



Social Studies Standards Review: Steering Committee #2

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

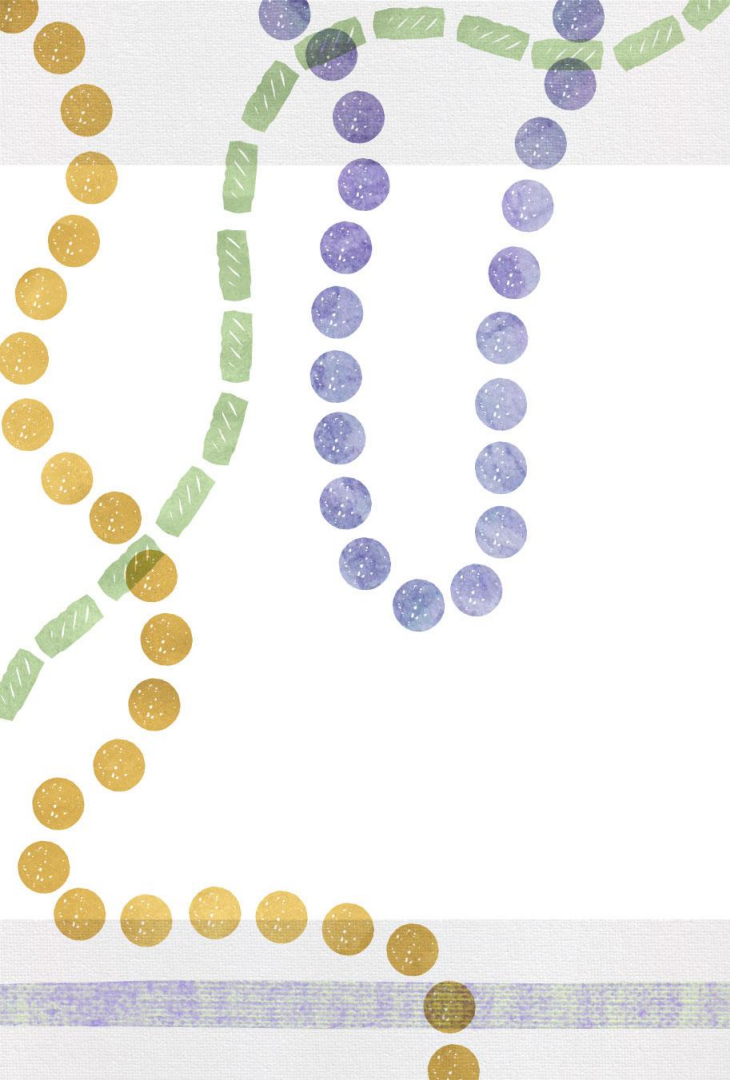
Agenda

- Welcome
- Roll Call
- Approve Unofficial Minutes of the March 27, 2021 Social Studies Steering Committee Meeting
- Speakers
- Overview of Draft Standards (structure, formatting, inquiry, approach to content)
- Discussion of Inquiry Standards
 - Workgroup members address questions and concerns
 - Generate feedback for workgroups
- Break
- Discussion of Content Standards
- Public Comment
- Adjournment

Welcome

- Committee members
- Educators, parents and interested stakeholders
- Louisiana Department of Education and BESE staff
- Elected officials

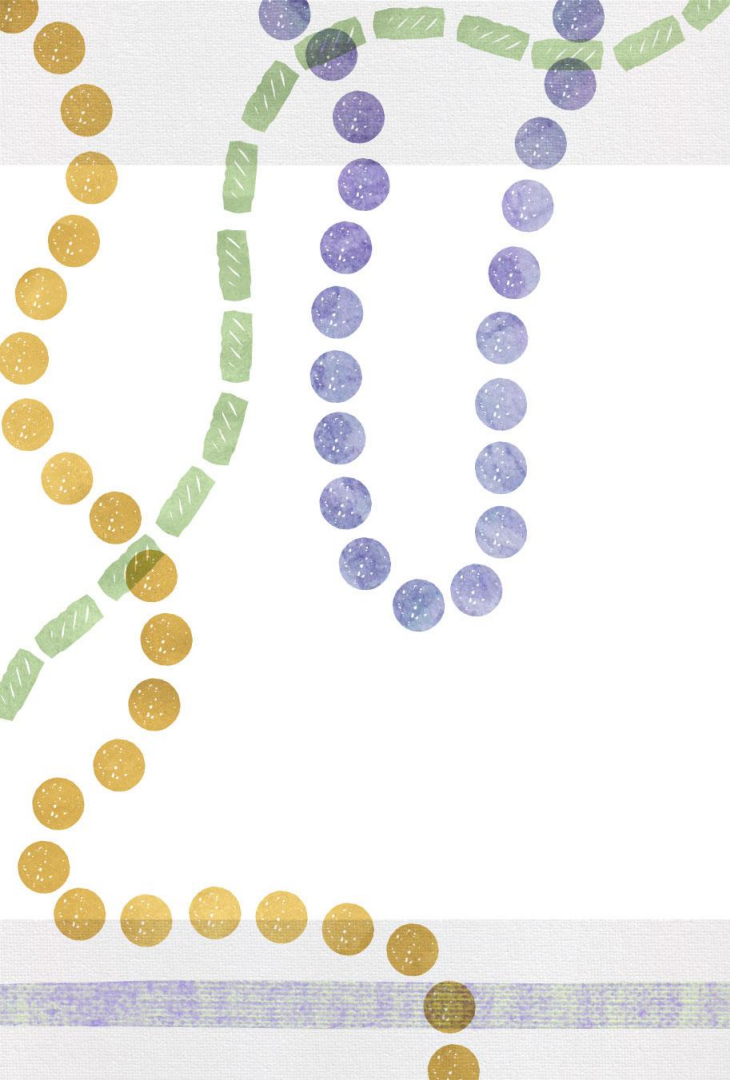




Roll Call



Approve Minutes



Speakers

Educating for American Democracy Roadmap

Tammy Waller

- Director for K-12 Social Studies and World Languages at the Arizona Department of Education and Co-Project Investigator on the Educating for American Democracy Initiative

Workgroup Members

Samantha LaFleur - Social Studies Master Teacher

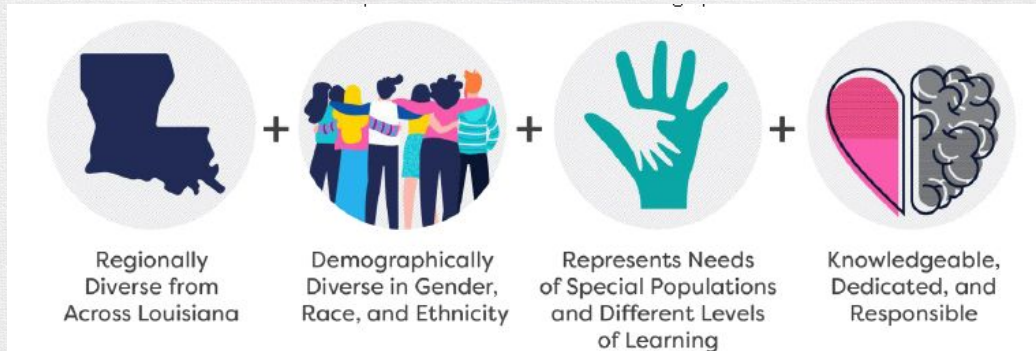
Dr. Belinda Cambre - Secondary Social Studies Instructor

A watercolor illustration of a tree on the left side of the slide. The tree has a thick, light green trunk and several branches with green leaves. At the base of the tree, there is a small purple plant. The ground is depicted with a textured green wash. The background is a light gray gradient.

Overview of Draft Standards

Review Process Guiding Principles

1. **Diversity of perspective** - As closely as possible, committee membership will reflect 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

Steering
Committee

Content Workgroups

18 members each

Reviews public comments

Drafts standards

*Each workgroup is represented on the
Steering Committee*

K-5
Workgroup

6-12
Workgroup

Draft Standards (and not curriculum)

This draft outlines the minimum standards Louisiana students should learn in each grade level kindergarten through eighth grade and high school. The standards address a foundational framework of what is to be learned, but do not address how learning experiences are to be designed or what resources should be used.

A standard represents a goal or outcome of an educational program; standards are vertically aligned, expected outcomes for all students. The standards do not dictate the design of a lesson plan or how units should be organized. The standards establish a statewide baseline of what students should know and be able to do at the conclusion of a grade or grade-span.

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.

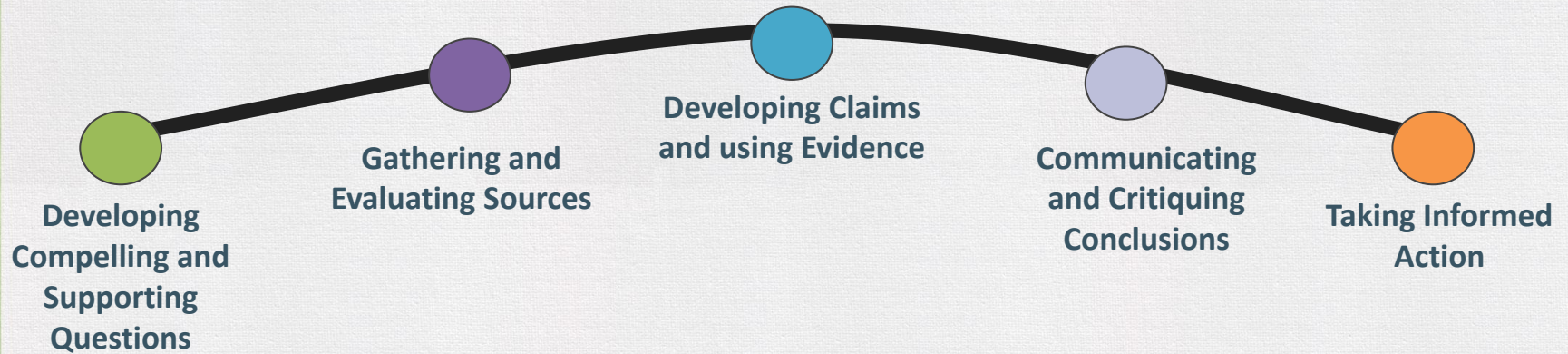
#1 Inquiry-Based Approach

The workgroups drafted grade-banded inquiry standards that would apply to all grades and courses K-12. These standards are organized into five categories.

- Developing compelling and supporting questions
- Gathering and evaluating sources (primary, secondary, tertiary)
- Developing claims and using evidence
- Communicating and critiquing conclusions
- Taking Informed action

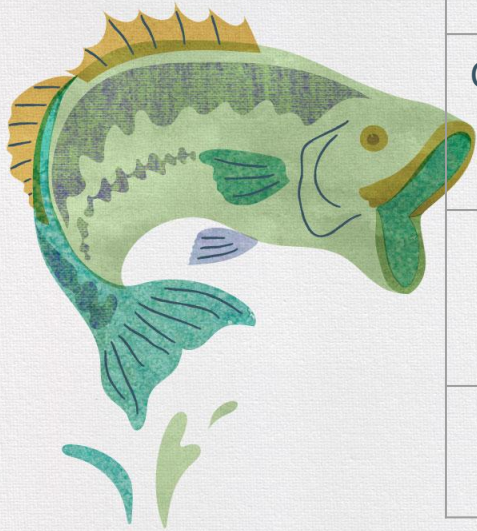


Inquiry Arc



#2 Coherent Sequence of Content

History	Civics	Economics	Geography
Change, Continuity, and Context	Civic and Political Institutions	Microeconomics	The World in Spatial Terms
Cultural Identities with Varying Perspectives	Civic and Democratic Principles	Macroeconomics	Human-Environment Interactions
Cause and Effect		Specialization, Trade, and Interdependence	Human Interactions and Interconnections
Louisiana History	Louisiana Government	Louisiana Economics	Louisiana Geography



#3 Strengthen Elementary Instruction



2011

K.2.4 Recall facts about people of the past and present

2.3.2 - Identify the three branches of national government as represented by the President, Congress, and the Supreme Court

2021

K.H.VP. Compare different accounts of the same historical event

2.C.CPI. Describe the responsibilities of each three branches of the government: legislative, judicial and executive.



#4 Integrate Diverse Historical Perspectives



K

Describe ways in which students and families are alike and different across diverse cultures.

5th

Describe the development of Indigenous societies in the lower Mississippi River valley. *To include but not limited to: Plaquemine culture, Natchez, Taensa, Caddoan, Choctaw, Chitimacha, Atakapa and Tunica peoples.*

8th

Evaluate the impact of racial inequality on the lives of Black people in the United States and reactions and responses to racial inequality during the years 1860 to 1975.

Civics

Analyze the contributions of racially and ethnically diverse individuals and groups on the development of the United States and Louisiana. *Including but not limited to: American Indians, Black Americans, Latinos, Asian Americans*

#5 Utilize strong critical thinking skills to evaluate and synthesize information



Gathering and
Evaluating
Sources

Determine the meaning of content-specific terms and phrases as used in historical context and how the words and phrases contribute to the author's reliability and credibility.

Communicating
Conclusions

Construct arguments and explanations using claims that are valid, supported by relevant evidence from multiple sources with sound reasoning, presented in a logical manner and acknowledge counterclaims.

Discussion of Inquiry and Content Standards Draft: Purpose and Norms



Purpose

- Gather actionable feedback on the grade-banded inquiry standards and grade level specific content standards.
- Discuss any high-level concerns with 1st draft of revised standards.

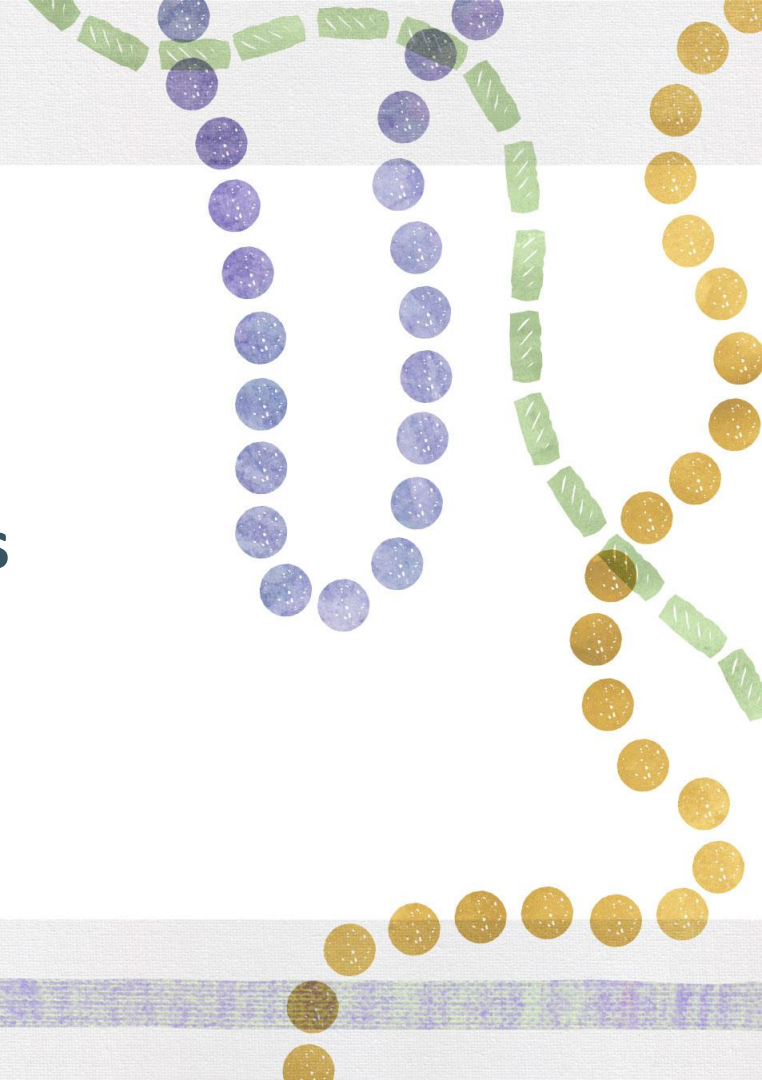


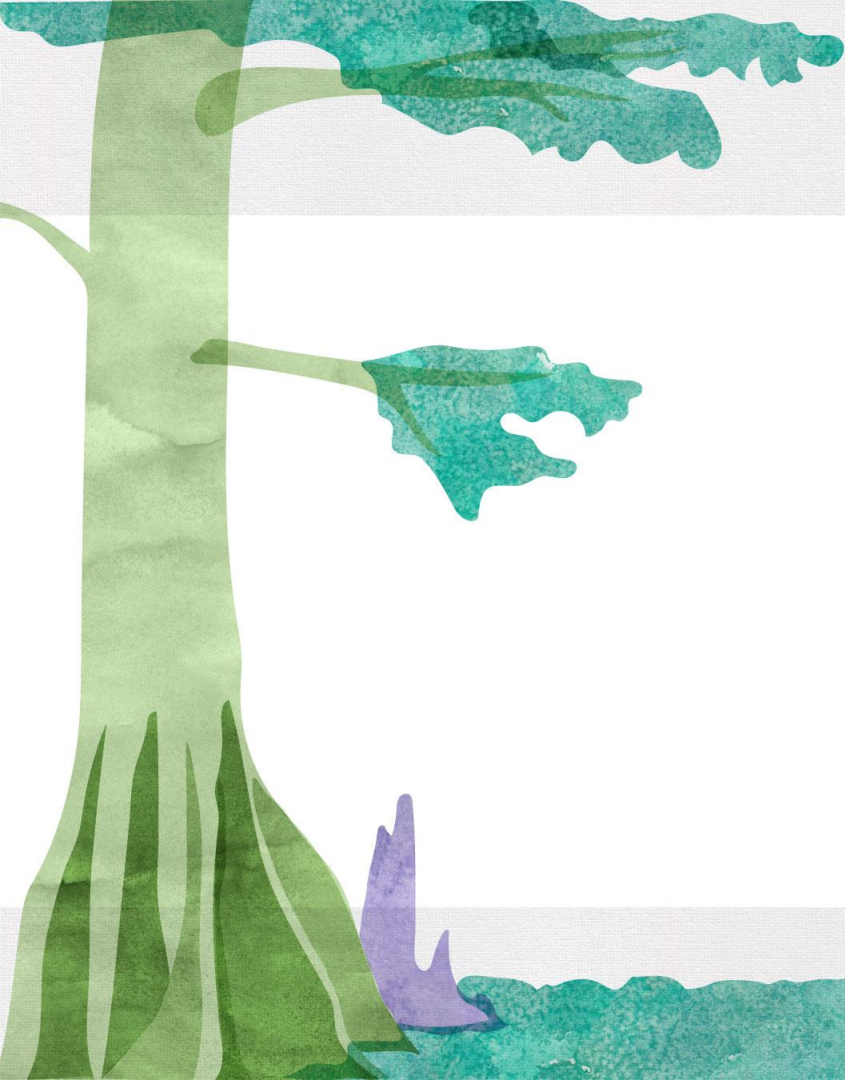
Norms

- Offer feedback in a constructive, respectful manner.
- Keep discussions on topic and oriented towards solutions.



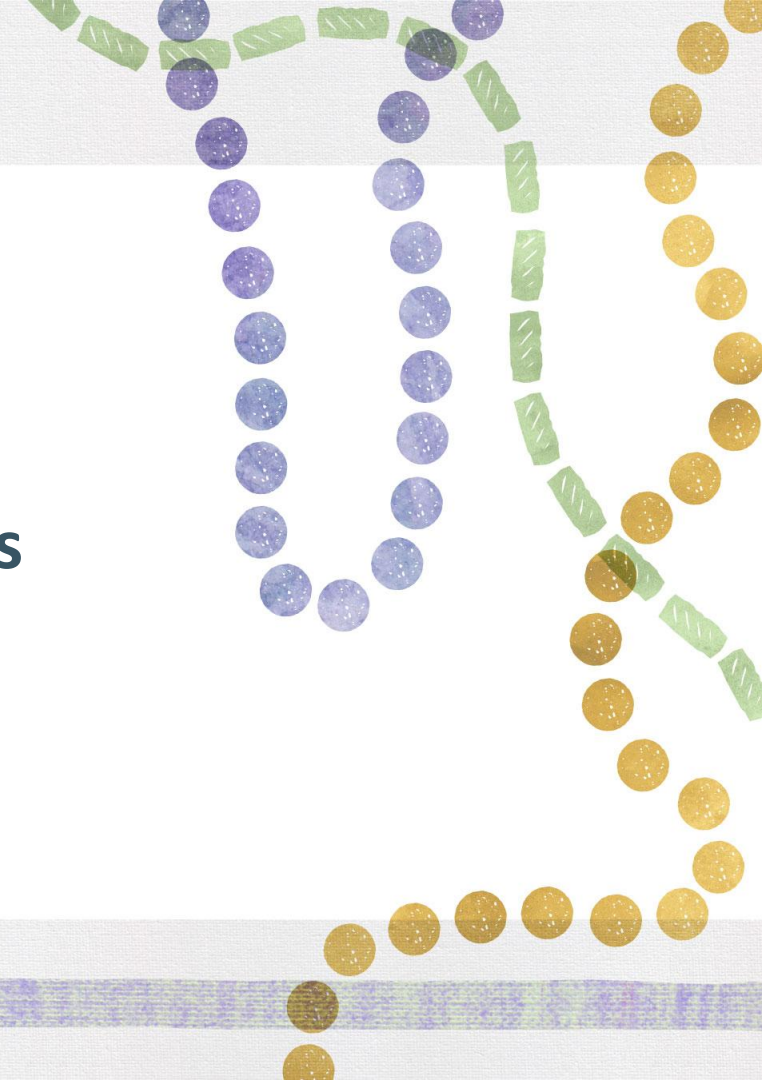
Discussion of Inquiry Standards





Break

Discussion of Content Standards



Public Comment

Persons making public comments shall identify themselves and the group they represent, if any.

Groups and/or organizations should designate one spokesperson.

Public comments are limited to no more than **three minutes** per individual and **five minutes** per designated spokesperson of a group/organization. The chair may increase or decrease the time allotted to speakers, within time constraints.

Adjournment

Steering committee will meet again on 7/31/2021 to review revised inquiry and content standards

