your syllabus and Canvas** at least **two times a week** for announcements or instructions!!

COURSE MATERIALS

Required Texts

Course readings will be provided **via the UNT Library** and via the **Canvas weekly modules**.

You will also be **required to either purchase, rent, or checkout one book from the book list found in Canvas** for our non-fiction book club. You will read this book during the semester for the "Building our Knowledge Book Club". During the second week of class, you will be asked to choose and sign-up to read one of the books from the list.

Additional Materials & Devices

This course has digital components. To fully participate in this class, students will need a computer and internet access to reference content on the Canvas Learning Management System.

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).

Please let me know if you **do not** have the available hardware/technology or internet capabilities you need to be successful in this course so that I can help.

COURSE REQUIREMENTS & ASSIGNMENTS

In addition to course readings, your understanding of the course will be assessed through various class activities, participation, and the following assignments. Your successful completion of these tasks will then act as indicators of progress and understanding over the duration of the semester.

Below you will find a brief look at what these assignments are. **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.

Assignment	Percentage (of final grade)	Due Date
Interactive Social Studies Notebook (ISSNB)	25%	Will work in the notebook weekly! **Notebook checks** — Week #7, 10/01 & Week #13, 11/12
Weekly Course Attendance & Participation	20%	**DUE** weekly
Building Our Knowledge Book Club	15%	Journal entries **DUE** 09/24, 10/01, & 10/15 by 8:00 AM Final part of assignment **DUE** 10/22 by 11:59 PM
Historical Thinking Read Aloud Beyond the Book (HTRABB)	15%	**DUE** by 8:00 AM starting Week #10 – Week #13
Circle Up! Morning Meeting Facilitation	10%	Starting Week #4 – Week #11
240 Tutoring & Block A TExES Practice Exam	5%	**Baseline attempt DUE NO later** than 11:59 PM, Tuesday, 09/15 **Final attempt DUE NO later** than 11:59 PM, Sunday, 11/15 **240 Tutoring DUE NO later** than 11:59 PM,

		Sunday, 12/06 (but completed weekly).
Final Social Studies Lesson Plan ⏰⏰	10%	**DUE NO** later than 11:59 PM,

I have provided the following clock system to help you manage your time with the assignments listed above[6]. Yet there is an important caveat—**these are rough estimates** so it may take you more or less time depending on your schedule and how you work and understand the material.

⏰ = a few hours of work (per week for "Weekly Course Participation" assignments)
⏰⏰ = a few days of work
⏰⏰⏰ = a few weeks of work

Assignment Overviews

Below you will find brief description of the course assignments listed in the table above. You will get **further details, instructions, and materials in class and via Canvas**.

Interactive Social Studies Notebook (ISSNB) 📝

Worth a **total of 50 points**.

Throughout this semester, you will maintain an **ISSNB** to document your learning journey as a future secondary teacher. This notebook will **serve as a place to record class notes, reflect on weekly readings, respond to activities, and make connections between course ideas and classroom practice**. Rather than simply collecting information, the notebook is designed to help you **actively process and organize your thinking** as your understanding of instructional strategies and classroom management develops.

Research consistently demonstrates that **handwriting notes** promotes deeper learning than typing, and many districts are now looking to return to pen and paper and reduce student screentime. Writing by hand encourages learners to summarize, organize, and synthesize ideas instead of transcribing information verbatim. These mental processes strengthen comprehension, improve long-term retention, and support critical thinking. By maintaining your notebook throughout the semester, you will create a **personalized resource** that will not only support your success in this course but also serve as a valuable reference as you begin your teaching career. It also **acts as a model** you can use in your own practice.

[6] Concept borrowed from Dr. Amanda Vickery.

What should be included in the notebook?

Students should **maintain a single notebook throughout the semester** that includes:

- Weekly text/reading reflections (12 total) — completed in class, and checked and documented bi-weekly
  - Reflections should be **detailed** and **thoughtful** and **demonstrate** true engagement with the texts!!
- Class notes
- Responses to in-class activities
- Handouts or graphic organizers (if applicable)
- Personal reflections and questions related to course topics

Grading the notebook: Notebook checks are intended to assess students' ongoing engagement with course readings and class learning rather than perfection. Students should bring their notebook to every class and are expected to update it regularly. Late additions completed after a notebook check will not receive credit for that grading period.

Notebook Checks: Week 7 (25 points) and Week 13 (25 points)

Weekly Course Attendance & Participation

Worth a **total of 10 points per week**.

Attendance will be taken at **the beginning of each class via a Google Form**. Failure to complete this question will result in a **loss of at least 5 points from the total grade**.

Additionally, during class you are **expected to contribute to the dialogue and complete in-class activities** (worth 5 points). **Failure to contribute** to class discussion (either individually or collaboratively) or to complete or participate in the in-class tasks/activities will result in the **loss of at least 5 points from the total grade.**

If you are absent that week, you will receive **0 points** for attendance **unless you complete the make-up assignment**, which will add **at least 5 points** back to your grade, or **you have too many absences**.

Building Our Knowledge Book Club

Teaching is a learning profession where we can continue our learning journeys alongside our students. One of the greatest challenges (and joys) in teaching is that there is always more to learn about the many content areas you might teach. You had to take U.S. History courses, but that is only a small fraction of the history/social studies there is to know. This is **NOT** a history content class, but it is particularly important to keep uncovering those narratives that we may not know.

One way to build up this knowledge, and to think about how to present it to our students is to read the young learners/adult versions of different social studies texts. For this assignment, **students will form book clubs to supplement their social studies content knowledge**. Students will discuss their books and create a final project demonstrating their knowledge and understanding of social studies content.

There will be **four parts** to this work, and you will **complete the different stages** of this assignment **throughout the semester**:

- 1st – You will choose one of the texts that most interest you to read across the semester at your own pace.
- 2nd – Your group will decide how far into the book you all will read so you are all at the same place, and you will keep a book club journal—a total of 3 journal entries/response for your book club meetings.
- 3rd – EC-6 curriculum digs and analysis.
- 4th – Book promotion creation—creating a handout/guide/brochure, artistic representation, poem, music playlist, etc.

During class, we will discuss the assignment in further detail, and the instructions and rubric can be found in Canvas.

Historical Thinking Read Aloud Beyond the Book (HTRABB)[7]

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

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

For this assignment, teacher candidates will demonstrate their understanding of elementary social studies instruction through an interactive picture book read aloud.

[7] The Beyond the Book assignment, which the HTRABB assignment built from, was created by Dr. Noreen Nasseem Rodríguez.

Candidates will select a developmentally appropriate social studies-themed picture book, incorporate primary sources, and design historical thinking questions to support inquiry and discussion. Students will complete the read aloud planning worksheet and submit at least 24 hours before your presentation.

More detailed instructions, resources, and materials for this assignment can be found in Canvas.

Circle Up! Morning Meeting Facilitation[8]

This assignment provides preservice teachers with an opportunity to facilitate a Responsive Classroom-style Morning Meeting that integrates elementary social studies content, civic behaviors, communication skills, and inclusive classroom community-building practices. Students will complete the Morning Meeting Planning worksheet and submit at least 24 hours before your presentation.

More detailed instructions, resources, and materials for this assignment can be found in Canvas.

240 Tutoring & Block A TExES Practice Exam

The objective of this assignment is to prepare for the appropriate TExES exams based on the chart below by completing the 240 Tutoring EPO guidelines, the official TExES practice exams, and real TExES exams by the due dates. This will help you identify your strengths and areas for improvement before taking the actual exam.

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.

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

[8] The HTRABB and Circle Up! assignments were created and/or modified by Dr. Amanda Vickery.

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.

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

Complete/Incomplete with variations for the score.

Important: You must attempt your real content exam by the **December 15th deadline** in order to remain eligible for **Block B in Spring 2027**. Students who **do not attempt their exams by December 15th** will **NOT** be eligible for Block B.

Final Social Studies Lesson Plan

During the last class se, students will be given TEKS and curricular materials that they must turn into a lesson plan that applies everything they have learned this semester.

More detailed instructions, resources, and materials for this assignment can be found in Canvas.

ASSESSING YOUR WORK

Letter grades will be allocated on the following percentage scale:

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

All work must be submitted on time unless **prior arrangements** are made — **fill out the Google form requesting an extension**. All assignments should be uploaded to canvas by the due date. Additionally, ***all* assignments** should present evidence of material read, evidence that the assignment is addressed in a well-organized and coherent manner, and include evidence of reflective thought, clarity of expression, creativity, and initiative. Also, correct grammar and mechanics are expected of all students, so please proofread your work. I would also recommend visiting the UNT writing center.

Artificial Intelligence (AI) Policy

For our class AI policy, I want to begin by being transparent about my own practices. I will not use AI to answer student emails, provide individualized feedback, evaluate or grade your work, or write letters of recommendation. These aspects of teaching are deeply relational, and using AI in these ways can affect the trust, care, and professional relationship I work to build with you. I value those relationships far more than efficiency. When I do use AI–for example, to assist in creating rubrics or identifying unclear language in assignment descriptions–I will clearly identify what was generated by AI. I never simply copy and paste from AI. I always make edits on AI-generated materials.

This course permits some use of artificial intelligence (AI) tools, such as chatbots, text generators, paraphrasers, summarizers, or solvers, to get guidance on assignments, as long as you do so in an **ethical and responsible manner**. You are invited to think about how you plan to use AI in this course and write a short statement explaining your decision. Your response should be guided by what matters most to you in your learning, your experience in the class, and your relationships with your peers and instructor. Your stance may evolve over the semester, but **ultimately, I ask that you always disclose AI use openly to me and to your classmates**.

What this means is you can essentially think of these tools **as ways to help you learn** but **NOT to entirely create work for assignments like discussion board posts, essays, presentation slides, and so on**. AI is more like your tutor or TA, **NOT a replacement for your independent thinking**.

This means that you **must**:

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

[9] AI Policy syllabus language is borrowed from NC State University.

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

Using AI tools in **an unethical or irresponsible manner**, includes:

- Copying or paraphrasing the output **without citation or transparency**,
- Using the output as your own work **without verification or integration** with original work you have created, or
- Using the output to **misrepresent your knowledge or skills**.

Using AI tools in this way is considered a form of **academic dishonesty** and will **result in a zero grade for the assignment and possible disciplinary action**. If you have any questions about what constitutes ethical and responsible use of AI tools, please consult with me before submitting your work.

Also, make sure to consult the UNT policy on artificial intelligence. See policy here (https://hps.unt.edu/sites/default/files/documents/behv/artificial_intelligence_policy_may_2024.pdf).

Some of this language and the policy is adapted from Watkins (2025) and Dr. Dan Krutka's Fall 2025 EDEE 3340 syllabus.

Academic Integrity

Please make sure to review and follow the guidelines outlined in UNT's Policy Office on academic integrity, which includes the following statement:

> **Honor Code**: *"I commit myself to honor, integrity, and responsibility as a student representing the University of North Texas community. I understand and pledge to uphold academic integrity as set forth by UNT Student Academic Integrity Policy, 06.003 (https://policy.unt.edu/policy/06-003). I affirm that the work I submit will always be my own, and the support I provide and receive will always be honorable."*

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.

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

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

Standard 2 — Knowledge of Students and Student Learning

Standard 3 — Content Knowledge and Expertise

Standard 4 — Learning Environment

Standard 5 — Data-Driven Practice

Standard 6 — Professional Practices and Responsibilities

EC-12 Professional Pedagogy and Responsibilities (PPR) Standards

The beginning EC-12 teacher knows and understands:

- **Competency 001:** human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs
- **Competency 002:** student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning
- **Competency 005:** how to establish a classroom climate that fosters learning, equity and excellence and USES this knowledge to create a physical and emotional environment that is safe and productive
- **Competence 007:** principles and strategies for communicating effectively in varied teaching and learning contexts.

EC-12 Tech Apps Standards

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

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

English Language Proficiency Standards (ELPS)

This course incorporates the ELPS in lesson planning and instructional delivery in order to improve language acquisition and content area knowledge of students who are English learners. The ELPs will be implemented by teacher candidates during instruction of the subject area for students who are English learners. The ELPs can be accessed via the Texas Education Agency using the following link: http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4.

Texas College and Career Readiness Standards

The Texas College and Career Readiness Standards can be accessed at the Texas Higher Education Coordinating Board Web site using the following link: http://www.thecb.state.tx.us/index.cfm?objectid=EADF962E-0E3E-DA80-BAAD2496062F3CD8

Technology Applications

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

UNIVERSITY POLICIES & OTHER HELPFUL INFORMATION

ADA Accommodations

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student.

For additional information, refer to the Office of Disability Access website (https://studentaffairs.unt.edu/office-disability-access/). You may also contact ODA by phone at (940) 565-4323.

Policy on Withdrawals (W's)

The program (and I) expects you to complete the course successfully. However, if you need to withdraw from EDEE 3340, and want to do so without penalty, you must withdraw on or before **November 6, 2026**. If you decide to withdraw by this date, you may do so through the myUNT portal and will receive a W in the course, which will not penalize your grade point average. Dropping a course may impact your financial aid so please reach out to the Dean of Students office if you have any concerns.

If you suffer a severe illness, injury or other hardship that prohibits you from completing the course, please reach out to me immediately so that I can advise you about possible step you may take. Please see more information at the Dean of Students Withdrawals and the Registrar's office websites.

Academic Success Resources

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

Equal Opportunity & Title IX

UNT is committed to ensuring an educational environment that is free of discrimination and harassment. To provide a safe and equitable learning environment for all students, discrimination, sexual assault, and harassment are therefore not tolerated by the university. If you feel that any of your rights under this policy and law have been violated, you are encouraged to file a report about any incident to the Equal Opportunity and Title IX Office. The office also provides resources for students who are pregnant, need ADA/504 support, need help with religious accommodations, and counseling and testing (https://titleixeo.unt.edu/eotix-resources.html).

Campus Closure

Sometimes severe weather, events in, near and around campus, and other conditions can cause campus closure. Students will be notified by Eagle Alert if there is a campus closing that will impact a class and describe that the calendar is subject to change, citing the Campus Closures Policy (https://policy.unt.edu/policy/15-006). For more information about weather closures see the Weather Information website (https://www.unt.edu/weather.html).

***See the Course Schedule on the following pages!!**

COURSE SCHEDULE

*__FYI__: Please don't wait till the last minute to begin reviewing the texts for each class or working to complete assignments! Additionally, you should only review the texts for the "Teaching **method** of the week" if you have time available to do so!

Week, Date, & Topic		**Readings & Media for Class** (Review texts prior to class!!)	**240 Tutoring Schedule** (Suggested timeline to completion for grade!)	**Assignments Due**
	Unit I: What is Social Studies and how do we begin planning to teach it?			
WK #1	**08/20** Introductions – Welcome to Social Studies What is social studies?	***To review during class!** 1. Introduction and Course Overview 2. NCSS Statement on Powerful, Purposeful Pedagogy in Elementary School Social Studies (2017)	• N/A	• N/A
WK #2	**08/27** What are the social studies disciplines? What are elementary teachers in Texas expected to teach?	1. SSFABW (2nd ed.) — Ch. 1 2. **Teaching method** of the week, short videos (if you have time): o Cultivating Growth Mindsets in Classroom Makerspaces (Edutopia) o Learning Problem Solving and Growth Mindset in a Makerspace (Edutopia) o Fostering Self-Directed Learning in Makerspaces (in a rural community) (Edutopia)	• Complete the **Social Studies Diagnostic Assessment** to establish a baseline.	• Syllabus Quiz • In your **ISSNB**, record your competency **scores**, identify **strongest/weakest areas**, and write **one goal** for the semester. • **Decorate notebook cover to tell me more about you** — a part of Attendance & Participation Grade Week #3

				• **Sign-up** for your group's Morning Meeting Facilitation and Book Club book • Weekly Text Reflection #1 (in notebook during class) — Quick One-Pager
WK #3	**09/03** How do we plan for meaningful and engaging social studies lessons?	1. Cult of Pedagogy Episode 148, Backward Design o **Skim** through Wiggins & McTighe (1998), Ch. 1 on Backward Design 2. Spires et al. (2016) 3. **Teaching method** of the week: o Read one, teach one (assign a reading): - Barbour (2021)—Edutopia - Middle Level Learning Journal (2019), read Burgard	• Complete the **Historical Thinking & Foundations** module (chronology, primary/secondary sources, cause/effect).	• **Decorate notebook cover to tell me more about you** — a part of Attendance & Participation Grade Week #3 • Bi-weekly Text Reflection #1 — One-pager • **Sign-up** for your Book Club book • Weekly Text Reflection #2 (in notebook during class) — Concept map; **Bi-weekly in-class quick check**!

WK #4	**09/10** What does it mean to integrate social studies with other subjects and why is it important?	1. Video: Watch this video on Integrating social studies throughout the school day — Dawnavyn M. James interview with Dr. Vickery 2. Bennett & Hinde (2015) – Ch. 1 ONLY 3. **Teaching method** of the week: o Smithsonian Education (2022) – "Teaching about real-world, transdisciplinary problems …"	• Complete the **Texas History** module (Indigenous peoples, colonization, Revolution, Republic, statehood).	• Weekly Text Reflection #3 (in notebook during class) — Question & Answer • **Group #1** — Morning Meeting Facilitation
WK #5	**09/17** How do you teach social studies in the early grades? Avoiding normalization	1. Falkner & Rodríguez (2024) 2. Routten (2023) — Integrating Social Studies in the Early Grades (Edutopia) *__In-class__ jigsaw readings: o Tschida & Buchanan (2017) o Van Horn & Hawkman (2018) o Swalwell et al. (2019) o Gunn et al. (2020) *Intro discussion of **HTRABB Assignment**.	• Complete the **Government & Citizenship** module.	• **Baseline TExES Practice Exam** due by 11:59 PM, **Tuesday**, 09/15 — **Hard deadline**!! • Weekly Text Reflection #4 (in notebook during class) — Sentence capture; **Bi-weekly in-class quick check**! • **Group #2** — Morning Meeting Facilitation
Unit II: How do we teach social studies content and skills?				

WK #6	**09/24** What is inquiry and how do we teach through inquiry?	1. Read book for Book Club Meeting #1 2. VanSledright, (2015) — Ch. 12 3. Read **ONE**, Teach **ONE** — Teaching Methods within readings: o Kaka et al. (2025) o Quinn et al. (2025) ***Make book selection for the **HTRABB Assignment** and sign-up for read-aloud date.	• Complete the **Primary Sources & Historical Inquiry** module.	• Book Club Journal Entry #1 • Weekly Text Reflection #5 (in notebook during class) — Exit Response • **Group #3** — Morning Meeting Facilitation
WK #7	**10/01** How do we find and use primary sources?	1. Read book for Book Club Meeting #2 2. The Historical Thinking Project — Just skim through the website. 3. Read **ONE**, Teach **ONE** — Teaching Method within readings: o Burgard et al. (2021) o Massey (2016) ***In-class** jigsaw readings	• Complete the **Culture & Diversity** module and practice questions.	• Book Club Journal Entry #2 • Weekly Text Reflection #6 (in notebook during class) — Concept map • **Group #4** — Morning Meeting Facilitation • **Notebook Check** — turn in for a grade (see rubric)!
WK #8	**10/08** How can we integrate picturebooks	1. Rodríguez et al. (2022) 2. Pick **ONE**:	• Complete additional **Historical Thinking** practice questions focused on	Weekly Text Reflection #7 (in notebook during class) — Free-write reaction

	and historical thinking?	○ Marsho et al. (2024) ○ Turner et al. (2023) ***Model the **HTRABB Assignment** with more detail, answer any questions, and work on assignment in class.	sourcing, contextualization, corroboration, and evidence.	• **Group #5** — Morning Meeting Facilitation ***Mid-point **student check-in/feedback** — exit ticket!
WK #9	**10/15** How do we explore multiple perspectives and why is it important? Avoiding idealization	1. Read book for Book Club Meeting #3 2. Cowhey (2006) — Ch. 7 3. <u>Pick **ONE**— Teaching Methods within readings</u>: ○ Serriere et al. (2017) ○ Caldwell (2024) ***** Bluebonnet curriculum exploration	• Complete mixed practice on **History & Historical Inquiry** competencies.	• Weekly Text Reflection #8 (in notebook during class) — Sentence capture; **Bi-weekly in-class quick check**! • Book Club Journal Entry #3 • **Group #6** — Morning Meeting Facilitation
WK #10	**10/22** How do we teach about historical figures? Avoiding heroification & villianification	1. SSFABW (2nd ed.) — Heroification, Ch. 6 2. Patterson & Shuttleworth (2025) 3. **Group Set #1** of **HTRABB**	• Complete the **Economics** module (scarcity, opportunity cost, entrepreneurship, free enterprise).	• Final portion of the **Book Club assignment** • Weekly Text Reflection #9 (in notebook during class) — Free-write reaction • **Group #7** — Morning Meeting Facilitation

				• **Group Set #1** of the **HTRABB** assignment — due in class
WK #11	**10/29** How do we teach about our democracy — citizenship, action, and structures? Avoiding dramatization & gamification	1. SSFABW (2nd ed.) — Dramatization & Gamification, Ch. 7 2. Critical media literacy: o ABC's of Media Literacy: What Can Pre-Schoolers Learn (Rogow) website o Ahmed (2018), Ch. 4 3. **Group Set #2** of **HTRABB**	• Complete the **Geography** module (maps, regions, human-environment interaction, community).	• Weekly Text Reflection #10 (in notebook during class) — Exit Response; **Bi-weekly in-class quick check**! • **Group #8** — Morning Meeting Facilitation • **Group Set #2** of the **HTRABB** assignment — due in class
WK #12 *Last week to **withdraw/drop** the class — **NO later** than 11/06!!	**11/05** Teaching geography	1. Promise of place and place-based education — **Skim** over the website. 2. Why world maps are wrong – Vox (video) 3. Community Building as World Building – Rethinking Schools (Winter 2023-24) 4. Pick **ONE**: o Bauml (2023) o Moran et al. (2015) 5. **Group Set #3** of **HTRABB**	• Complete a **Mixed Social Studies Review** (25–30 questions).	• Weekly Text Reflection #11 (in notebook during class) — Choice Board • **Group Set #3** of the **HTRABB** assignment — due in class

WK #13	**11/12** Teaching economics	1. Halverson et al. (2019) 2. <u>Read assigned **jigsaw reading**</u>: o Gallagher & Hodges (2010) o Sonu & Herold (2023) o Damjanovic et al. (2021) o Middle Level Learning — Adams (2022) 3. **Group Set #4** of **HTRABB**	• Take a **Full-Length Social Studies Practice Test** in 240 Tutoring.	• Historical Thinking with Beyond the Book • Weekly Text Reflection #12 (in notebook during class) — Final Reflection • **Last Notebook Check** — turn in for a grade (see rubric)! • **Group Set #4** of the **HTRABB** assignment — due in class
Unit III: How do we teach Social Studies in a way that prepares *<u>all</u>* students?				
WK #14 Last class! 🫂	**11/19** Meeting the needs of *all* students	<u>Pick **ONE**</u>: 1. <u>Turner (2019)</u> 2. Steele (2005) 3. Cruz & Thornton (2009) 4. Garcia & Schleppegrell (2021) <u>What are we walking away with? **WATCH**</u>: 5. TEDx Talk Video — <u>What makes a good teacher great? (Azul Terronez)</u>	• Complete **Targeted Remediation Modules** based on practice test analytics (**if needed**).	• **Final attempt of the TExES Practice Exam** <u>due by 11:59 PM, **Sunday**, 11/15</u> — **Hard deadline**!!

11/22 - 11/28 — Break for Thanksgiving Week 🍂🦃🍁🙏	
Final Assignment	• **Upload** evidence of **<u>completion of 240 Tutoring Modules and the Social Studies Practice Test</u>** (screenshot of the checklist showing completion and passing scores, and a PDF of Practice Test scores) by **<u>NO LATER than 11:59 PM, Sunday, 12/06</u>**. • ***Final Social Studies Lesson Plan <u>DUE NO LATER</u>** than **<u>11:59 PM, Tuesday, 12/08</u>**. • ***You **<u>MUST</u>** attempt your official **“Block A” TExES Exam** by **<u>Tuesday, 12/15</u>.** ****Fall 2026 grades are due by Monday, 12/14 at 4 PM!***