

EDEE 3340 | Section 009 | 8366 | FALL 2025

TEACHING SOCIAL STUDIES EC-6

Matthews Hall 308
Tuesday 1:00PM-3:50PM

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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 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.

How to Succeed in this Course

Communication Practices

Connect with me through email and/or by attending office hours. You can make an appointment with me via the calendly link posted at the top of the Canvas page. I am available for both in-person and virtual 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. However, please be selective in what you choose to email me about. If a peer can answer your question, please reach out to a peer before contacting me. I hope that you will learn to rely more on your colleagues than on me, and that you will develop a professional skillset that will serve you well in your fieldwork and teaching career.

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 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.

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

Whether an absence is excused or unexcused, students can only get the 6 points from the entry and exit tickets by completing and submitting an alternative assignment in Canvas within one week of the missed class.

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 make up module and email the TA.

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.

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.

Course Overview

Course Texts

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

Schedule

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: ORIENTATIONS			
Class 1	Welcome		
Class 2	What is social studies?	NCSS Statement on powerful, purposeful pedagogy in elementary school social studies NCSS Serriere (2019)	Entry/Exit tkt #1 Exam Study Guide Slide Did you read syllabus and Canvas?
Class 3	Planning units, lessons, and activities	Cult of Pedagogy Episode 148: Backward Design	Entry/Exit #2 Exam Study Guide Slide

		Spires et al. (2016)	
Class 4	Integration	Bennett & Hinde (2015) Watch interview with Dawnavyn M. James	Entry/Exit #3 Exam Study Guide Slide
Class 5	Selecting quality sources	Gallagher et al. (2019)	Entry/Exit #4 Exam Study Guide Slide Book club #1
Class 6	Teaching culture and with students in mind	Grand & VanSledright (2021) chapter 2	Entry/Exit #5 Exam Study Guide Slide
Part II: TEACHING CONTENT AND SKILLS			
Class 7	Teaching history: Historical thinking and historical figures	Loewen ch. 1 van Kessel (2022)	Entry/Exit #6 Exam Study Guide Slide
Class 8	Teaching history: Complex topics	SSFBW ch 6	Entry/Exit #7 Exam Study Guide Slide PA #1
Class 9	Teaching democratic citizenship and civics: Patriotism and government structures		Entry/Exit #8 Exam Study Guide Slide PA #2
Class 10	Teaching democratic citizenship and civics: Deliberative pedagogies	Parker and Hess (2001)	Entry/Exit #9 Exam Study Guide Slide Book club #2
Class 11	Teaching economics	Gallagher & Hodges (2010)	Entry/Exit #10 Exam Study Guide Slide Historical Thinking Assignment
Class 12	Teaching geography	Brilliant & Mankiw (2015) Schmidt (2011)	Entry/Exit #11 Exam Study Guide Slide PA #3 and #4
Class 13	Teaching science, technology, and society	TBD	Entry/Exit #12 Exam Study Guide Slide PA #5 and #6
Class 14	Teaching current events	TBD	Entry/Exit #13 Exam Study Guide Slide

			Book club #3
Class 15	Fall Break		
PART III: APPLICATION			
Class 16	Final Exam		

*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

Assignment	Points	Percentage	Week(s) Due
Are you ready?	3	1%	2
Entry Tickets (3 pts each)	39	11%	2-14
Exit Tickets (3 pts each)	39	11%	2-14
Exam Study Slides (3 pts each)	39	11%	2-14
Book Clubs (20 pts each)	60	17%	5, 10, 14

Historical Thinking	50	14%	11
Article to Lesson	60	17%	8, 9, 12, 13
Final Exam	60	17%	16
TEExES Practice Exam. This is a requirement from the EPO. You must complete the requirements to pass the course.	0	0	Sept 15 Oct 20 Dec 15
TOTALS	350	100%	

Are You Ready for the Semester Quiz: Students will take a quiz after the first week to demonstrate they have reviewed course materials and the syllabus.

Entrance and Exit Activities: The instructor will include accountability checks in class throughout the semester.

Exam Study Slides: Students will create study slides to share with their peers and in preparation for the TEExES EC-6 social studies 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 Exam: On the last day of class, students will be given TEKS and curricular materials that they must turn into a lesson plan that applies everything they have learned this semester.

TEExES Exam Preparation and Real Exam. To pass the class, you must prepare for the appropriate TEExES exam based on the chart below by completing the official TEExES Practice Exam. This will help you identify your strengths and areas for improvement before taking the actual exam. You must take your real exams by December 15th in order to move on to Block B in Spring 2026.

Certification	EC-6 w/ ESL	EC-6 w/	EC-6 w/SPED
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Track		Bilingual	
Exams to Complete	ESL Supplemental (154)	Bilingual Supplemental (164) & BTLPT (190)	Core Subjects EC-6 (391)

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.
- In the Modules tab, review all Test Readiness materials and complete all policy assignments marked with the  symbol.

2. **Complete the Initial Practice Exam by September 15**

- Complete the official practice exam(s) in the TExES Canvas course that corresponds to your certification area, as outlined in the chart above.
- You must score at least 70 on the practice exam to be approved to take the real TExES exam. For Bilingual students, a score of 2 or higher on each constructed-response section of the BTLPT is also required. If you do not meet these score requirements (70+ on the practice exam or 2+ on each BTLPT response):
 1. Review your score report to identify areas for improvement.
 2. After at least 10 calendar days, email **COE-TSO@unt.edu** to request that your practice exam be reset.
 3. Continue studying and then retake the practice exam. **You must meet the score requirements on a retake of the practice exam by October 20th.**
- Optional: You may choose to use 240 Tutoring instead of the Canvas-based practice exams to complete the practice exam requirements. To meet the requirement, you must score 80 or higher on a full-length practice exam for your content area. Bilingual students must also score a 2 or higher on constructed response portions of the BTLPT. You must send a copy of your score report to COE-TSO@unt.edu for credit. Use this link to receive a discount on the monthly subscription price:
<https://study.240tutoring.com/subscribe/UNT2>

2. **Take the real TExES Exam by December 15th**

- Once you meet one of the following requirements, you will

receive approval to take your real TExES content exam, along with registration instructions:

1. Score **70 or higher** on the **Canvas practice exam**
(Bilingual students must also score at least 2 on each BTLPT constructed response)
 2. Score **80 or higher** on a **240 Tutoring full-length practice exam**
(Bilingual students must also score at least 2 on each BTLPT constructed response)
- You must **register for and take your real exam on or before December 15**. Your test **date must be no later than December 15**—not just your registration.
 - 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 **December 15 deadline** in order to remain eligible for **Block B in Spring 2026**.

Academic Integrity and AI

In this course, the use of GenAI tools is **NOT PERMISSIBLE**. No matter the approach, any attempt to represent GenAI output as a student's own work will be considered fabrication, cheating, and/or academic dishonesty as determined on a case-by-case basis. The instructor reserves the right to verify students' work through in-person meetings and/or proctored in-person assignments. The instructor also reserves the right to adjust course grades according to violations and report students to the Academic Integrity Office for further review. Any use of GenAI tools by the professor will be disclosed. The only tools that are permissible are Grammarly, spellcheck, predictive text, speech-to-text, and translation tools.