

EDEE 3340: TEACHING SOCIAL STUDIES EC-6¹



Department of Teacher Education & Administration
Spring 2026
Section 004
MATT 108, Fridays 9:00 AM – 11:50 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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Unavailable Thursdays	*Check 3 before me ² !!

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² Please check with at least 3 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.

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

³ See TEA website [here](#).

⁴ See InTASC standards [here](#).

⁵ See NCSS standards [here](#).

	appreciate and respect cultural diversity in Texas, the United States, and the world.	
10	Science, Technology, and Society: The social studies teacher understands developments in science and technology and uses this knowledge to facilitate student understanding of the social and environmental consequences of scientific discovery and technological innovation.	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)
(<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 (*excused or unexcused*), 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.**

If you run into challenges that require you to miss more than classes than allowed, 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)) (<https://policy.unt.edu/policy/07-012>) for further information.

Technology

Technology is an important component in this course. We have a lot of important work to do each time we meet, 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 and need to do something 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 focused while using your electronics.

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 \(https://online.unt.edu/learn\)](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
Bi-weekly Text Reflections 	25%	DUE bi-weekly Fridays by 9:00 AM
Weekly Course Attendance & Participation 	20%	DUE weekly
Building Our Knowledge Book Club   	15%	Journal entries DUE 02/20, 02/27, & 03/20 by 9:00 AM Final part of assignment DUE 03/27 by 11:59 PM
Historical Thinking with Beyond the Book  	15%	DUE 04/17 by 11:59 PM
Social Studies Practitioner Article to Lesson Plan (SSPA-LP)   	10%	Practice analysis DUE 03/06, 04/03, 04/10 by 11:59 PM
TEXES Preparation & Practice Exam   	5%	Initial attempt DUE NO later than 11:59 PM, 02/15 Final attempt DUE NO later than 11:59 PM, 04/30
Final Lesson Plan  	10%	DUE NO later than 11:59 PM, 05/06

I have provided the following clock system to help you manage your time with the assignments listed above⁶. 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**.

Bi-weekly Text Reflections 🕒

Prior to each class, students will prepare a reflective analysis/response to the assigned weekly readings and/or media. These reflections should be completed **before the class session**, as they should **help you prepare your thoughts so you can be an active participant in class** discussions and activities!

The **reflection tasks will vary, but primarily consist of** Canvas Videos, one-pagers, Padlet post, filling out a graphic organize, and entry or exit tickets. Tasks will be **posted in Canvas with instructions or links to instructions**. When tasks include entry or exit tickets, the reflections **may take place in class** as either an entry or exit ticket, or an in-class activity that will count as the reflection.

These tasks are primarily based on completion and worth approximately 10 points. Points will **be deducted for careless/unreflective responses** that show you have not thought about the readings. The reflections are **due by Fridays at 9:00 AM, unless given another time**.

A special note:

You are allowed **1 mea culpas**, no questions asked! After the one missed reflection, **points will be deducted** for late responses.

Weekly Course Attendance & Participation 🕒

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

⁶ Concept borrowed from Dr. Amanda Vickery.

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.

Beyond the Book

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 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, students will demonstrate their ability to contextualize young adult literature within the social studies disciplines by creating a lesson activity in which they “go beyond the book” with primary sources.

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

Social Studies Practitioner Article to Lesson Plan (SSPA-LP)

Workshopping over multiple weeks starting the middle of February, students will use the UNT Lesson Plan template to design an integrated elementary social studies lesson that takes practitioner articles and turns them into lesson plans.

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

240 Tutoring & EC-6 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 dates in the chart below. This will help you identify your strengths and areas for improvement before taking the actual exam.

240 Tutoring Instructions (Complete/Incomplete)

This semester, you will receive access to 240 Tutoring, an online study platform designed to help you prepare for and pass your certification exams. You will receive an email to your UNT email address with a link to enroll and claim your access. Once you have activated your account, enroll in the **TExES CORE Subjects EC-6 (391): Social Studies** study course.

How to Use the Course:

1. Start with the Overview Video and Test-Taking Strategies.
2. Take the “Plan to Pass” practice test to identify your areas of strength and areas needing improvement.
3. The course will automatically highlight priority concepts based on your results.
4. Work through each content module, focusing especially on your priority areas.
5. Use the quizzes in each section to check your understanding.
 - o If you do not pass a quiz, review the material again before moving on.
6. Use the flashcards to build and reinforce vocabulary and key terms.

Study Time & Practice Exam Requirement

- You must complete a minimum of six clock hours of study within the instructional content of the course. **Take a screenshot or upload evidence of completion of study materials.**
- After completing your study time, take a full-length practice exam. **See instructions below!**

TEXES Practice Exam Instructions (Complete/Incomplete with variations for the score)

Certification Track	EC-6 w/ ESL	EC-6 w/ Bilingual	EC-6 w/SPED
Exams to Complete	ESL Supplemental (154)	Bilingual Supplemental (164) & BTLPT (190)	Core Subjects EC-6 (391)
Initial Practice Exam	February 15	February 15	February 15
Final Practice Exam	April 30	April 30	April 30
Registration Confirmation Due	May 15	May 15	May 15
Real Exam Deadline	July 15	July 15	July 15

Instructions

1. **Access the TEXES Canvas Course**

- Log in to Canvas and open the TExES course from your Dashboard.
 - If the course is not listed on your Dashboard, email COE-TSO@unt.edu with your full name and UNT ID number to request access.
 - Locate your certification path on the home page and read the information about your exam requirements, test sequence expectations, exam FAQ, certification requirements, and (if applicable) test accommodation information. You should also take time to review the policy information.
2. **Complete the Initial Practice Exam by February 15 and the Final Practice Exam by April 30th.**
- Complete the official practice exam(s) in the TExES Canvas course that corresponds to your certification area, as outlined below.
 - Ø **SPED EC-12 Candidates** – You must complete all five domains of the Core Subjects EC-6 exam (ELAR, Math, Social Studies, Science, and Fine Arts).
 - Ø **ESL Candidates** – You must complete the ESL Supplemental (154) exam.
 - Ø **Bilingual Candidates** – You must complete both the Bilingual Supplemental (164) and BTLPT (4190) exams.
 - You **must score at least 70 on the practice exam** to be approved to take the real TExES exam.
 - Ø **Bilingual candidates:** On the BTLPT, a score of 2 or higher on **each constructed-response task for oral and written sections** is also required. Your constructed responses will be reviewed by the Bilingual faculty.
 - If you do not meet these score requirements:
 - Ø Review your score report to identify areas of need.
 - Ø Utilize recommended study materials and resources and review your areas of need, then request to retake the practice exam.
 - **You must meet the score requirements for the practice exam by April 30th.**
 - **Optional:** You may choose to complete your practice exam requirement using **240 Tutoring** instead of the Canvas-based practice exams. You must earn a score of **80 or higher** on the multiple-choice section of a **full-length practice exam**. Once you have the required scores, download your score report and email it to **COE-TSO@unt.edu** with your name and UNT ID number. Use this link to receive a discount

on the monthly subscription price of \$25/month:
<https://study.240tutoring.com/subscribe/UNT2>.

Bilingual Candidates who use 240 Tutoring for the BTLPT: You also need a two or higher on each constructed-response task.

Ø For the oral tasks: Record yourself, self-score, then write a reflection in the text box on why you have given yourself that score. Have your self-score and reflections sent to Jessica Powell through the 240 Tutoring site.

Ø For the written tasks: Have your responses submitted to Jessica Powell through the 240 Tutoring site.

2. Take the real TExES Exam by July 15th

- Once you meet the practice exam requirements, you will receive approval to take the real exam, along with registration instructions. Register for and schedule your exam, then forward a copy of your confirmation email to COE-TSO@unt.edu **by May 15th**.
- You must **take your real exam on or before July 15**. This means your actual test **date must be no later than July 15**.
- If you plan to request **testing accommodations**, be aware that approval can take several weeks. Review the [Alternative Testing Arrangements policy](https://tx.nesinc.com/PageView.aspx?f=HTML_FRAG/GENRB_AlternativeArrangements.html) (https://tx.nesinc.com/PageView.aspx?f=HTML_FRAG/GENRB_AlternativeArrangements.html) and submit your documentation as soon as you receive test approval.

Important: You must attempt your real content exam by the **July 15 deadline** in order to remain eligible for **Block B in Fall 2026**. Students who do not attempt their exams by July 15th will NOT be eligible for Block B.

Final 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.

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**.

⁷ AI Policy syllabus language is borrowed from [NC State University](#).

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.

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) (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](https://studentaffairs.unt.edu/office-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 **April 10, 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) (<https://policy.unt.edu/policy/15-006>). For more information about weather closures see the [Weather Information](https://www.unt.edu/weather.html) website (<https://www.unt.edu/weather.html>).

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

COURSE SCHEDULE

Week, Date, & Topic	Readings & Media for Class (Review texts prior to class!!)	Method & TEA Standards	Assignments Due
Unit I: What is Social Studies and how do we begin planning to teach it?			
WK #1	01/16 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)	Method(s): Community building/Getting to know you TEA Standard(s): 1 • N/A
WK #2 *EPO Visit — Discussion the first 10 minutes of class!	01/23 What are the social studies disciplines? What are elementary teachers in Texas expected to teach?	1. SSFABW (2 nd ed.) — Prologue & Ch. 1 2. Routten (2023) — Integrating Social Studies in the Early Grades (Edutopia) 3. Teaching method of the <u>week, short videos:</u> 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) 4. * Social Studies TEKS (<u>SKIM – to be explored in-class</u>)	Method(s): Makerspaces (low-tech) TEA Standard(s): 1, 3 • Syllabus Quiz • Selfie Slide

		<ul style="list-style-type: none"> o TExES social studies competencies 		
<p>WK #3</p> <p>* Mandatory Block A Early Field Experience Orientation (at the UNT Gateway Center) NO class!!</p>	<p>01/30</p> <p>How do we plan for meaningful and engaging social studies lessons?</p>	<ol style="list-style-type: none"> 1. Cult of Pedagogy Episode 148, Backward Design <ul style="list-style-type: none"> o Skim through Wiggins & McTighe (1998), Ch. 1 on Backward Design 2. Spires et al. (2016) 3. <u>Teaching method of the week:</u> <ul style="list-style-type: none"> o Read one, teach one (assign a reading): <ul style="list-style-type: none"> - Barbour (2021)—Edutopia - Middle Level Learning Journal (2019), read Burgard <p><u>*Complete online asynchronous task because we will not meet F2F!!</u></p>	<p>Method(s): Object-based Learning & Field Trips</p> <p>TEA Standard(s): 1, 2, 3, 10</p>	<ul style="list-style-type: none"> • Bi-weekly Text Reflection #1 — One-pager • Sign-up for Book Club book & group
<p>WK #4</p>	<p>02/06</p> <p>What does it mean to integrate social studies with other subjects and why is it important?</p>	<ol style="list-style-type: none"> 1. Bennett & Hinde (2015) – Ch. 1 <u>ONLY</u> 2. Video: Watch this video on Integrating social studies throughout the school day — Dawnavyn M. James interview with Dr. Vickery 3. <u>Teaching method of the week:</u> <ul style="list-style-type: none"> o Smithsonian Education (2022) – “Teaching about real-world, transdisciplinary problems ...” 	<p>Method(s): Integration and a transdisciplinary approach to social studies</p> <p>TEA Standard(s): 1, 2, 9</p>	<p>*Complete work for 240 Tutoring — if access!!</p>

WK #5	<p>02/13</p> <p>How do you teach social studies in the early grades?</p> <p>Normalization</p>	<ol style="list-style-type: none"> 1. Falkner & Rodríguez (2024) 2. SSFABW (2nd ed.) — Normalization, Ch. 4 <p>*In-class jigsaw readings:</p> <ul style="list-style-type: none"> o Tschida & Buchanan (2017) o Van Horn & Hawkman (2018) o Swalwell et al. (2019) o Gunn et al. (2020) 	<p>Method(s): Centers; Gallery walk; Graphic organizers/foldables</p> <p>TEA Standard(s): #2, 3, 6, 9</p>	<p>*Finish studying with 240 Tutoring — if access!!</p> <ul style="list-style-type: none"> • Bi-weekly Text Reflection #2 — Graphic organizers
<p>Unit II:</p> <p>How do we teach social studies content and skills?</p>				
WK #6	<p>02/20</p> <p>What is inquiry and how do we teach through inquiry?</p>	<ol style="list-style-type: none"> 1. YouTube video: Inquiry-Based Learning: Developing Student-Driven Questions (Edutopia) 2. VanSledright, (2015) — Ch. 12 3. <u>Read ONE, Teach ONE — Teaching Methods within readings:</u> <ul style="list-style-type: none"> o Kaka et al. (2025) o Quinn et al. (2025) <p>*Read book for Book Club Meeting #1</p> <p>*SSPA-LP practice in-class</p>	<p>Method(s): Graphic organizers/Foldables; Jigsaw</p> <p>TEA Standard(s): #2, 3, 4</p>	<p>*Initial attempt of TExES Practice Exam <u>MUST</u> be done by 11:59 PM, Sunday, 02/15.</p> <ul style="list-style-type: none"> • Book Club Journal Entry #1
WK #7	<p>02/27</p>	<ol style="list-style-type: none"> 1. SSFABW (2nd ed.) — Idealization, Ch. 5 	<p>Method(s): Morning meetings; Stations/centers; Jigsaw</p>	

	<p>How do we explore multiple perspectives and why is it important?</p> <p>Idealization</p>	<p>2. <u>Pick ONE—Teaching Methods within readings:</u></p> <ul style="list-style-type: none"> o Serriere et al. (2017) o Caldwell (2024) <p>*Read book for Book Club Meeting #2</p> <p>*In-class jigsaw readings</p>	<p>TEA Standard(s): #1, 9</p>	<ul style="list-style-type: none"> • Bi-weekly Text Reflection #3 — Canvas video • Book Club Journal Entry #2
WK #8	<p>03/06</p> <p>How do we find and use primary sources?</p>	<p>1. <u>The Historical Thinking Project</u> — Just skim through the website.</p> <p>2. <u>Read ONE. Teach ONE — Teaching Method within readings:</u></p> <ul style="list-style-type: none"> o Burgard et al. (2021) o Massey (2016) <p>*Bluebonnet curriculum exploration</p> <p>*Intro discussion of “Beyond the Book” Assignment</p>	<p>Method(s): Integration; Read aloud questions</p> <p>TEA Standard(s): 2, 3, 4</p>	<ul style="list-style-type: none"> • SSPA-LP #1 <p>*Mid-point student check-in/feedback — exit ticket!</p>
WK #9 (03/09 – 03/13) — Spring Break 🤪🌴☀️				
WK #10	<p>03/20</p> <p>How can we integrate picturebooks and historical thinking?</p>	<p>1. Rodríguez et al. (2022)</p> <p>2. <u>Pick ONE:</u></p> <ul style="list-style-type: none"> o Marsho et al. (2024) o Turner et al. (2023) <p>*Read book for Book Club Meeting #3</p> <p>*Discuss the “Beyond the Book” Assignment in detail</p>	<p>Method(s): Integration; Read aloud questions</p> <p>TEA Standard(s): 2, 3, 4</p>	<ul style="list-style-type: none"> • Bi-Weekly Text Reflection #4 — One-pager • Book Club Journal Entry #3

WK #11	<p>03/27</p> <p>How do we teach about historical figures?</p> <p>Heroification & Villianification</p>	<ol style="list-style-type: none"> 1. SSFABW (2nd ed.) — Heroification, Ch. 6 2. Patterson & Shuttlesworth (2025) 	<p>Method(s): Graphic organizers; Primary sources and historical thinking through a digital gallery walk</p> <p>TEA Standard(s): 2, 3, 4</p>	<ul style="list-style-type: none"> • Final portion of the Book Club assignment
WK #12	<p>04/03</p> <p>How do we teach about our democracy — citizenship, action, and structures?</p> <p>Dramatization & Gamification</p>	<ol style="list-style-type: none"> 1. SSFABW (2nd ed.) — Dramatization & Gamification, Ch. 7 2. Critical media literacy, <u>Pick ONE</u>: <ul style="list-style-type: none"> o ABC's of Media Literacy: What Can Pre-Schoolers Learn (Rogow) o Boyle-Baise (2011) o Ahmed (2018), Ch. 4 	<p>Method(s): Simulations; Current events</p> <p>TEA Standard(s): 2, 3, 4</p>	<ul style="list-style-type: none"> • Bi-weekly Text Reflection #5 — Choice board • SSPA-LP #2
<p>WK #13</p> <p>*Asynchronous Online — gone to AERA, independent work online.</p> <p>Last week to withdraw without penalty!!</p>	<p>04/10</p> <p>Teaching geography</p>	<ol style="list-style-type: none"> 1. Promise of place and place-based education — Skim through/look over the website 2. Why world maps are wrong – Vox (video) 3. Community Building as World Building – Rethinking Schools (Winter 2023-24) 4. <u>Pick ONE</u>: <ul style="list-style-type: none"> o Bauml (2023) 	<p>Method(s): Graphic organizers: a Gallery Walk type-activity</p> <p>TEA Standard(s): 2, 3, 5, 6, 10</p>	<ul style="list-style-type: none"> • SSPA-LP #3

		<ul style="list-style-type: none"> o Moran et al. (2015) 		
WK #14	04/17 Teaching economics	<ol style="list-style-type: none"> 1. Sandler (2018) — Edutopia 2. Halverson et al. (2019) 3. <u>Read assigned jigsaw reading:</u> <ul style="list-style-type: none"> o Gallagher & Hodges (2010) o Sonu & Herold (2023) o Damjanovic et al. (2021) o Middle Level Learning — Adams (2022) 	Method(s): PBL TEA Standard(s): 2, 3, 5, 6	<ul style="list-style-type: none"> • Historical Thinking with Beyond the Book • Bi-weekly Text Reflection #6 — Choice board
Unit III: How do we teach Social Studies in a way that prepares <u>all</u> students?				
WK #15 Last class! 🙋	04/24 Meeting the needs of <i>all</i> students	<u>Pick TWO:</u> <ol style="list-style-type: none"> 1. Turner (2019) 2. Steele (2005) 3. Cruz & Thornton (2009) 4. Garcia & Schleppegrell (2021) <u>What are we walking away with? WATCH:</u> <ol style="list-style-type: none"> 5. TEDx Talk Video — What makes a good teacher great? (Azul Terronez) *Workshop Final Lesson Plan <u>in-class</u>		<ul style="list-style-type: none"> • Bi-weekly Text Reflection #7 — Canvas video (<u>if you need to do one because you are missing a reflection</u>)

<p>WK #16</p>	<p>05/01</p>	<p>Work on Take-home Final Exam — Final Lesson Plan!!</p> <p>*Final grades are <u>due to the university by Monday, 05/11!!</u></p>	<p>*Final attempt of TExES Practice Exam <u>MUST</u> be done by 11:59 PM, Thursday, 04/30.</p> <p>*Final Lesson Plan <u>DUE NO LATER</u> than 11:59 PM, Wednesday, 05/06</p>
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