

EDEE 3340 | Section 001 | 13276 | SPRING 2026

TEACHING SOCIAL STUDIES EC-6

Matthews Hall 109
Monday 9:00 AM-11:50 AM

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Office hours: Students can make in-person or virtual appointments using the Calendly link in Canvas.

Course Description, Structure, and Objectives

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 the 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 Generalist 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.

How to Succeed in this Course

Communication Practices

Connect with me via email or during office hours. Appointments can be scheduled through the Calendly link posted in Canvas. I am available for both in-person and virtual meetings. During busy periods, responses may take up to two business days. If you do not receive a response within that time, a follow-up email is welcome.

Please be intentional about email communication. Many questions can be answered by peers, and developing professional collaboration skills is an important part of teacher preparation.

Attendance and Participation

Because this course emphasizes collaboration and professional preparation, attendance and active participation are essential. Teaching is a profession that requires consistency and presence. For example, most districts provide teachers with about 10 sick days per year out of about 180 teaching days.

Those with excused absences during the semester must use their excused absence as their free absence. In other words, you do not get excused absences *and* a free absence.

The following will be the attendance policy for our course:

# of Unexcused Absences	Deduction from Final Grade
0 – 1	No point deduction
2	3 points (e.g., 100-97)
3	5 points (e.g., 95-90)
4 or more	Failure of course

Tardiness Policy

Being on time is expected in the teaching profession. **Three tardies will be counted as one unexcused absence.** Arriving late or leaving early disrupts learning and will be recorded accordingly.

Whether an absence is excused or unexcused, students must complete the alternative Canvas assignment within one week of the missed class session to earn accountability points for that day.

It is the student's responsibility to sign the attendance sheet. Failure to sign the attendance sheet might result in an absence.

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 Dr. Smith. Please save your one unexcused absence for when you are ill. If you miss class for any reason outside a university excused absence or an extenuating circumstance, do not email Dr. Smith. For example, if you have a minor cold or a flat tire, do not email Dr. Smith. Rather, complete the makeup assignment.

Accommodations

The University of North Texas makes reasonable academic accommodations 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 the 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.

Academic Success Resources

UNT strives to offer a high-quality education in a supportive environment where you can learn, grow, and thrive. As a faculty member, I am committed to supporting you, and I want to remind you that UNT offers a range of mental health and wellness services to help maintain balance and well-being. Utilizing these resources is a proactive way to support your academic and personal success. To explore campus resources designed to support you, check out mental health services (<https://clear.unt.edu/student-support-services-policies>), visit unt.edu/success, and explore unt.edu/wellness. To get all your enrollment and student financial-related questions answered, go to scrappysays.unt.edu.

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.

Academic Integrity and AI

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. You are encouraged to reflect on your own approach to AI in this course by crafting a brief statement about how you will or will not use it,

guided by what you value about your learning, the course experience, and your relationships with peers and me. Your stance may evolve over the semester, but **I ask that you always disclose AI use openly to me and to your classmates.** There will be certain assignments in this course where the use of AI is not permitted. These will be clearly marked, and using AI on them will be considered academic dishonesty under the University's Academic Integrity Policy. This policy is not only about compliance, but it is also about protecting your own learning. Over-reliance on AI can limit your ability to practice critical thinking, communication, and other skills that this course is designed to develop.

Course policy is adapted from [Watkins \(202\)5](#) and Dr. Dan Krutka's Fall 2025 EDEE 3340 syllabus.

Course Overview

Course Texts

Course texts and materials will be posted in Canvas. Students will be asked to purchase copies of texts used for book clubs.

Schedule

Week	Date	Topic	Assignments
ORIENTATIONS			
1	1/12	What is social studies?	
MLK	1/19		
3	1/26	What are elementary teachers in Texas expected to teach? EPO Visit	Selfie Slide Syllabus Quiz
4	2/2	Planning student-centered activities	
5	2/9	Selecting quality sources	Book club 1
HOW DO WE TEACH SOCIAL STUDIES CONTENT AND SKILLS?			
6	2/16	Perspective taking	
7	2/23	Social Studies in the early grades	PA #1
8	3/2	Historical thinking and cultural memory	PA #2
Break	3/9		
10	3/16	Heros + villians Complex Topics	

11	3/23	Historical thinking project workshop	Book club 2
12	3/30	Democratic Citizenship: Patriotism, action, and government structures	Historical Thinking Project
13	4/6	Economics	PA #3
14	4/13	Geography and culture	PA #4
15	4/20	Science, technology, and society	PA #5
APPLICATION			
16	4/27	Lesson plan workshop	Final Lesson Plan due May 3

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

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>).

Assessing Your Work

Grading Scale

Letter grades will be allocated on the following scale:

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

I expect all students will earn an A in the course if they are participating regularly and turning in major assignments. My approach to assessments aligns with UNT policies concerning academic integrity (UNT Student Academic Integrity Policy, 06.003).

Assignments

Syllabus Quiz: Students will take a quiz after the first week to demonstrate they have reviewed the course materials and the syllabus.

Selfie Slide: Students will create a slide to introduce themselves to the

class.

Accountability Checks: The instructor will include accountability checks in and outside of class throughout the semester.

Study Guide Slides: Students will complete content-based slides to prepare for their certification exam.

Book Clubs: Students will form book clubs and complete assignments related to their books throughout the semester.

Historical Thinking 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.

Practitioner Article to Lesson Plan: In preparation for the final exam, students will turn a practitioner article into a lesson plan.

Final Lesson Plan: Students will be given TEKS and curricular materials that they must turn into a lesson plan that applies everything they have learned this semester.

Requirements from EPO and TExES Success Office

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.
 - 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.
- After completing your study time, take a full-length practice exam.
- Download a PDF copy of your score report and submit it to your instructor. If you score 80 or higher, also send the score report to the TExES Success Office at COE-TSO@unt.edu so it can be counted toward your official practice exam requirement.

TExES Exam Preparation –Practice & Real Exam

Due Date: Varied

Objective: Prepare for the appropriate TExES exams based on the chart below by completing the official TExES practice exams and real exams by the dates in the chart below. This will help you identify your strengths and areas for improvement before taking the actual exam.

You must take your real exams by July 15th in order to move on to Block B in Spring 2026.

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	July 15	July 15	July 15

Deadline			
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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) 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.