

EDEE 3340 | Section 501 | FALL 2024

TEACHING SOCIAL STUDIES EC-6

Frisco Landing 230
Wednesday 5:30 PM- 8:20 PM

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Office hours: I will respond to emails within 24 hours. If a meeting is required we can set up a time through Teams.

UNT Catalog Course Description

Principles of teaching social studies in primary and elementary school. Students observe social studies instruction and materials in real settings, apply principles of social studies instruction in classroom settings, and experience first-hand the scope and sequence of the curriculum in a school setting.

Course Prerequisites

Admission to Teacher Education program; Concurrent enrollment in EDEE 3330 and EDRE 3350; Enrollment in Block A

Course Learning Objectives

The course is designed in alignment with the 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 the understanding that students also gain content knowledge through the UNT core curriculum.

TEA Social Studies Generalist EC-6 Standards

- 1 The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences in society and the world.
- 2 The social studies teacher effectively integrates the various social science disciplines.
- 3 The social studies teacher uses knowledge and skills of social studies, as defined by the Texas Essential Knowledge and Skills (TEKS), to plan and implement effective curriculum, instruction, assessment, and evaluation.

- 4 History: The social studies teacher applies knowledge of significant historical events and developments, as well as multiple historical interpretations and ideas, to facilitate student understanding of relationships between the past, the present, and the future.
- 5 Geography: The social studies teacher applies knowledge of people, places, and environments to facilitate students' understanding of geographic relationships in Texas, the United States, and the world.
- 6 Economics: The social studies teacher knows how people organize economic systems to produce, distribute, and consume goods and services, and uses this knowledge to enable students to understand economic systems and make informed economic decisions.
- 7 Government: The social studies teacher knows how governments and structures of power function, provide order, and allocate resources, and uses this knowledge to facilitate student understanding of how individuals and groups achieve their goals through political systems.
- 8 Citizenship: The social studies teacher understands citizenship in the United States and other societies, and uses this knowledge to prepare students to participate in our society through an understanding of democratic principles and citizenship practices.
- 9 Culture: The social studies teacher understands cultures and how they develop and adapt, and uses this knowledge to enable students to appreciate and respect cultural diversity in Texas, the United States, and the world.
- 10 Science, Technology, and Society: The social studies teacher understands developments in science and technology, and uses this knowledge to facilitate student understanding of the social and environmental consequences of scientific discovery and technological innovation.

Course Texts

Course readings will be provided by the UNT Library and course instructors and accessible in Canvas. Students *may* be asked to purchase copies of texts used for book clubs.

Dunbar, E. A., & Van Cleve, K. (2019). *Never Caught, the story of Ona Judge: George and Martha Washington's courageous slave who dared to run away* (Young readers edition).

*Available via the UNT Library

Rodriguez, N.N. & Swalwell, K. (2022). *Social Studies for a Better World*

*Available via the UNT Library

Articles from *Social Studies and the Young Learner*

*Available via the UNT Library

Assignments

In addition to course readings, class activities, and participation (60%), the instructor will use the following assignments as indicators of progress and understanding over the semester. Additional details will be provided at the beginning of the semester and/or before each assignment due date. All assignments will be submitted through Canvas.

- Participation and accountability checks (30%): The instructor will include accountability checks in class throughout the semester. The attendance policy (below) is also calculated in the participation grade.
- Literature Circles (30%): Students will partake in weekly literature circles for reading accountability.
- Book club one-pager (8%): Students will form book clubs to discuss *On a Judge*. Students will discuss the book and create a final project demonstrating their knowledge and understanding of social studies content.
- Beyond the book (10%): 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.
- Inquiry Design Model (23%): Students will use the C3 Initiative framework to design an elementary social studies lesson.

Course Overview

This course runs for 16 weeks, including holidays. The course is broken into three parts. A more detailed course summary will be provided in Canvas.

| PART I: WHAT IS SOCIAL STUDIES AND WHAT CAN IT BE? | |
|---|--|
| Class 1 | Welcome |
| Class 2 | What is social studies and what can it be? |
| Class 3 | How is social studies viewed and taught? |
| Class 4 | What do students know about social studies and how do they learn social studies? |
| PART II: WHAT ARE THE PITFALLS AND POSSIBILITIES OF TEACHING SOCIAL STUDIES | |

| | |
|--|--|
| Class 5 | Normalization |
| Class 6 | Idealization |
| Class 7 | Heroification and Villianification |
| Class 8 | Book Club |
| Class 9 | Dramatization and Gamification |
| PART II: HOW DO TEACHERS PLAN TO TEACH SOCIAL STUDIES? | |
| Class 10 | Inquiry, backward design, and assessments |
| Class 11 | Integration |
| Class 12 | Teaching interdependence through economics |
| Class 13 | Teaching with the everyday spacial world |
| Class 14 | Teaching current events |
| Class 15 | Fall Break |
| Class 16 | Conclusions |

*I reserve the right to change the course plan. All changes will be communicated promptly.

*While there is no final exam for this course, the instructor reserves the right to use the scheduled exam time of Wednesday, December 11, 8:00-10:00 AM.

*Students will be notified by Eagle Alert if there is a campus closing that will impact a class. Please refer to the campus closures policy (<https://policy.unt.edu/policy/15-006>).

*The instructor reserves the right to change the course at any point during the semester.

Grading and Assessment

Letter grades will be allocated on the following percentage scale:

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

Course instructors' approach to assessments aligns with UNT policies concerning academic integrity (UNT Student Academic Integrity Policy, 06.003).

Attendance and Participation

Because this course involves collaboration, participation is essential to learning. Class activities require you to be actively engaged in discussions and group work. I understand tardiness and absences may occur. If you are late to class, please drop me an email to let me know the circumstances. If you must miss class, please let me know prior to your absence. Because collaboration and participation are central to your success, absences will result in points deducted from your participation grade

The following will be the attendance policy for our course:

| # of Absences | |
|---------------|--|
| 0 – 1 | No point deduction |
| 2 | 4 Points deducted from participation grade |
| 3 | Another 4 points deducted from participation grade (8 total) |
| 4 or more | Failure of course |

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.

Supporting Your Success and Creating an Inclusive Learning Environment

I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and belonging. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office and let me know. We are all learning together.