

SS 397 – TEACHING SOCIAL STUDIES IN THE ELEMENTARY SCHOOL
SPRING 2025

Instructor: Dr. Dorshale Stewart Zoom Link: <https://bsu.zoom.us/j/8118004879> E-MAIL: dmstewart@bsu.edu
'Ask Me' Hours: M 2:30-3:30, T 3:30-4:30, or by appointment
Email Response Hours: 10 a.m. – 5:00 p.m.

Course Overview: What you can expect from this course – 'What Does it Mean to Teach Social Studies?'

You will work to answer this question as you're taught to view social studies as a vehicle to encourage students to become educated and engaged citizens.

To achieve these goals, we will experience the following to explore how diversity and culture impact student learning:

Breakout Discussions

Fishbowl Discussions

Professional reflections

Jamboard/Graffiti Board/free writing exercises

We will share thoughts on various course readings over historical accounts and/or social issues.

You also will be introduced to instructional methods that support these goals for teaching social studies.

Some of these activities may cause you to feel uncomfortable and this is good – that means a learning experience is occurring!

In the end, you will have met course objectives:

~define and describe the mission of social studies

~describe the history of social studies

~describe a social studies classroom and a democratic climate

~discuss multicultural education and the curriculum guidelines to teach it

~discuss democratic values, social understanding, civic virtue and civic efficacy

~discuss the role of social studies in the life of young children

Course Instructor: What you can expect from me

I have a passion for teaching and seeing students and future teachers learn at their fullest potential with meaningful experiences. This was developed as an undergraduate of Ball State University and fostered from 6 years of teaching in my hometown in of Gary, IN with the Gary Community Schools.

For 15 years, I've been providing teaching strategies and educational experiences with SS 397 courses and those enrolled in the Immersive Learning Project - Schools within the Context of the Community (SCC) program and Urban Semester Program.

I am currently pursuing an Administrator's license and relevant content from this program will also be shared.

These rich experiences inspire me to continue introducing strategies and pass on professional and educational skills with future teachers in education courses.

Course Readings & Requirements – Join the mailing list for:

- Learning for Justice (www.learningforjustice.org)
- National Council for Social Studies (www.ncss.org)

AND

- Other readings will be introduced throughout the semester and available via Canvas or distributed in class.

Professor will reference:

- Beck, T. & Parker, W. (2022). *Social studies in elementary education*, (16th ed.). Hoboken, NJ: Pearson.

Class Locations and Modality of Teaching & Learning

To keep engagement and learning goals high, we'll be using a variety of learning modalities. **Class will meet regularly on Monday, Wednesday, and Friday. Some class days will involve completing projects or Canvas Discussion Board tasks.**

Attendance will be taken each day and it is expected that you will regularly **attend in person**. **Zoom attendance not a normal occurrence**. This requires the professor's permission and is used at the professor's discretion. **Each student is permitted two unexcused absences. Exceeding this limit will drop your final grade a half-letter for each occurrence**

When completing major assignments, I provide in-class work days on Monday - Friday. Do not multi-task or substitute our class assignment with another class obligation.

Any changes to our routine will be provided through Canvas and email. Be sure to check your Canvas settings to receive any announcements & updates.

Career Readiness – Connection to National Association of Colleges and Employers (NACE)

This course has been aligned with NACE Competencies in connection with Ball State University's Career Center. These competencies are strongly associated with career readiness. <https://www.naceweb.org/career-readiness/competencies/employers-rate-career-competencies-new-hire-proficiency/>



If you need course adaptations or accommodations because of a disability, please contact me as soon as possible. Ball State's Disability Services office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or dsd@bsu.edu.

The Writing Center offers free writing feedback sessions (online or face-to-face) on essays, reflections, research projects, web content, lesson plans, slideshows, resumes, and other digital or print texts. Go to www.bsu.edu/writingcenter, or stop by Robert Bell 295, or call 285-8370.

The Learning Center has trained tutors for MANY courses on campus and help with any writing task and study strategies. Hours are Mon. – Thurs. 9 a.m. – 8 p.m. and Fri. 9 a.m. – 12 noon. Call 285-3780 or visit NQ 350 to make an appointment or meet with a tutor. Visit www.bsu.edu/learningcenter for more information.

Assignments:

All assignments should be ORIGINAL submissions. AI generated, Teachers Pay Teachers, or other pre-generated work are not permitted. Points are deducted for errors related to spelling, grammar, and formatting.

All assignments must be typed, single or double spacing, black ink, and professional font (scripted font and Comic Sans is not permitted).

Lesson plans are to be submitted using Word or Google doc. Use APA formatting for bibliographies when requested.

For assignments completed cooperatively, partners will receive a joint grade, so choose your partners wisely.

Assignments* are due at class time and to be posted on Canvas. Some might due on or before midnight – I'll notify you of these assignments. If you miss class on the day an unscheduled in-class assignment is given, this cannot be made up.

If special arrangements need to be made for unforeseen circumstances (death in family, COVID isolation or other illness, etc.), NOTIFY ME ASAP! A confidential meeting or discussion MUST HAPPEN *before the next class session*.

Late assignments (uploaded after due date AND time)

- ✓ **ONLY accepted the following day**
- ✓ **AUTOMATICALLY lowered a half letter grade**

Assignments are due by the due date and may change at the professor's discretion for the care of students.

Brave Reflections (Canvas Discussions)	points vary
Wellness or Academic Checks	15 points each
Integrated/Brave Book Project	500 points
Integrated Thematic Unit	600 points (150/lesson)
Social Studies Teaching Survivors Kit	300 points
Total	1,400 points (minimum)
<i>Extra Credit</i>	100 (Maximum points allowed)

Various Learning Experiences (Article Responses, Video Segments, etc.) due before the end of the semester.

NOTE: NACE Competencies are listed next to each assignment.

Canvas Discussions (Due by next class – See 'Weekly Schedule' for due date)

Respond to prompt related to class content and current trends in education. Details will follow. (NACE: [Digital Technologies](#), [Oral/Written Communications](#); [Teamwork/Collaborations](#))

Wellness/Academic Checks (Due by next class – See 'Weekly Schedule' for due date)

Respond to questions related to well-being and academic success. Details will follow. (NACE: [Digital Technologies](#); [Career Management](#))

Integrated Book Project (See 'Weekly Schedule' for due date)

Work independently or with a group to develop integrated extension activities using a children's book from recommended sources. Details will follow. (NACE: [Oral/Written Communications](#); [Teamwork/Collaborations](#); [Professional/Work Ethic](#); [Career Management & Global/Intercultural Fluency](#))

Social Studies Teaching Survivors Kit (Due by end of semester/Final Exam – See 'Weekly Schedule' for due date)

Provide an annotated list of resources you've begun to use in order to remain an effective & culturally responsive social studies educator. Details will follow. (NACE: [Critical Thinking/Problem Solving](#); [Oral/Written Communications](#); [Career Management & Global/Intercultural Fluency](#))

This is a short list of strongly recommended sites for success in this class and your future classroom.

* Indiana Academic Standards for Social Studies: <https://www.in.gov/doi/students/indiana-academic-standards/social-studies/>

* Notable Trade Books for Children: www.socialstudies.org/resources/notable

* Children Search Engine: www.kidrex.org

* Library of Congress/American Memory (primary source documents): <http://memory.loc.gov/ammem>

* G.I.S. Map Collection www.cardinalscholar.bsu.edu

Integrated Thematic Unit (See 'Weekly Schedule' for due date)

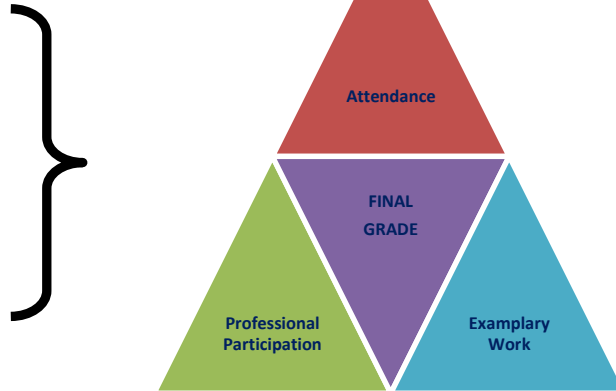
Research a social studies topic and create **original** social studies instructional lessons. Materials derived from Pinterest, Teachers Pay Teachers, or other websites are not allowed. Details will follow. (NACE: [Oral/Written Communications](#); [Teamwork/Collaborations](#); [Professional/Work Ethic](#); [Career Management & Global/Intercultural Fluency](#))

Grades: The three factors that impact your grade

Canvas is ONLY used to post your grades on assignments and submit your final grade.

The grade you earn in this class is based on the *quality of work* performed in completion of course requirements.

Final Grades are usually due the Wednesday after the semester ends.



1) Attendance: it is YOUR responsibility to keep track of your attendance. In this class, there is a strong link between sporadic attendance, class participation, and a low final grade - just ask those who've taken this course!

You are expected to arrive on time and stay for the duration of the class period. **Each student is permitted two unexcused absences. Exceeding this limit will drop your final grade a half-letter for each occurrence.**

Attendance will be taken each day and it is expected that you will regularly **attend in person**. Zoom attendance not a normal occurrence. **This requires the professor's permission and is used at the professor's discretion.**

To have an absence excused from class, inform me or your reason, provide documentation of or your reason, and we'll discuss if an exception will be made to have your absence excused.

2) Professional participation in class: includes being present, exhibit collaborative efforts, active listening, valuable contributions in discussions. **Failure to weekly exhibit these qualities in class will result in lowered final grade.**

As a class, we will discuss being professional and what we should expect from one another. Becoming an effective teacher includes demonstrating professional dispositions, which include attitudes, habits of action, and commitments that foster student learning and assist in elevating the education profession, as well as in interacting with families, community members, and colleagues. The Ball State Disposition Assessment System is a systematic, consistent approach to assessing and supporting teacher candidates' disposition growth throughout their preparation. Information about the rubric, procedures, and alert policy are available on the [OTES webpage](https://www.bsu.edu/academics/collegesanddepartments/teachers-college/centers-schools-and-offices/otes).

<https://www.bsu.edu/academics/collegesanddepartments/teachers-college/centers-schools-and-offices/otes>

Ball State University is committed to providing a healthy working and learning environment for the entire campus community and is a tobacco-free campus.

Policy is found and explained here: <https://www.bsu.edu/about/administrativeoffices/tobacco-free-campus>

3) Exemplary work on all assignments, tasks, and projects: displaying understanding of assignment tasks by work submitted

Grading Scale:

A 95-100	A- 92-94	
B+ 88-91	B 85-87	B- 82-84
C+ 78-81	C 75-77	C- 72-74

Due to the nature of this course, if you earn a grade lower than a C in SS 397, you will need to retake the course, preferably with a different instructor.

- Student Academic Ethics -Academic Dishonesty

The BSU Policy on Academic Dishonesty applies and is enforced in this course, which includes plagiarism. Please review the university policy at www.bsu.edu/studentcode.

- Information Technology Users' Privileges and Responsibilities

Students may not reproduce, distribute, or publicly post their course materials without the professor's permission – including handouts posted on Canvas.

I'm glad you're in the class - LET'S GROW TOGETHER!

DAILY AGENDA w/ DUE DATES

Color Key:

Black – Classroom

Wellness Checks/ Blue - Academic Check – Complete before class

Red – Canvas Task

<u>Date</u>	<u>Topic</u>	<u>Activity</u>	<u>Assignment/Homework</u>
(M) Jan. 5 th	Introductions & Expectations	<p align="center">Welcome to SS 397 & Teaching! & Establish Community of Learning Class Contract & Personal Commitments</p>	<p>Register for Learning for Justice newsletter www.learningforjustice.org</p> <p>Register for National Council for Social Studies newsletter www.ncss.org</p>
(W) Jan. 7 th	Introductions & Expectations	<p>Continued discussion & reflections on from featured readings/articles</p> <p>“What inspires you to teach social studies?”</p> <p>https://www.edweek.org/teaching-learning/when-it-comes-to-social-studies-elementary-teachers-are-on-their-own/2023/03</p>	Complete by next class
(F) Jan. 9 th	Variety of Methods	<p>Guidelines for Teaching in Diverse Classrooms Strategy: <u>Jigsaw Method</u></p>	Complete Learning Guide for the week
(M) Jan. 12 th	Primary Mission	<p align="center">~ Primary Mission – Walter Parker ~ ~Meet Your Support System~ Indiana Department of Education www.in.gov/doe/students/indiana-academic-standards/social-studies/</p> <ul style="list-style-type: none"> ✓ Overview ✓ Content area ✓ Priority Standards 	
(W) Jan. 14 th	Primary Mission	Continued discussion & reflections from featured readings/articles	Complete by next class
(F) Jan. 16 th	Primary Mission IDOE Position Statement	<p align="center">~Meet Your Support System ~ Indiana Department of Education cont. www.idoe.gov</p> <ul style="list-style-type: none"> ● Scope & Sequence ● IDOE Memo 	Complete Learning Guide for the week
(W) Jan. 21 st	Primary Mission	Continued discussion & reflections from featured readings/articles	Complete by next class
(F) Jan 23 rd	Primary Mission of SS	<p align="center">~Survival Kit Introduction~ Review list of Free Teacher Resources https://www.wgu.edu/heyteach/article/top-10-free-lesson-planning-resources-teachers1809.html</p>	Complete Learning Guide for the week
(M) Jan. 26 th	Primary Mission	<p align="center">~Meet Your Support System~ Learning for Justice www.learningforjustice.org</p> <ul style="list-style-type: none"> ✓ IDOE Memo ✓ Anchor Standards & Domains ✓ Outcomes & Scenarios 	
(W) Jan. 28 th	Primary Mission	<p align="center">~Meet Your Support System~ National Council of Social Studies & C3 Framework www.ncss.org</p>	
(F) Jan. 30 th	Primary Mission IDOE Position Statement	<p align="center">~Meet Your Support System~ Putting it All Together www.learningforjustice.org</p> <ul style="list-style-type: none"> ✓ IDOE Scope & Sequence ✓ SJ Outcome & Scenarios ✓ NCSS Content area/Four Dimensions 	Complete Learning Guide for the week

(M) Feb. 2 nd	Classroom Scenarios Teacher as Ally	<p align="center">~Think-Pair-Share or Fishbowl~</p> <p>In your groups, discuss how you'd respond AND STILL advocate for students. What resources would help?</p> <ul style="list-style-type: none"> • "Winter Party" • "Two Moms" • Pink Means & What Would YOU Do? 	Bring to NEXT class a children's book and resource that positively supports a unique classroom scenario
(W) Feb. 4 th	Primary Mission IDOE Position Statement	<p align="center">~Think-Pair-Share or Fishbowl~ cont.</p> <p>In your groups, discuss and share the resource you brought that positively supports the classroom. What resources would help?</p> <ul style="list-style-type: none"> • For teachers? • For students? • For both? 	Bring back the SAME children's book & resource to the NEXT class
(F) Feb. 6 th	IDOE SJ C3 Framework	<p align="center">Putting it All Together</p> <p>In your same groups, discuss and share how the resource meets:</p> <ul style="list-style-type: none"> • IDOE Scope & Sequence • SJ Outcome & Scenarios • NCSS Content area/Four Dimensions 	Complete Learning Guide for the week
(M) Feb. 9 th	Teacher as Ally	<p>Continued Discussion & Reflections from featured readings/articles (choose one from each category)</p> <p align="center">Featured Articles:</p> <p>For the Teacher:</p> <p>How to be an Ally for Social Justice https://www.youtube.com/watch?v=k_NuvHuEEgU</p> <p>Five Tips for Being an Ally https://www.youtube.com/watch?v=dg86g-QlMO</p> <p>Teaching Students About 9-11 https://www.youtube.com/watch?v=TIPKtocWpmg</p> <p>For the Classroom:</p> <p>Learning About Difference and Belonging Through Books https://www.youtube.com/watch?v=VbKnaHR1FO4&t=45s</p> <p>From Mistakes to Opportunities https://youtu.be/gRODypYWAds?si=uXIMKU31oUaORvvM</p> <p>How to Teach Students to Manage Conflicts https://www.youtube.com/watch?v=rpJbht1URSw</p> <p>Muslim Students in America https://www.youtube.com/watch?v=38cvnHEysuY&t=2s</p>	Complete by next class
(W) Feb. 11 th	Allyship & Brave Teaching	<p align="center">Brave Teaching</p> <p>Watch as a class Effective Allyship https://www.youtube.com/watch?v=3EcuDFdjUd8</p>	
(F) Feb. 13 th	Brave Books & Assignment	<p align="center">Brave Book Assignment</p> <p align="center">Preview Past Assignments</p> <p align="center">Continued discussion on Canvas & Brave Read-Alouds</p> <p align="center">Mai Story Book https://www.youtube.com/@MaiStoryBook</p>	Complete Learning Guide for the week Complete Academic & Wellness Check

(M) Feb. 16 th	SJ & IDOE Standards w/ Geography Curriculum & C3 Framework	History Has Context “What Does Geography Cover?” Scope and Sequence & MR. HeLP [Notes Pt. 1]	
(W) Feb. 18 th	Brave Teaching	History Has Context “What Does Geography Cover?” (cont.) Go to Bracken to identify children’s literature and connect with MR. HeLP	
(F) Feb. 20 th	Brave Books	History Has Context “What Does Geography Cover?” (cont.) <i>Edutopia: Explore Writing & Social Studies with Math</i> https://youtu.be/1YD9WCwgPOI?si=fe9Ii0B-2QK_uzve Meet in Bracken. Take inspiration from Edutopia video to create an activity that connects with a MR. HeLP theme & book from Wednesday.	Complete Learning Guide for the week
(M) Feb. 23 rd	Geography Curriculum	History Has Context “How Can You Teach Geography?” Teaching Tools: Maps and Globes [Notes Pt. 2]	
(W) Feb. 25 th	Geography Curriculum	Let’s Go Exploring! GIS Map Collections – Melissa Gentry Meet in Bracken for presentation by GIS Specialist	
(F) Feb. 27 th	Geography w/ Literature	History Has Context “How Can You Teach Geography?” Teaching Tools: Maps and Globes Meet in Bracken. Take inspiration from both presentations to identify a resource that supports book from previous experiences.	Complete Learning Guide for the week
MONDAY, MARCH 2ND – FRIDAY, MARCH 6TH SPRING BREAK – NO CLASS			
Monday, March 9th – Friday, March 13th Dr. Stewart consults with groups over activities – see schedule to meet on your particular date.			
(M) March 16 th	Brave Teaching	<u>Brave Book Activities Due Today</u> ‘Show and Tell’ at Bracken Library Explain your brave book & activity	
(W) March 18 th	Economics w/ Literature	“Teaching Economics with Children’s Lit.” Various read alouds Connect with grade level focus	
(F) March 20 th	Economics w/ Literature	~Teaching Economics: What does it cover?” https://youtu.be/8X03VasFY38?si=73-j6cAYXHsvyHQ <ul style="list-style-type: none"> ● Needs vs Wants ● Goods & Services ● Connecting Children’s Literature 	Complete Learning Guide for the week
(M) March 23 rd	Economics w/ Literature	“Teaching Economics: What does it cover?” https://www.doinggoodtogether.org/bhf-book-lists/picture-books-hunger-poverty-homelessness <ul style="list-style-type: none"> ● Scarcity ● Choice ● Connecting Children’s Literature 	

(W) March 25 th	Economics w/ Literature	<p>“Teaching Economics: What does it cover?” https://www.readbrightly.com/10-books-budding-entrepreneurs-can-kids/</p> <ul style="list-style-type: none"> ● Resources ● Money ● Entrepreneur ● Connecting Children’s Literature 	
(F) March 27 th	Economics w/ Literature	<p>“Teaching Economics: What does it cover?” Choosing Great Literature</p>	Complete Learning Guide for the week
(M) March 30 th	Thematic Unit of Your Choice	<p><u>Thematic Unit Assignment Explanation</u> Topic choice Grading rubric</p>	
(W) April 1 st	Lesson Construction	<p><u>Thematic Unit Assignment</u> Find the Standard</p>	
(F) April 3 rd	Lesson Construction	<p><u>Thematic Unit Assignment</u> View Past Samples & Lesson Templates</p>	Complete Academic & Wellness Check
(M) April 6 th	Lesson Demonstration	<p>Anticipation Guide (share sample topics and unit examples)</p>	
(W) April 8 th	Lesson Demonstration	<p>Idea Teach (share sample topics and unit examples)</p>	
(F) April 10 th	Lesson Demonstration	<p>Inquiry Teach (share sample topics and unit examples)</p>	Complete Learning Guide for the week
(M) April 13 th	Lesson Demonstration	<p>RAFT (share sample topics and unit examples)</p>	
<p>(W) April 15th – (M) April 27th Dr. Stewart consults with groups: topic, objectives, learning activities, and standards See schedule for your meeting day and time.</p>			
<p><u>Interdisciplinary Brave Unit & Social Studies Survivor Kit Due TODAY</u> <u>Presentations occur during Final Exam time</u> <u>Uploaded on Canvas during these times only.</u></p>			
<p>11:00 a.m. Class – Thursday, April 30th 9:45-11:45 a.m. 1:00 p.m. Class – Friday, May 1st 12:00-2:00 p.m.</p>			