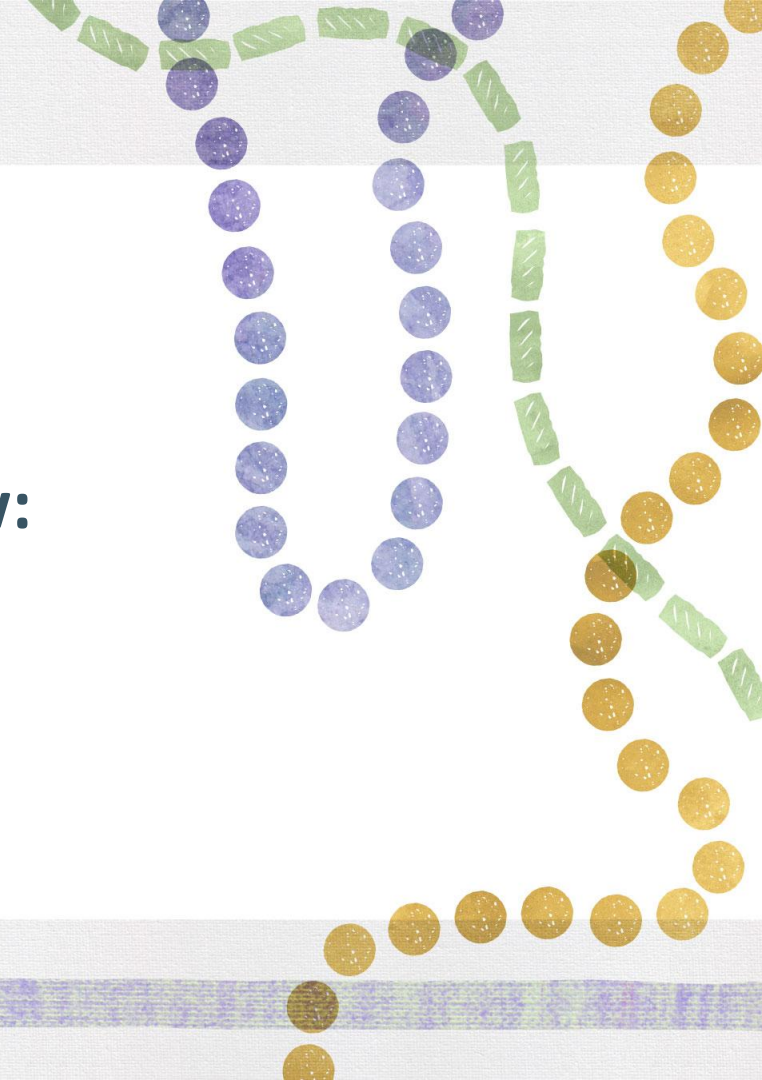




**Louisiana's Social Studies
Standards Review:
August 16, 2021
BESE Update**

Social Studies Standards Review: Why Now?



Standards and Curriculum

Standards:

- Represent a **goal or outcome** of an educational program.
- Are vertically aligned, expected outcomes for all students.
- Establish a statewide baseline of what students should know and be able to do at the conclusion of a grade or grade-span.
- Do not dictate the **design of a lesson plan or how units should be organized**.

Example: Each student will run a 5k by the end of third grade (ambitious!)

Standards and Curriculum

Curriculum:

- The planned interaction of students with **instructional content, materials, resources, and processes** for evaluating the attainment of educational standards.
- In Louisiana, all districts are able to purchase instructional materials that are best for their local communities since those closest to students are best positioned to decide which instructional materials are appropriate for their district and classrooms.

Example: Couch to 5k program, daily walk/run and healthy eating, etc.

Setting the Context

- The Louisiana Student Standards for Social Studies were last revised in 2010-2011.
- BESE Bulletin 741, §2301 states, “The Louisiana content standards shall be subject to review and revision to maintain rigor* and high expectations for teaching and learning. Such review of each content area shall occur at least once every seven years.”

**Rigor: instruction, schoolwork, and educational expectations that are academically, intellectually, and personally challenging*

Current Content Sequence (2011)

Louisiana History	Grade 3	Prehistory to present day
U.S. History: Survey	Grade 4	1492 - present day
Pre-columbian Americas - French and Indian War	Grade 5	1300 AD - 1763 AD
World History	Grade 6	12,000 BC - 1455 AD
U.S. History: Revolution - Reconstruction	Grade 7	1763 - 1877
Louisiana History	Grade 8	prehistory to present day
U.S. History: Manifest Destiny - Present	HS	1877* - 2010's

Key Issues with Current Standards

- **Content unnecessarily repeated in multiple grades**
 - Example: European explorers are addressed in the standards in grades 2, 3, 4, 5, 6, 8, and High School World History.
- **Some essential, highly complex content is taught at the elementary level and never again**
 - Example: Effects of conquest on indigenous populations and origins of American slavery are only addressed in the 5th grade standards.
- **Some content not accessible for the grade level**
 - Example: Primary sources for early American history and Louisiana history are difficult to understand in 3rd and 4th grade.



Fordham Institute Report

Civics Score: C	United States History Score: B+
Content and Rigor: 4/7	Content and Rigor: 6/7
Clarity and Organization 2/3	Clarity and Organization 2/3
Total Score 6/10	Total Score 8/10

Fordham Institute Report: Weaknesses

- **No specific civics skills** are defined and called out.
- Organizational and **sequencing flaws** need attention.
- Despite much ‘comparing,’ ‘describing,’ and ‘explaining’ in grades K–8, there is no expectation that students master more sophisticated skills, such as **distinguishing between fact and opinion or detecting bias**.
- Some of the **content covered in the elementary level is too advanced**, and (sometimes) is not revisited in middle or high school. *Example: 4th graders are expected to explain the different interpretations of the 14th amendment in Plessy vs Ferguson and Brown v. Board of Education.*

Fordham Institute Report: Recommendations

- Ensure that federalism and the Fourteenth Amendment are covered in high school
- Add civics-related skills to the standards
- Shift some of the impressive U.S. History content from the K–8 level to a full high school survey and provide a more basic U.S. History introduction in earlier grades.
- Clarify the status of the companion documents in the main standards documents.

BESE Revision Goals

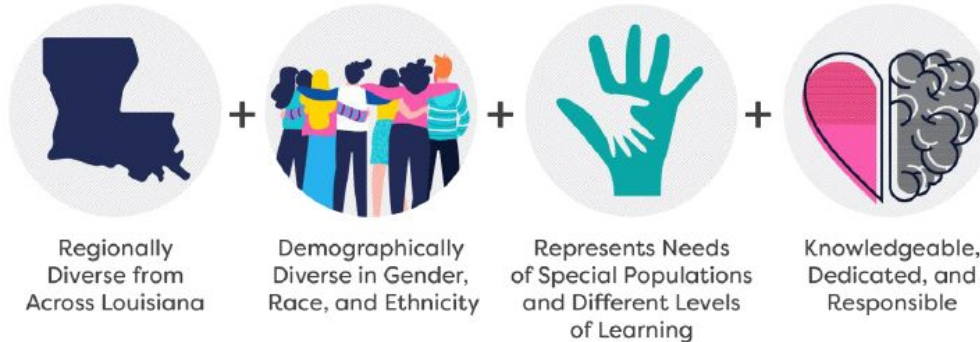
1. Shift to an **inquiry-based approach** with a balanced focus between acquisition of knowledge and disciplinary skills.
2. Create a more **coherent sequence of content**, so students are better able to build and retain knowledge over time.
3. Strengthen instruction at the **elementary level** to ensure students are prepared for secondary and post-secondary coursework.
4. Better integrate the historical **perspectives** of people from all different backgrounds.
5. Provide students with opportunities to utilize **strong critical thinking skills** to evaluate and synthesize information.

Timeline, Application, Committee Selection, and Standards Review Process



Review Process Guiding Principles

1. **Diversity of perspective** - As closely as possible, committee membership reflects the geographic and demographic diversity of the state's student population.
2. **Public input** - The review process will include opportunities for the public to weigh in on every standard. In addition, all committee meetings will be open to the public.



Standards Review Timeline to Date (1/2)

December 15, 2020	BESE voted to review Louisiana Student Standards for Social Studies
December 18, 2020	LDOE released* an application to serve on committee (via News Release, social media, and the School System Newsletter)
February 1-March 05, 2021	8 LDOE staff members reviewed 328 applications using rubric aligned to BESE priorities
March 9, 2021	BESE approved Social Studies Content Standards Review Committee and Workgroups
March 27, 2021	First Steering Committee Meeting
March 29-present	Content workgroup members working asynchronously on standards

*The announcement was released Dec 18th 2020 via a [News Release](#) and social media ([Facebook](#) and [Twitter](#)). The announcement was also shared via the [January 26 School System Newsletter](#).

Standards Review Timeline to Date (2/2)

April 1, 2021	First Steering Committee Meeting deck and video posted in the Standards Committee Review Library
March 28-June 17, 2021	Content Workgroups developed initial draft inquiry and content standards
May 24-June 11, 2021	Teacher Leader Summit In-Person and Virtual Update Sessions; session deck posted to Standards Committee Review Library
June 18, 2021	Draft revised standards posted in the Standards Committee Review Library
June 26, 2021	Second Steering Committee Meeting
June 27, 2021	Second Steering Committee Meeting deck and video posted in the Standards Committee Review Library
July 15, 2021	Steering Committee notified of rescheduled July 31st meeting

Application Promotion (1/2)

LOUISIANA DEPARTMENT OF EDUCATION ACCEPTING APPLICATIONS FOR SOCIAL STUDIES STANDARDS REVIEW COMMITTEES

Dec 18, 2020

BESE voted to review Louisiana Student Standards for Social Studies during December meeting

BATON ROUGE, La. -- The Louisiana Department of Education is inviting stakeholders to help update the state's social studies standards. The Board of Elementary and Secondary Education (BESE) voted to review the Louisiana Student Standards for Social Studies during its meeting Wednesday. The Department is currently accepting applications for the standards review committees. All interested Louisiana teachers, school system staff, administrators, parents, students, and community members are encouraged to apply. The deadline for submission is February 1 at 8 a.m.



LDOE @La_Believes · Dec 18, 2020

Participate in a review of the Louisiana social studies standards. Louisiana teachers, staff, administrators, parents, students, and community members are encouraged to apply. #LouisianaBelieves #LaEd ow.ly/bOvK50CPGlg



Louisiana Department of Education

December 18, 2020 · 🌐

We're inviting our stakeholders to participate in a review of the Louisiana Student Standards for Social Studies. All interested Louisiana teachers, school system staff, administrators, parents, students, and community members are encouraged to apply for our standards review committees. The deadline is February 1 at 8 a.m. #LouisianaBelieves

DEPARTMENT OF
EDUCATION
Louisiana Believes

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LOUISIANA DEPARTMENT OF
EDUCATION ACCEPTING APPLICATIONS
FOR SOCIAL STUDIES STANDARDS
REVIEW COMMITTEES

BATON ROUGE, La. -- The Louisiana...

#

Application Promotion (2/2)

Social Studies Student Standards Revision Process

Please share with social studies supervisors and social studies teachers for grades K-12.

The Louisiana Student Standards for Social Studies will be revised in 2021. The [application](#) to participate in the standards revisions committees is live with applications due by **February 1 at 8 a.m.** The standards committees will consist of a steering committee, a grades K-5 elementary content expert workgroup, and a grades 6-12 secondary content expert workgroup. Committees will be composed of Louisiana teachers, higher education representatives, school and school system leaders, parents, students, and community members. The committees will represent all regions of Louisiana as well as the demographic diversity of the state. Committee meetings will be conducted on to-be-determined dates starting in March and continuing through July. All committee meetings will be open to the public. Interested Louisiana teachers, district staff, administrators, parents, students, and community members may [apply](#).

The revised standards are slated to be completed in October. The 2011 Louisiana Student Standards for Social Studies will still be implemented in the 2021-2022 school year, with opportunities for learning and development on the revised 2021 standards. The revised 2021 standards will be implemented in the 2022-2023 school year.

Please contact classroomsupporttoolbox@la.gov with questions.

Applications

- **Parents, guardians, community members and students** submitted* responses detailing their role, reason for applying, qualifications to represent LA parents and students, and belief in importance of social studies and the review process.
- **Educators** submitted* responses detailing their current roles and the courses and content taught, educational background, reasons for applying and their beliefs regarding effective social studies instruction.

*328 educators, parents, guardians, community members, and students submitted responses to the [online application](#).

Scoring Process

- Eight people from four teams within the Department (Educator Development, Academic Content, Assessment Development, School Improvement) reviewed the applications using a rubric that reflected the goals outlined by BESE for the review in December 2020.
- Each application (after having identifying information removed) received multiple reviews. The scores were averaged and ranked from lowest to highest.
- The ranked applications were separated by geographical region to ensure that the committee would be comprised of teachers and stakeholders from all parts of Louisiana.

Committee Organization and Roles

Steering Committee

28 members (2 non-voting)

Guides process and updates

**Makes final recommendation
to BESE**

Content Workgroups

18 members each

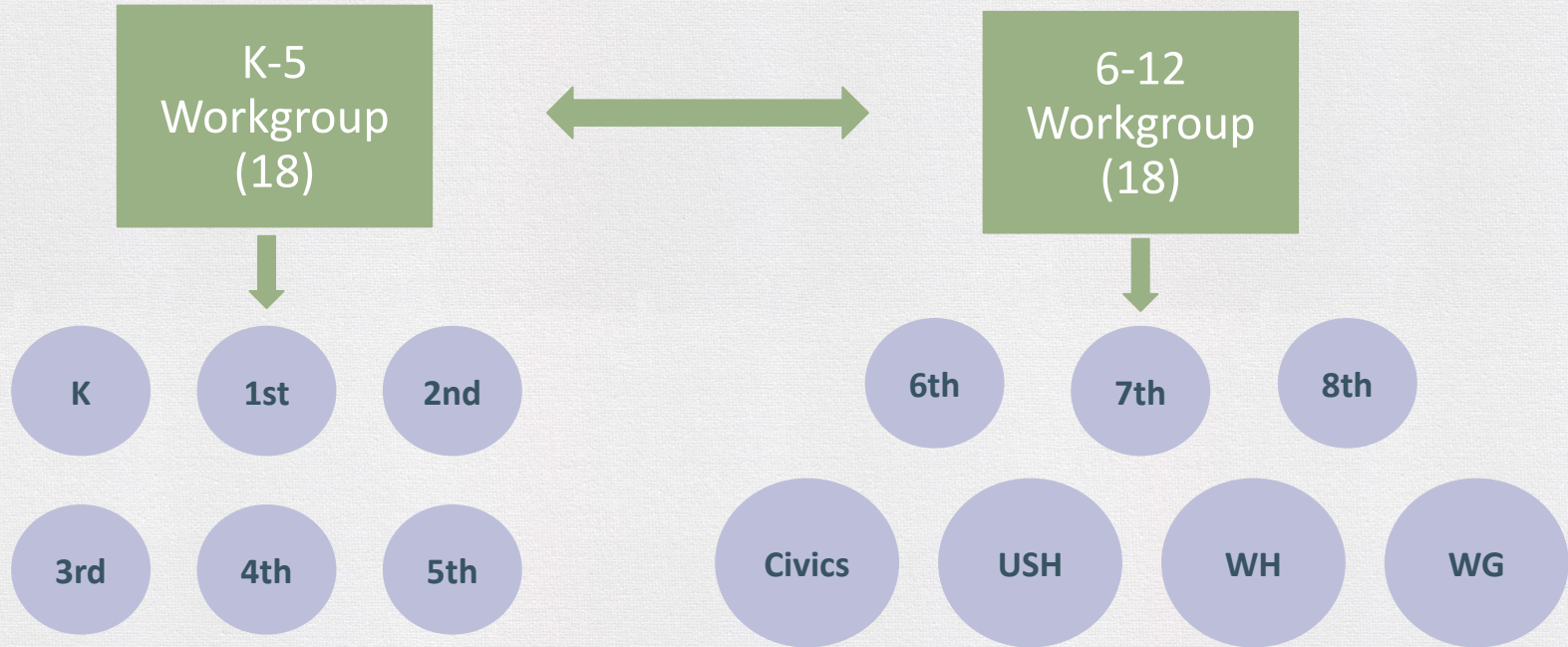
Reviews public comments

Drafts standards

*Each workgroup is represented
on the Steering Committee*



Content Workgroup Organization



Resources (1/3)

- [2011 Louisiana Social Studies Standards](#)
- [Crosswalk between 2011 standards and June 2021 draft](#)
- [Social Studies standards from other states](#)
- AP [course descriptions](#) for US History, Government and Politics, Human Geography, and World History
- [Inclusive language guide](#)
- [Guidance for writing content standards](#)

Resources (2/3)

C3 Framework:

- Provides states with voluntary guidance for upgrading existing social studies standards. Created by the National Council of Social Studies through collaboration of representatives from a group of state education agencies and from the leading organizations in social studies and its individual disciplines.
- **Does not include** all that can or should be included in a set of robust social studies standards.
- Intentionally preserves the choices around the selection of curricular content taught at each grade level as a decision best made by each state.



Resources (3/3)

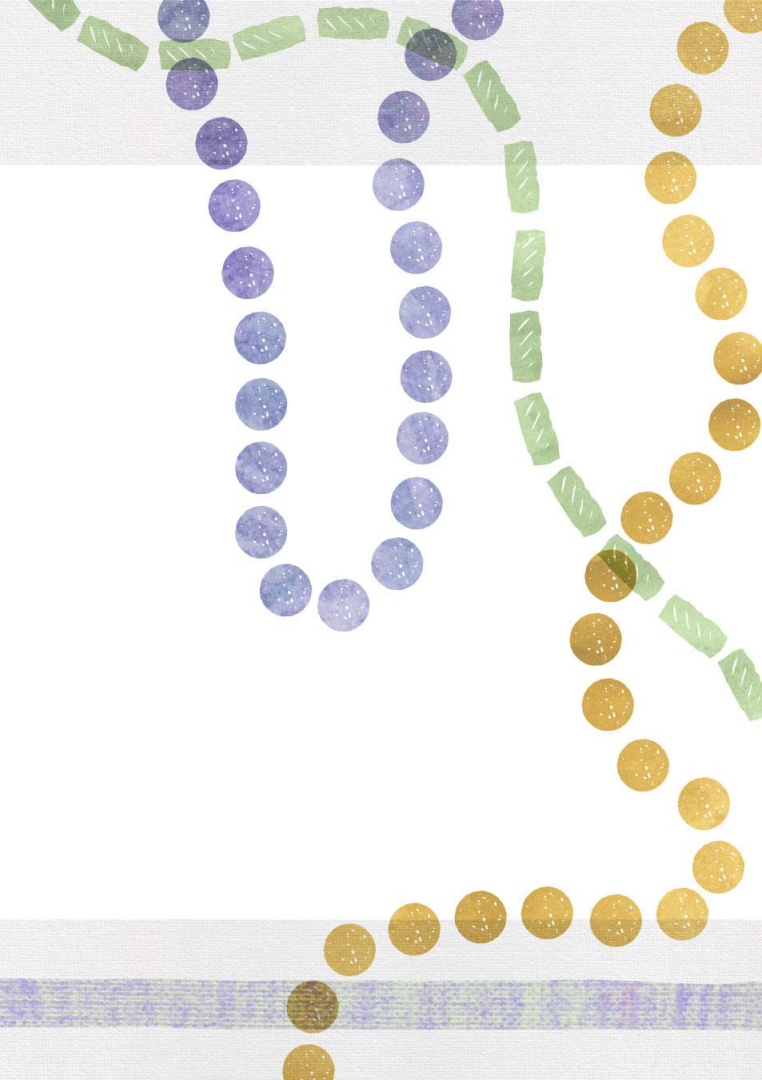
Educating for American Democracy Roadmap:

- Offers an inquiry framework (complementary to C3) that weaves history and civics together and inspires students to learn by asking difficult questions, then seeking answers in the classroom through facts and discussion.
- The Roadmap is neither a set of standards nor a curriculum. The roadmap offers a series of “design challenges” related to US history and civics education, along with potential lines of inquiry for students.

Example: How do we help students make sense of the paradox that Americans continuously disagree about the ideal shape of self government but also agree to preserve shared institutions?



Draft Standards: Inquiry Based Instruction



What is inquiry-based instruction?

Inquiry, according to its definition, is a request for information, an examination of facts.

Through inquiry-based instruction, students learn foundational content and **are encouraged to explore the material, ask questions, and generate and defend claims.**

Inquiry emphasizes expressing understanding through writing and speaking and builds on the natural curiosity of students and increases engagement by making learning meaningful.



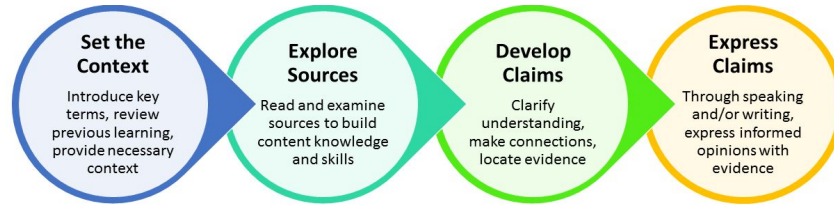
Inquiry in Social Studies

Louisiana teachers have been using an inquiry-based approach in their classrooms for years.

- Many teachers already use instructional materials that incorporate inquiry, though they are far from a complete curriculum. The DBQ Project, Stanford History Education Group, and the OER Project are all examples of this.

The department has offered professional development sessions related to inquiry-based instruction at multiple teacher leader summits, dating back to at least 2016.

- Example: “[Lesson Planning in Social Studies Using the Updated Scope and Sequences](#)”
- At the 2018 Teacher Leader summit, teachers explored inquiry through an instructional task.



1987

- Apply divergent thinking in formulating hypotheses and generalizations capable of being tested.
- Identify and locate sources of information and evaluate the reliability of the relevance of those sources.

2021 Draft Standards

- Construct and refine claims and counterclaims with clear reasoning, and evaluate the strengths and limitations of the claims and counterclaims.
- Evaluate the credibility of a variety of sources including those located through self-directed research by examining the following:
 - A. How the author's identity influenced the perspective provided.
 - B. Whether a source is primary, secondary, or tertiary.
 - C. The origin, structure, and context of the source's creation along with scholarly interpretations of the source.



Understanding Inquiry-Based Instruction

Students...

- are still expected to learn factual, fundamental content via direct instruction.
- respond to and craft legitimate questions about social studies content.
- develop claims about social studies topics through engagement with primary sources and scholarly interpretations of them (e.g. Declaration of Independence, Bill of Rights).
- deliberate and debate claims and counterclaims with their peers, then express valid claims in a variety of ways.

Teachers...

- provide background information and context to any investigation through targeted lectures, videos, and concise scholarly sources.
- provide frame for investigations and guides and assists in generating compelling and supporting questions as needed.
- support the development of historically valid claims, challenges students with engaging counterclaims and points out evidentiary weakness or illogical argumentation.

Revised Content Sequence



Current Content Sequence (2011)

Louisiana History	Grade 3	Prehistory to present day
U.S. History: Survey	Grade 4	1492 - present day
Pre-columbian Americas - French and Indian War	Grade 5	1300 AD - 1763 AD
World History	Grade 6	12,000 BC - 1455 AD
U.S. History: Revolution - Reconstruction	Grade 7	1763 - 1877
Louisiana History	Grade 8	prehistory to present day
U.S. History: Manifest Destiny - Present	HS	1877* - 2010's

Revised Content Sequence (2021)

World History I	Grade 3	Approx. 70,000 years ago - 600 BC
World History II	Grade 4	600 BC - 700 AD
World History III (bridge to U.S. history)	Grade 5	700 AD - 1600 AD
U.S. and Louisiana History I	Grade 6	1600 - 1791 AD
U.S. and Louisiana History II	Grade 7	1789 - 1877 AD
U.S. and Louisiana History III	Grade 8	1877 - 1975 AD
U.S. and Louisiana History IV	HS	1898* - 2010* AD
Civics	HS	The Enlightenment - 2010



Revised Implementation and Assessment Timeline



Extended Timeline



LOUISIANA DEPARTMENT OF EDUCATION

July 16, 2021

Social Studies Standards Workgroup and Steering Committee,

First, let me thank you for the incredible work you are doing. Your commitment to excellence is building an academic foundation that provides students with the needed skills to succeed inside and outside of the classroom. I'm truly honored to work side by side with each of you.

Back in December, we began the process of opening applications, selecting individuals to serve on the steering committee and workgroups, and began engaging in the difficult yet rewarding work of reviewing and revising standards. An essential part of this process is receiving feedback from the public as our workgroups continue to draft and revise. We have received a large amount of feedback as a part of this undertaking.

Therefore, I am rescheduling the upcoming July 31st meeting of the steering committee and setting it for Saturday, September 25th. This change will allow the workgroup members the time they need to effectively incorporate feedback into the standards. I believe adopting the correct set of standards is vastly more important than meeting a predetermined timeline. Let's be clear: our kids deserve better, more rigorous standards. Our shared future in a democratic republic depends on us.

Thank you again for all your hard work. I am excited to see what continued progress you make in the coming months.

Dr. Cade Brumley
Louisiana State Superintendent

Louisiana Believes

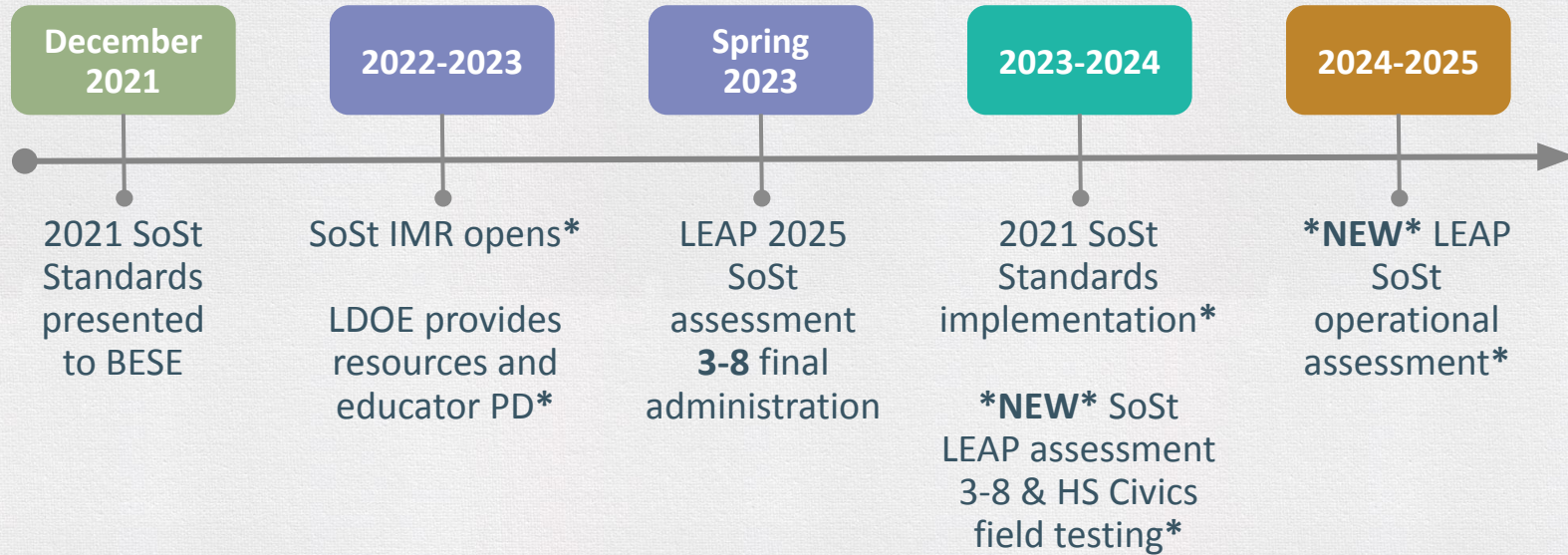
POST OFFICE BOX 94064 | BATON ROUGE, LA 70804-9064 | 1.877.453.2721 | WWW.LOUISIANABELIEVES

“This change will allow the workgroup members the time they need to effectively incorporate feedback into the standards. I believe adopting the correct set of standards is vastly more important than meeting a predetermined timeline. Let’s be clear: our kids deserve better, more rigorous standards.”

Standards Review Timeline

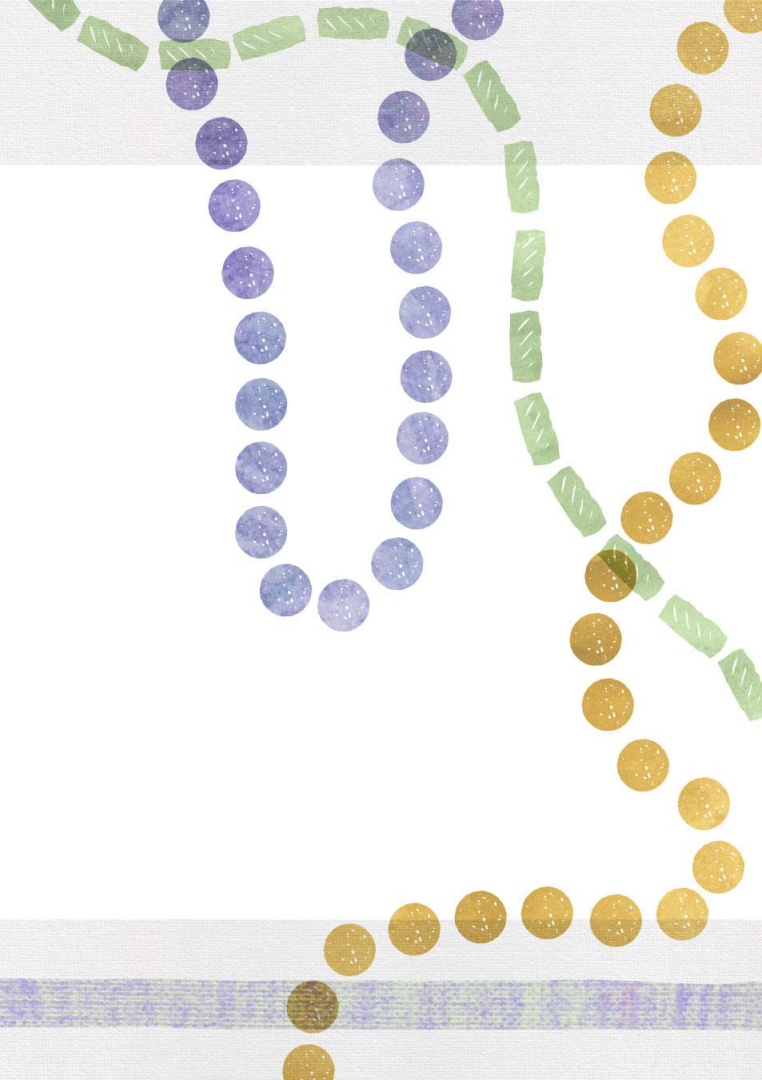
September 25, 2021	Steering Committee votes to endorse revised standards
October 2021	30 day Public comment period on revised standards
December 2021	Revised standards and public comment presented to BESE
2022-2023	LDOE provides resources and educator professional development (starting Teacher Leader Summit 2022)
Spring 2023	LEAP 2025 Social Studies assessment 3-8 final administration
2023-2024	Revised Louisiana Student Standards for Social Studies implemented in districts
2023-2024	New Social Studies assessment grades 3-8 & HS Civics field testing
2024-2025	New Social Studies assessment grades 3-8 & HS Civics operational assessment

Updated Implementation and Assessment Timeline



*pending approval of the 2021 SoSt standards by BESE

Questions



World History Sequence Breakdown

Grade	Years	Major Topics
3	70,000 years ago - 600 BC	Early human migration and settlement, characteristics and development of complex societies and civilizations, world geography and the locations of first civilizations (Sumerian, Egyptian, Kush, Harappan, Shang, Olmec), settlement in the Mississippi River Valley.
4	600 BC - 700 AD	Development and decline of: Greek city-states, Roman Republic and Empire, Qin and Han dynasties, Kingdom of Axum, Mauryan Empire, Classical Maya. World geography and locations of second-wave civilizations and empires. Greco-Roman influences on democratic ideals and concept of citizenship.
5	700 AD - 1600 AD	Feudalism, The Crusades, Song Dynasty and Mongolian Empire, Bubonic Plague, Renaissance and Reformation; Aztec, Inca, Mali, and Songhai Empires, European exploration and colonization, development of Columbian Exchange and the transatlantic slave trade. The Renaissance's influence on democratic ideals and concept of citizenship.



United States and Louisiana History Breakdown

Grade	Years	Major Topics
6	1600 - 1791 AD	English colonization, The Enlightenment, Mercantalism, French and Spanish Louisiana, institution of slavery, French and Indian War, American Revolution, Constitutional Convention, and the Bill of Rights.
7	1789 - 1877 AD	The Constitution and other founding documents, French and Haitian Revolutions, Louisiana Purchase, Louisiana's territorial period and statehood, Era of Good Feelings, War of 1812, Westward Expansion and Indian Removal, Nationalism and Sectionalism, Civil War, and Reconstruction.
8	1877 - 1975 AD	Rise of Jim Crow, Populism and Progressivism, Gilded Era, Imperialism, Spanish-American War, 1927 Flood, WW1, Huey Long, WW2, the Civil Rights Movement, and the 1974 Louisiana Constitution.
USH	1898 - 2010	Industrialization, Progressive Movement, imperialism, WWI, WW2, Cold War, Civil Rights and other social movements, Vietnam, Globalization, Terrorism, Afghanistan and Iraq Wars, and the Financial Crisis of 2007-2008.

