



# SUMMIT 2021

MAY 25-27 • 2021 | NEW ORLEANS • LA



The background of the slide features a teal and green abstract pattern with organic, blotchy shapes. A horizontal strip of white, torn paper is layered over the center of the image. The text is printed on this white strip.

# Louisiana's Social Studies Standards Review Update



# Session Objectives

By the end of this session you should be able to:

- Identify the priorities, processes, and goals of the 2021 Louisiana social studies standards review
- Explain the work of the steering committee and the content expert workgroups
- Articulate the 2021 Louisiana social studies standards implementation and assessment timeline



# Our Priorities

**Ensure every student is on track to a professional career, college degree, or service.**

**Provide the highest quality teaching and learning environment.**

**Cultivate high-impact systems, structures, and partnerships.**

**Remove barriers and create equitable, inclusive learning experiences for all children.**

**Develop and retain a diverse, highly effective educator workforce.**



# Our Beliefs



Children are our highest priority



Families are our partners



Educators are valued  
professionals



Graduates must be ready



Equity matters



Choice expands opportunities



Schools are invaluable to  
communities



Our future is bright



The image features a central piece of white, lined paper with horizontal blue lines and two vertical red margin lines. The paper is set against a background of a dark teal color with large, irregular, lighter green abstract shapes. The paper has a slightly torn, deckled edge on its right side.

## Priorities, Processes, and Goals



# 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.”
- In [December of 2020](#), BESE voted to review the Louisiana Student Standards for Social Studies, and LDOE opened applications to participate in the standards review committee to Louisiana teachers, school system staff, administrators, parents, students, and community members.

# Standards Review Timeline

December 2020	Release application to serve on committee
March 2021	Seek approval of committee at BESE meeting
March-July 2021	Conduct committee meetings
August 2021	Post for public comment
October 2021	Present standards to BESE
2021-2022	Provide educator professional development; implement in 2022-2023





# Louisiana Educator Feedback





# Louisiana Educator Feedback

- “[The standards] need to match what we are teaching students about inquiry and application based instruction like other subject’s standards do.”
- “We teach a history that is accurate and empowering despite the current Louisiana state standards, not because of them. Please vote to revise these standards, and include diverse voices in the revision of these standards, so that Louisiana students can truly understand what happened in our past, make sense of our present, and build a better future.”
- “Our current state standards miss so many opportunities to guide schools to teach a history that is accurate, empowering, and builds critical thinking skills necessary to be an empowered citizen today.”



# Louisiana Educator Feedback

- “Having taught more than one grade level, I see some unnecessary overlapping of content in some areas then gaps in content in other areas. There is also a lack of cohesiveness in sequencing”
- “From talking with other Social Studies teachers, I think our main concern was revising the way the standards are presented and the order”



# Stop and Jot

- Consider the educator feedback from the previous slides:
  - How does this feedback connect to what you have heard from social studies teachers about the 2011 social studies standards?
  - What is missing from this feedback?



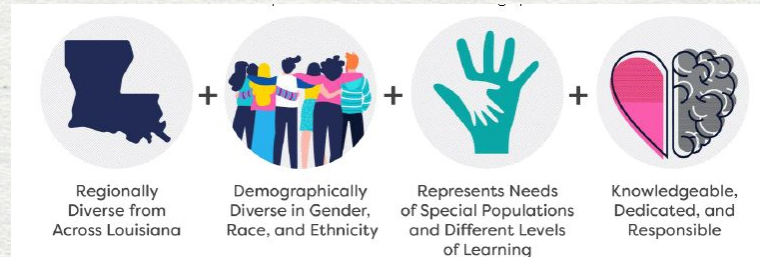
# Revision Goals

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.



# 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.





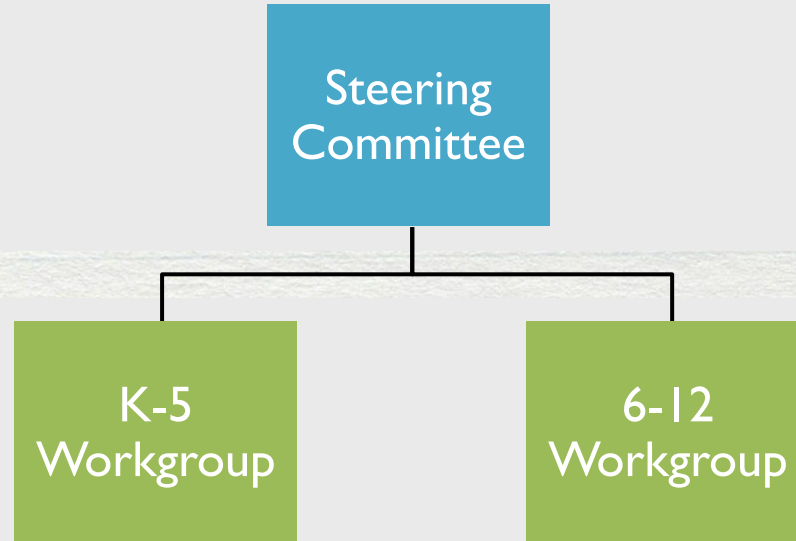
# Committee Organization

## ***Steering Committee***

28 members (2 non-voting)  
Guides process and updates  
Makes final recommendation  
to BESE

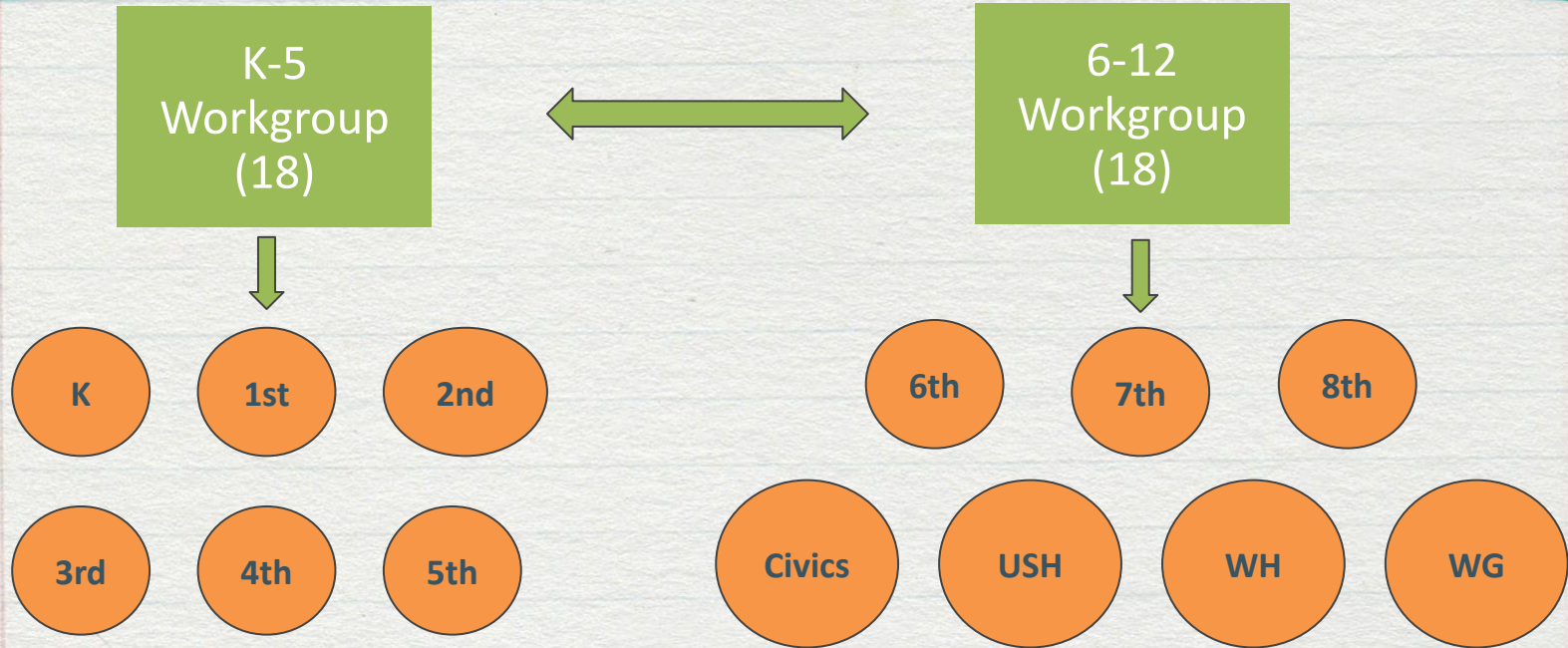
## ***Content Workgroups***

18 members each  
Reviews public comments  
Drafts standards  
*Each workgroup is represented  
on the Steering Committee*





# Content Workgroup Organization



# Steering Committee Directives

As part of the revision processes, the steering committee has directed the content workgroups to:

1. Draft inquiry standards.
2. Use a revised course progression when drafting new social studies standards.



# Stop and Jot

- How do the goals of the Louisiana social studies standards review address the educator feedback we have discussed?
- How does the work of the steering committee and content expert workgroups support these goals?



# Inquiry-Based Instruction



# What is inquiry-based instruction?

Inquiry is a form of active learning that starts by posing questions, problems or scenarios - rather than only presenting established facts. An inquiry-based approach:

- Emphasizes acquisition and application of knowledge to prepare students for college, career and civic life
- Teaches students to be critical consumers of information, in addition to learning social studies content.
- Emphasizes expressing understanding through writing and speaking.
- Builds on the natural curiosity of students and increases engagement by making learning meaningful and applicable in the real world.

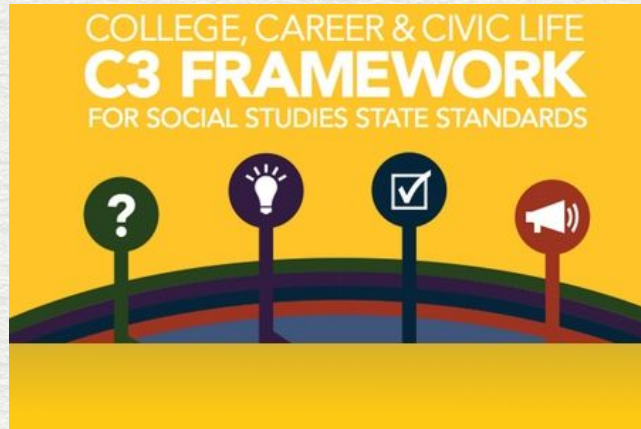
# Why inquiry-based instruction?

“....qualitative and quantitative comparisons of the 42 students’ work revealed improvement in argumentation, reasoning, and evidence-based writing in one class [the inquiry based class], but not the other [direct-instruction model].” - Monte-Sano, 2008

- What do you notice?
- What do you wonder?

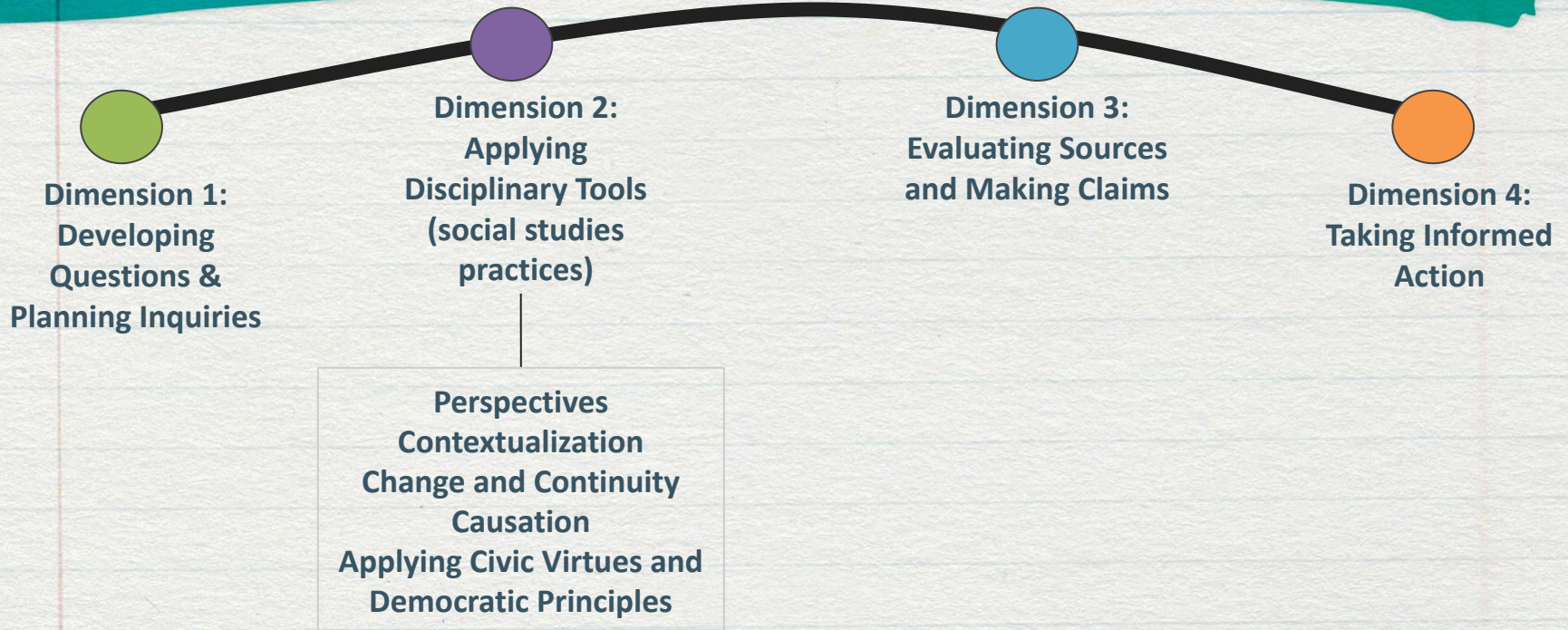


# C3 Framework



- In September 2013, representatives from state education agencies and leading organizations in the field collaborated to create a framework for social studies instruction that is centered around inquiry.
- This C3 Framework (C3 is short for college, career and civic-life) has informed the revision of social studies standards in many states, and is serving as one resource for the content workgroups.

# The Inquiry Arc





# Compelling & Supporting Questions

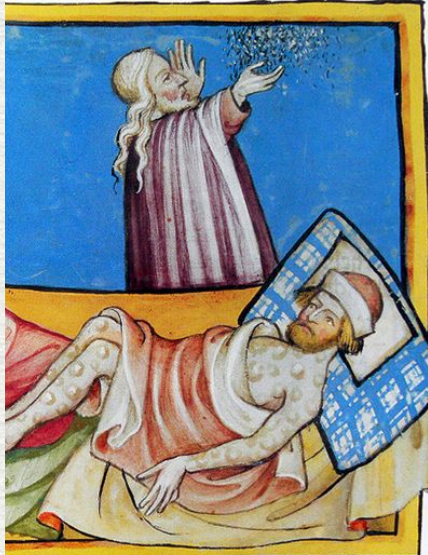
**Compelling :** How has disease changed the world?

**Supporting:**

1. What was the Black Death?
2. How did the Black Death spread so quickly?
3. How did the Black Death affect people in the 14th century?



# What was the Black Death?



“I say, then, that in the year 1348, into the distinguished city of Florence, that most beautiful of Italian cities, there entered a deadly pestilence. Whether one believes that it came through the influence of the heavenly bodies or that God, justly angered by our iniquities, sent it for our correction, in any case it had begun several years earlier in the east and killed an innumerable mass of people, spreading steadily from place to place and growing as it moved west.”

- Giovanni Boccaccio, Decameron, (translated by David Burr) 1353



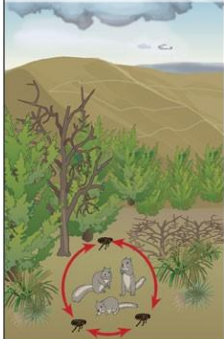
# How did the Black Death spread so quickly?

## Plague Ecology in the United States



### Plague in Nature

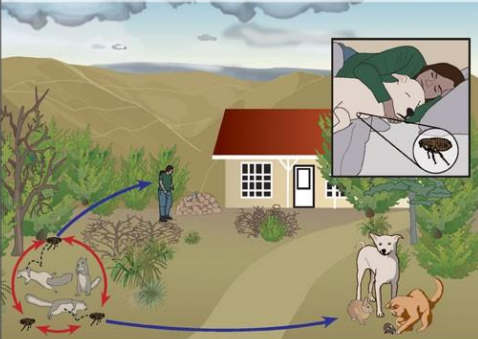
Plague occurs naturally in the western U.S., especially in the semi-arid grasslands and scrub woodlands of the southwestern states of Arizona, Colorado, New Mexico and Utah.



The plague bacterium (*Yersinia pestis*) is transmitted by fleas and cycles naturally among wild rodents, including rock squirrels, ground squirrels, prairie dogs and wood rats.

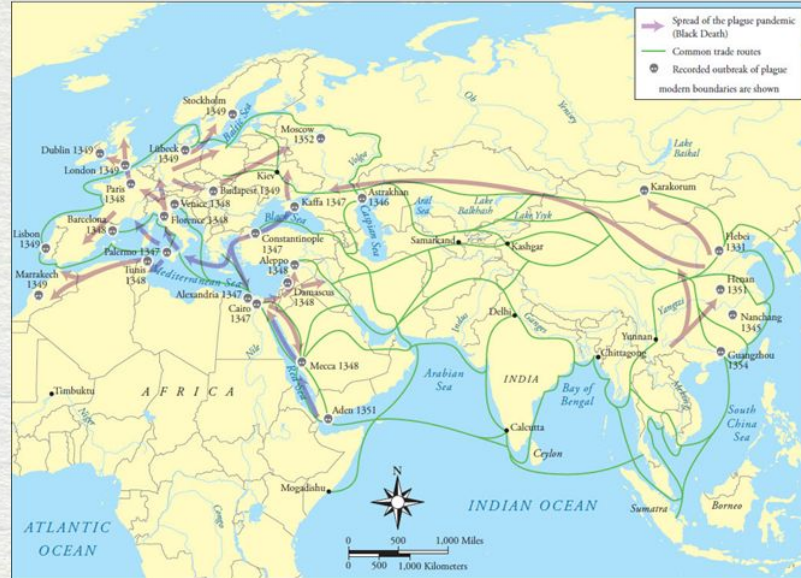
### Plague in Humans

Occasionally, infections among rodents increase dramatically, causing an outbreak, or epizootic. During plague epizootics, many rodents die, causing hungry fleas to seek other sources of blood. Studies suggest that epizootics in the southwestern U.S. are more likely during cooler summers that follow wet winters.

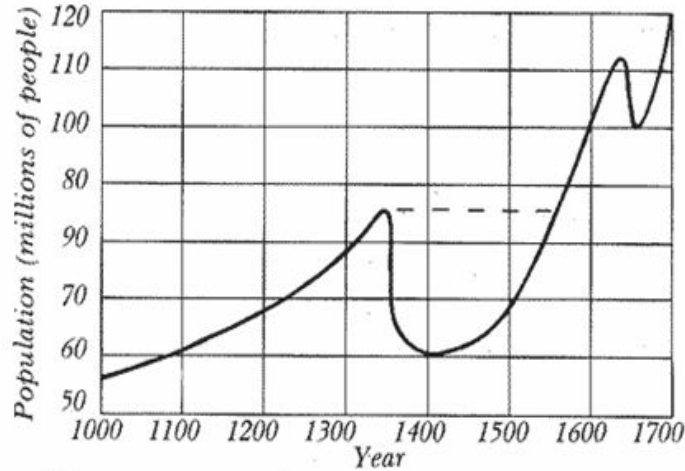


Humans and domestic animals that are bitten by fleas from dead animals are at risk for contracting plague, especially during an epizootic. Cats usually become very ill from plague and can directly infect humans when they cough infectious droplets into the air. Dogs are less likely to be ill, but they can still bring plague-infected fleas into the home. In addition to flea bites, people can be exposed while handling skins or flesh of infected animals.

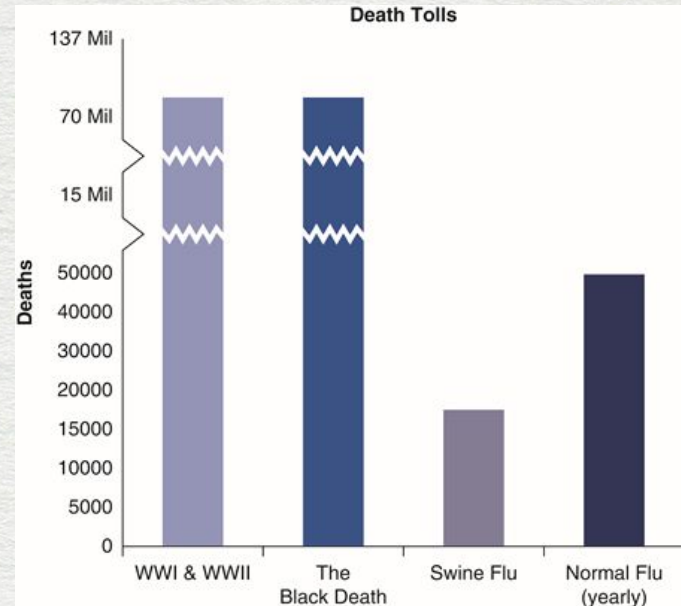
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# How did the Black Death affect people in the 14th century?



Recovery of European population following the plagues of 1347 was only two hundred years—an insignificant moment in the evolutionary time scale. (After Langer 1964; author)





# Inquiry and the Educating for American Democracy Roadmap

- “The aim of the Roadmap is to provide guidance that shifts content and instruction from breadth to depth by offering an inquiry framework 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 about civics and history to invigorate classrooms with engaging and relatable questions.”
- The roadmap was written to be complementary with the C3 framework, and content workgroups could draw from it when drafting revised standards in grades K through 12.

# Educating for American Democracy



Paul Carrese,  
Founding  
Director, School of  
Civic and  
Economic  
Thought and  
Leadership at  
Arizona State  
University



# Educating for American Democracy



# Educating for American Democracy



Louisiana educators like Janisha Musco helped contribute to the Educating for American Democracy Roadmap



# Inquiry-Based Instruction Update

- On March 27, 2021, the Steering Committee voted to direct the Content Workgroups to draft inquiry standards.
- The Content Workgroup are currently drafting these standards and will present a first draft to the Steering Committee for feedback in June.

# Stop and Jot

- Refer back to your notes:
  - How does inquiry-based instruction support the larger goals of the Louisiana social studies standards review and address the educator feedback we have discussed?
  - How does the work of the steering committee and content expert workgroups support these goals?



# Course Progression



# Current Course Progression

K	"My Community and Me"
1	"My School and My Community"
2	"Our Community"
3	Louisiana State History
4	U.S. History: Exploration – Modern Era
5	History of the Americas: Indigenous people – French and Indian War
6	World History: Early Humans – Renaissance
7	U.S. History: American Revolution – Reconstruction
8	Louisiana History: Prehistory – Modern Era
9-12	Civics/Economics-Free Enterprise U.S. History II: Western Expansion – present World History II: Renaissance – present World Geography



# Course Progression

- **Content unnecessarily repeated in multiple grades**
  - Example: European explorers are addressed in the standards in grades 2, 3, 4, 5, 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

# Issues of Chronology: US History

Grade	Course	Chronological Range of Topics
3	Louisiana State History	First people to present day
4	U.S. History	1492 to present day
5	History of the Americas	14th century Indigenous people to 1763
6	World History	Early Humans to 17th century
7	U.S. History	1763 to 1877
8	Louisiana History	Prehistory to present day



# Current Course Progression: State History

K	"My Community and Me"
1	"My School and My Community"
2	"Our Community"
3	Louisiana State History
4	U.S. History: Exploration – Modern Era
5	History of the Americas: Indigenous people – French and Indian War
6	World History: Early Humans – Renaissance
7	U.S. History: American Revolution – Reconstruction
8	Louisiana History: Prehistory – Modern Era
9-12	Civics/Economics-Free Enterprise U.S. History II: Western Expansion – present World History II: Renaissance – present World Geography

# Embedding State History

Embedding Louisiana history throughout K-12 has multiple benefits:

- Topics now covered in the current Louisiana history courses can be covered with appropriate rigor, candor, and depth.
- Richness of Louisiana's connections to the wider world can be more deeply explored.
- Relevant primary and secondary sources can be introduced when they are accessible and appropriate.
- Makes the sequencing of world and U.S. history more coherent, less disjointed.
- The states that currently embed their state history: AK, IA, ID, KY, AR, MT, WY, TN



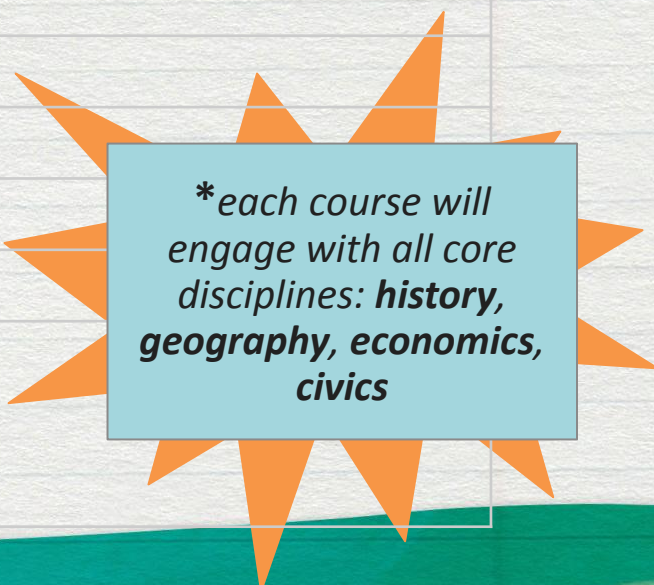
# Sample Progression: State History

K-2	<ul style="list-style-type: none"><li>● Environmental characteristics the local community and the state of Louisiana.</li><li>● Cultural makeup of Louisiana's communities, past and present.</li></ul>
3-5	<ul style="list-style-type: none"><li>● Indigenous people of Louisiana, including those of the Poverty Point and Marksville cultures.</li></ul>
6-8	<ul style="list-style-type: none"><li>● European exploration and colonization of the Louisiana territory.</li><li>● Louisiana's role in major events in history including the Civil War, World War I, World War II, and the Civil Rights movement.</li><li>● The impact of key individuals from Louisiana, including Huey P. Long, Andrew Higgins, Ruby Bridges, and Oretha Castle Haley.</li></ul>
9-12	<ul style="list-style-type: none"><li>● Civics: Development and progression of Louisiana's Constitutions, Civil Rights Movement in Louisiana, influence of Napoleonic Code, etc</li><li>● World Geography: geographic and spatial trends of Louisiana's population, culture, and environment.</li></ul>



# Revised Course Progression\*

K	Introduction to Social Studies I: Communities
1	Introduction to Social Studies II: State
2	Introduction to Social Studies III: Country
3	World Studies I
4	World Studies II
5	World Studies III
6	U.S. and Louisiana Studies I
7	U.S. and Louisiana Studies II
8	U.S. and Louisiana Studies III
9-12	Civics/Economics-Free Enterprise, U.S. History: American Empire to 2010s World History: 1500 to Present World Geography



*\*each course will  
engage with all core  
disciplines: **history,**  
**geography, economics,**  
**civics***



# Course Progression Update

- On March 27, 2021, the Steering Committee voted to direct the Content Workgroups to draft standards using this revised course progression.
- The Content Workgroup are currently drafting content standards to align with this course progression and will present a first draft to the Steering Committee for feedback in June.

# Stop and Jot

- Refer back to your notes:
  - How does the updated course progression support the larger goals of the Louisiana social studies standards review and address the educator feedback we have discussed?
  - How does the work of the steering committee and content expert workgroups support these goals?

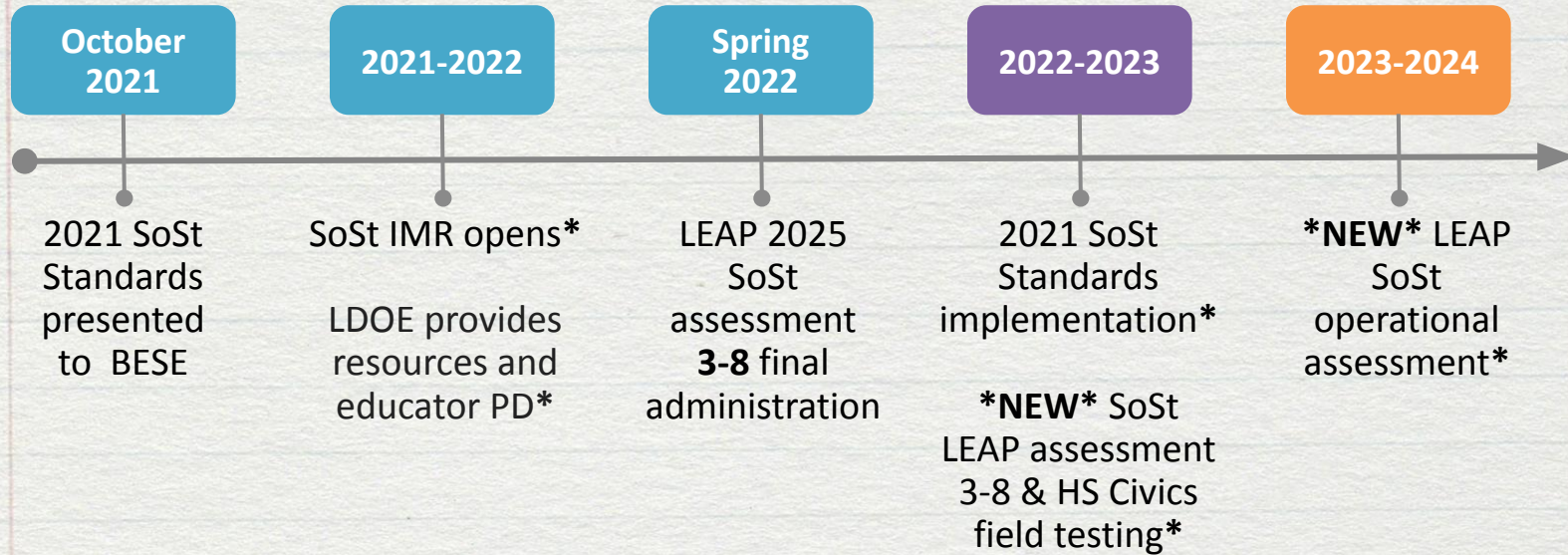


# 2021 Social Studies Standards Implementation and Assessment Timeline\*



\*pending approval by BESE

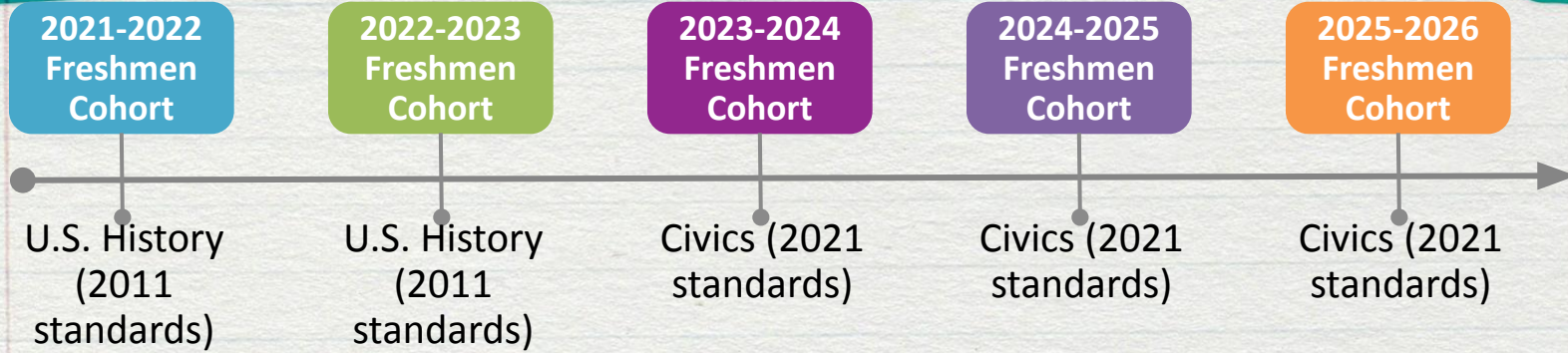
# Implementation and Assessment Timeline



\*pending approval of the 2021 SoSt standards by BESE



# High School Assessment Timeline\*



The U.S. History assessment will be available for the 2021-2022 and 2022-2023 freshmen cohorts as a state-administered test through the 2023–2024 school year and as a school system-administered test beyond that.

The \*new\* Civics assessment will be field tested in 2022-2023.

\*pending approval by BESE

# Reflection

Determine how prepared you are to communicate the following:

- What are the priorities, processes, and goals of the 2021 Louisiana social studies standards review?
- How is the work of the steering committee and the content expert workgroups supporting these priorities?
- What is the timeline for the 2021 Louisiana social studies standards implementation and assessment?



# Thank you

- All committee documents and videos of steering committee meetings are posted in the [Standards Review Committee Library](#).
- Please feel free to contact us at [classroomsupporttoolbox@la.gov](mailto:classroomsupporttoolbox@la.gov) with any content questions.
  - Sharon Necaise [sharon.necaise@la.gov](mailto:sharon.necaise@la.gov)
  - Sean Dimond [sean.dimond@la.gov](mailto:sean.dimond@la.gov)
  - Samantha Chaisson [samantha.chaisson@la.gov](mailto:samantha.chaisson@la.gov)
- Please reach out to [assessment@la.gov](mailto:assessment@la.gov) with any assessment questions.

# Session Feedback

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3. You can also leave an optional comment in the window that pops up.
4. Click submit to finalize.

