



Standards Review: Steering Committee #1

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

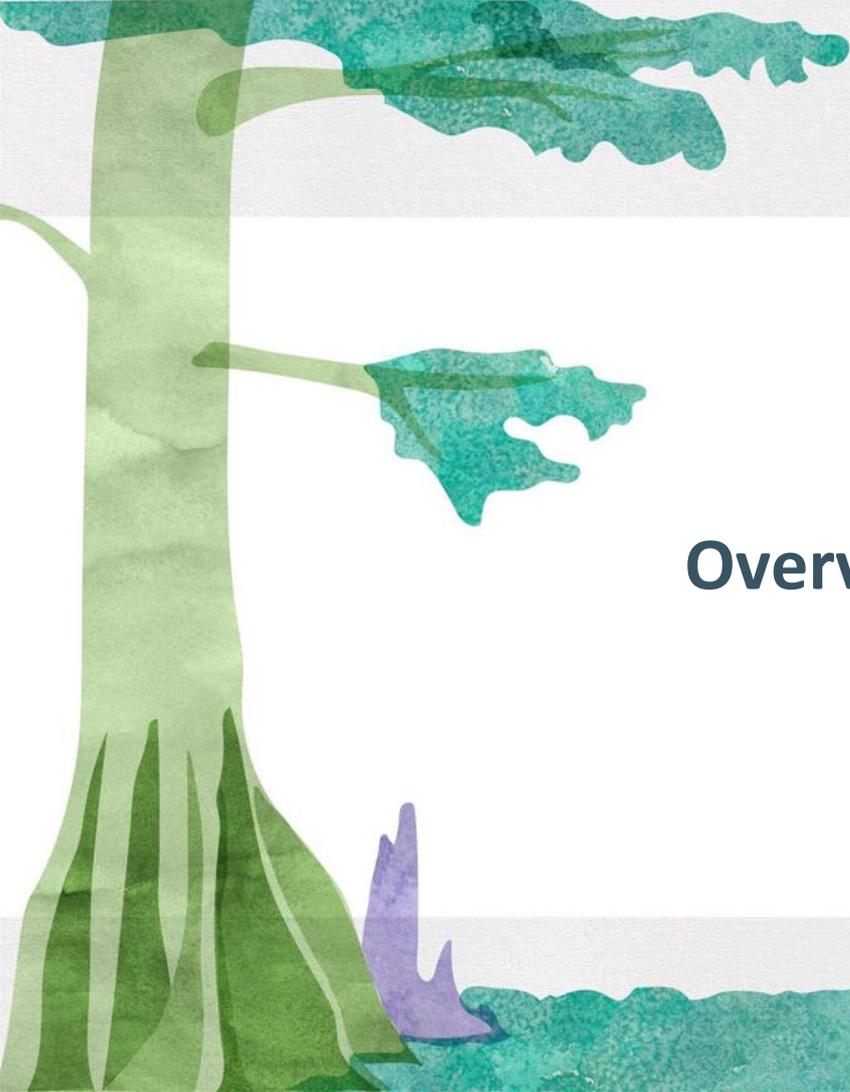
Welcome

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



Agenda

- Welcome and Introductions
- Overview of Standards Review Process
 - History, context and goals
 - Standards & curriculum distinction
- Inquiry Based Instruction
 - Discuss inclusion of inquiry standards
 - Vote
- Course Progression
 - Review and discuss potential course progressions
 - Vote
- Next Steps
- Travel Reimbursements



Overview of Standards Review Process

History and 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.”

Louisiana Social Studies Educators

Loren Klein

T. McCoy-Thomas, PhD

Melissa Bridgers

Louisiana Social Studies Educators



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 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

Review Process: Timeline Overview

Step	Date	Location
Steering committee kickoff	3/27	Baton Rouge
Content workgroups kickoff	3/29	Virtual
Content workgroups #2 reviews and drafts standards	4/17	Virtual
Content workgroups #3 reviews and drafts standards	5/15	Virtual
Steering committee #2 review initial draft of standards and submits feedback	6/26	Baton Rouge
Content workgroup #4 implement feedback	7/17	Virtual
Steering committee #3 review second draft of standards	7/31	Baton Rouge
Public comment	August	Virtual
Steering committee reviews public comments and implements feedback	Sept.	Virtual
BESE Reviews and adopts revised social studies standards	10/12	Baton Rouge

Meeting Procedures

Public meetings: All meetings will be advertised, will be open to the public, and will be held pursuant to the Louisiana Open Meetings Law.

Public comment at meetings: Public comment will be received during each meeting and prior to any votes. Members of the public may also submit written comments for the record. All public comment must relate to the review and development of standards, not other matters of policy.

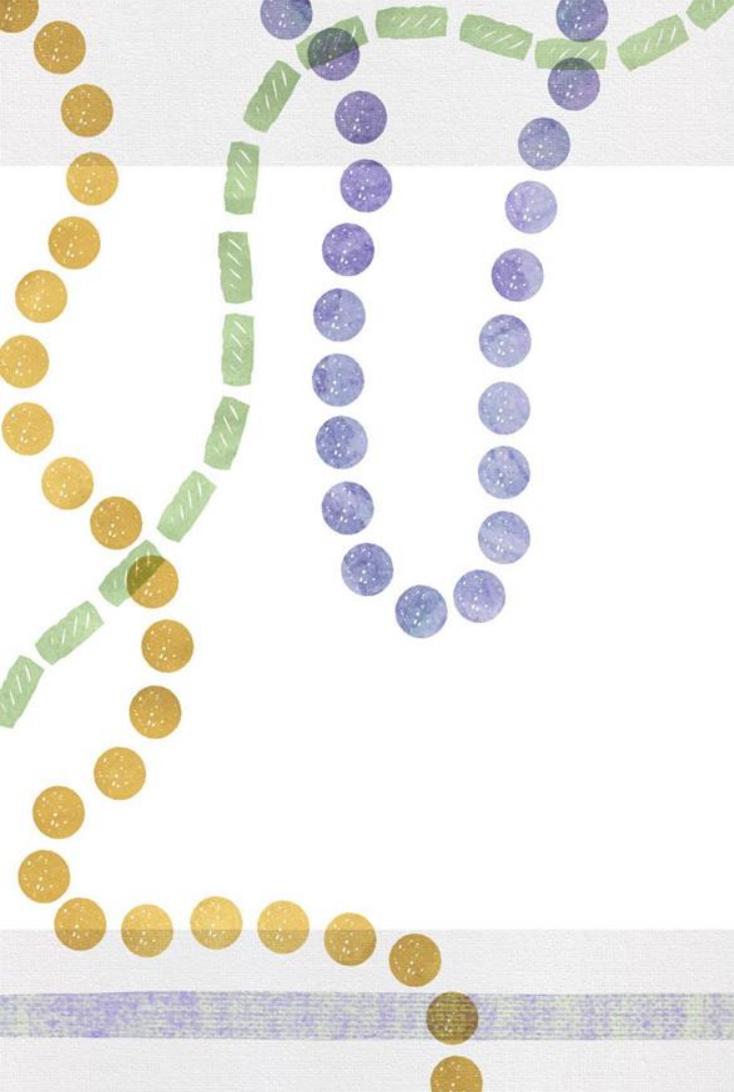
Minutes: Minutes from each meeting will be submitted to the legislature and videos, where available, will be posted to the LDE's website.

Voting: Workgroup members will work together to finalize any recommended revisions or additions to standards. Votes will then be taken as a slate, not by individual standard or edit, to move proposed standards forward to the steering committee and to BESE.

Voting proxies: No proxies will be allowed for voting purposes. Participants must be in attendance to vote.

Review Process: Public Comment

Step	Details
August - Public Comment	<p>Standards will be posted in the Standards Review Committee Library for public comment</p> <ul style="list-style-type: none">• Parents, committee members, educators, and other stakeholders share their feedback on each individual standard.• The LDOE summarizes public comments and shares a report with the Steering Committee and Content Workgroups to inform further review.



Inquiry Based Instruction

Standards and Curriculum

A **distinction** should be made between “standards” and “curriculum.” **Standards** are what students should know and be able to do - it’s the end result.

EXAMPLE: Each student will run a 5k by the end of third grade.

Ainsworth (2010) defines **curriculum** as “the high quality delivery system for ensuring that all students achieve the desired end goal - the attainment of their designated grade or course-specific standards” (p.4).

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

Feedback on Current Standards from LA Teachers



- “[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.”

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

Learning Social Studies: An Evidence-based Approach (Hicks, van Hoover, Doolittle, and VanFossen. ResearchGate, January 2012

COLLEGE, CAREER & CIVIC LIFE
C3 FRAMEWORK
FOR SOCIAL STUDIES STATE STANDARDS



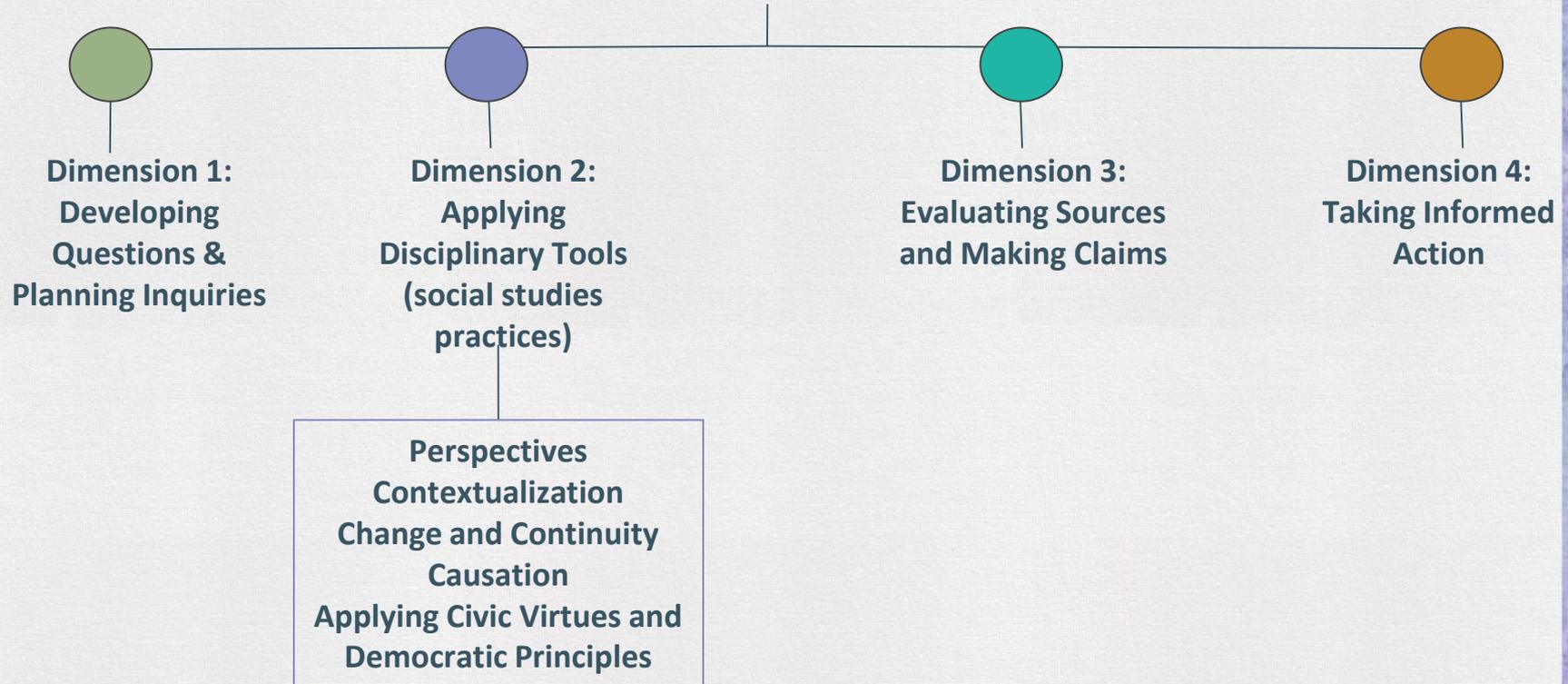
C3 Framework

- 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 could serve as one resource for the content workgroups.



 Believes

The Inquiry “Arc”



Examples of Inquiry Standards

Questioning	<ul style="list-style-type: none">● Explain why compelling questions are important to others (e.g., peers, adults).
Evaluating Sources	<ul style="list-style-type: none">● Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
Perspectives	<ul style="list-style-type: none">● Describe how people’s perspectives shaped the historical sources they created.
Applying Civic Virtues and Democratic Principles	<ul style="list-style-type: none">● Identify core civic virtues and democratic principles that guide government, society, and communities.
Developing Evidence and Communicating Claims	<ul style="list-style-type: none">● Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.● Develop claims and counterclaims while pointing out the strengths and limitations of both.
Taking Informed Action	<ul style="list-style-type: none">● Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.

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

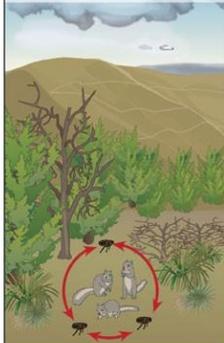
How did the Black Death spread so quickly?

Plague Ecology in the United States



Plague in Nature

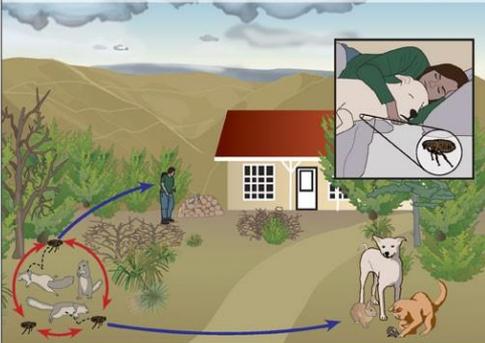
Plague occurs naturally in the western U.S., especially in the semi-arid grasslands and scrub woodlands of the southwestern states of Arizona, Colorado, New Mexico and Utah.



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.

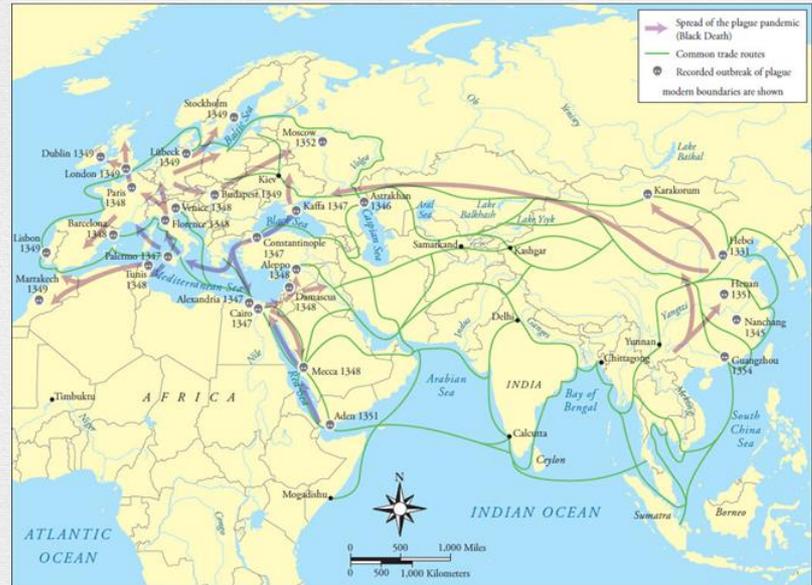
Plague in Humans

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.

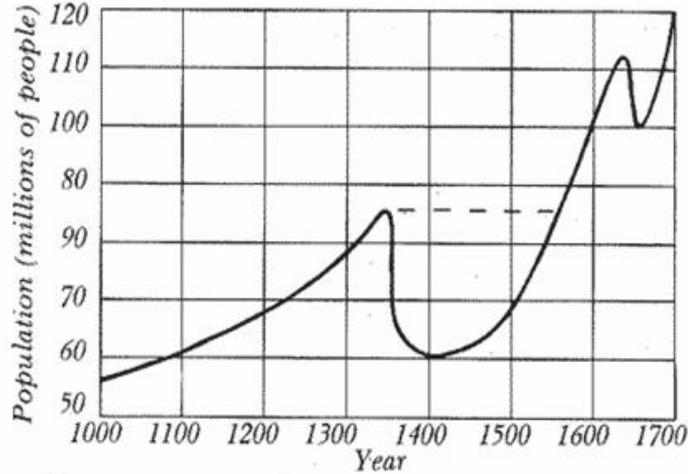


Humans and domestic animals that are bitten by fleas from dead animals are at risk for contracting plague, especially during an epizootic. Cats usually become very ill from plague and can directly infect humans when they cough infectious droplets into the air. Dogs are less likely to be ill, but they 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.

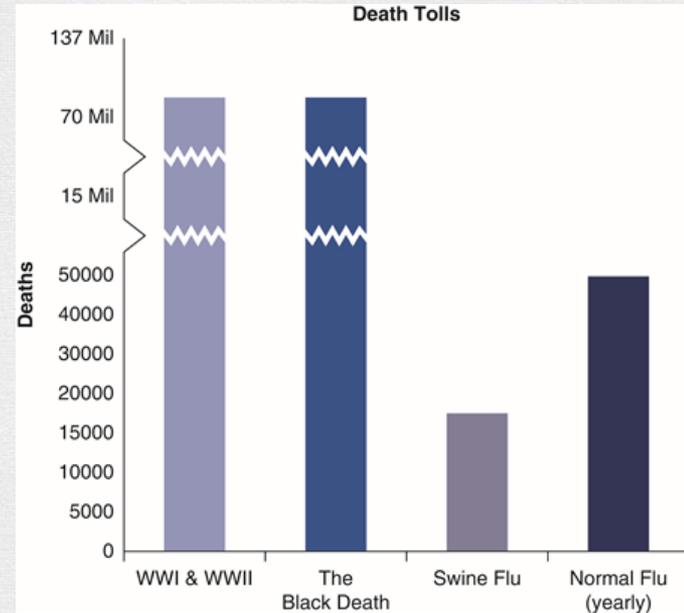
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How did the Black Death affect people in the 14th century?



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



Educating for American Democracy

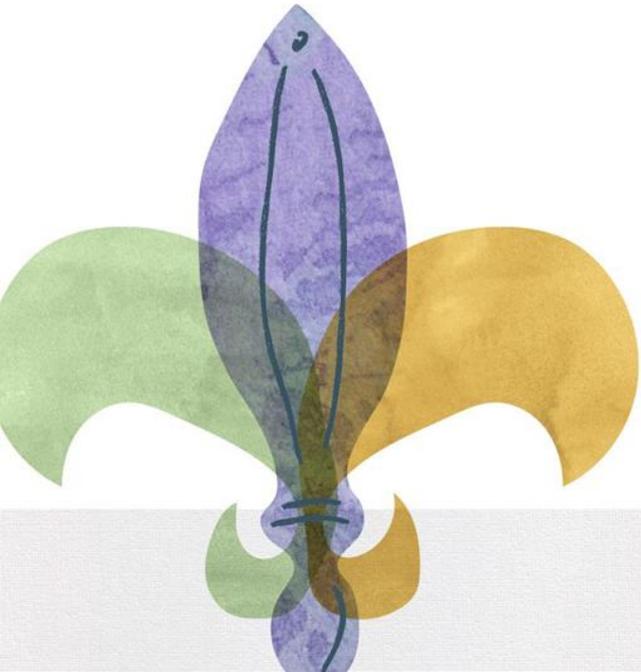


Educating for American Democracy



A decorative graphic on the left side of the slide. It features a vertical DNA double helix structure. The left strand is composed of yellow beads, and the right strand is composed of purple beads. The two strands are connected by green, rectangular rungs representing base pairs. The graphic is set against a background of horizontal bands: a light grey band at the top, a white band in the middle, and a light grey band at the bottom. A thin, textured purple band runs horizontally across the bottom of the slide, partially overlapping the DNA graphic.

Inquiry Based Instruction: Next Steps



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: LA Teacher 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”



Course Progression



- **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

Issues of Chronology



	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

K-2 Examples

	K	1st	2nd
TN	The World Around Us	Tennessee's Place in the United States	Life in the United States
KY	Myself and My Community	Impact on Community and State	North American Interactions
NE	Myself and Others	Families, Living, Learning and Working Together	Neighborhood
IL	My Social World	Living, Learning, Working Together	Families, Neighborhoods, and Communities
NV	Building Community - Learning and Working Together	The Community We Live in and the Work We Do	Our National Identity and Culture
AL	Living and Working Together in Family and Community	Living and Working Together in Family and Community and State	Living and Working Together in State and Nation

K-2 Considerations

The “expanding horizons” or “expanding communities” framework is a student-centered, geographic (rather than chronological) approach to introducing students to social studies concepts. This framework engages students with practical, local experiences as they relate to the study of social studies. The framework then gradually expands out. Many states still use this progression as the basis of K-2 social studies.



Expanding Horizons

Benefits	Challenges
Students will find personal relevance and help meaning-making in the study of history.	Begins student's journey into history with a me-first perspective which leads them towards presentism.
Students have personal knowledge of their local communities, so their journey into social studies begins with something concrete.	History is abstract by definition. Teaching history as concrete creates misconceptions.
Students will be able to connect personal experience to the history of their community, state and country.	The types of content students are introduced to in the early grades provide little or no leverage towards succeeding in later grades.

Expanding Horizons

“The “expanding communities” curriculum model of self, family, community, state, and nation is insufficient for today’s young learners. Elementary social studies should include civic engagement, as well as knowledge from the core content areas of civics, economics, geography, and history. Skills that enhance critical thinking, socio-emotional development, prosocial skills, interpersonal interactions, and information literacy are more meaningful and useful when developed within the context of social studies.”

-National Council for the Social Studies,
Powerful, Purposeful Pedagogy in
Elementary School Social Studies

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
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State History

Grade Level	States with full year state courses
1st	VA, TN
2nd	ID, GA
3rd	AZ, CT, MA, MI, OK, LA
4th	AL, CA, CO, DC, MS, NC, NE, NV, NY, OH, OR, UT, WA
5th	N/A
6th	MN
7th	HI, KS, NM, TX
8th	GA, SC, WV, LA
Embedded	AK, IA, ID, KY, AR, MT, WY, TN*

Embedding State History

Louisiana's history is uniquely linked to both United States and world history and could be incorporated into both course sequences. Including Louisiana history standards throughout K-12 gives students the opportunity to study Louisiana history in its entirety within the correct chronological context.

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

Sample Progression: Civics

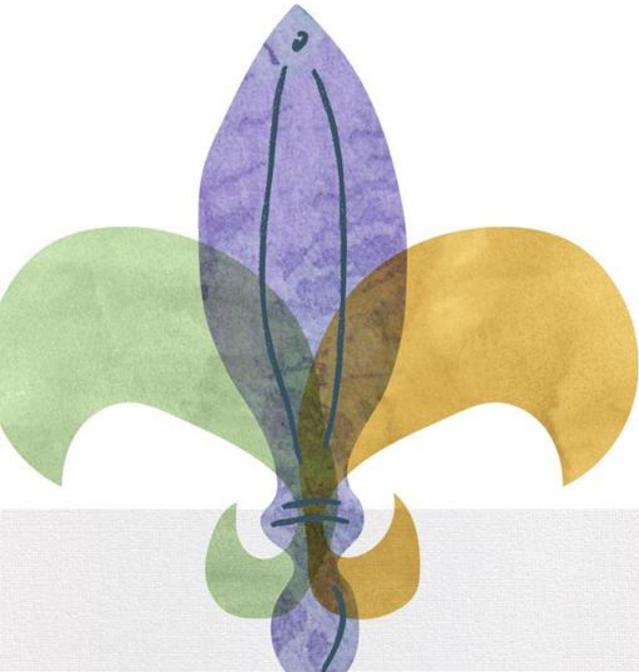


K - 2	<ul style="list-style-type: none">● What have people done when they disagreed with their community members, teammates, or leaders? What are some examples of citizens, residents, or leaders who disagree but who have been able to work together on behalf of the common good?
3-5	<ul style="list-style-type: none">● What has tended to motivate people to engage in civic [and political] action throughout history?● What have people done from positions of disempowerment to achieve change?
6-8	<ul style="list-style-type: none">● What or who are some great exemplars of civic action or constructive dissent in the United States?
9 - 12	<ul style="list-style-type: none">● Why do some great advocates of constitutional democracy (e.g., Tocqueville) argue that this arena for participation is just as important for a healthy American democracy as our political institutions and laws?

Sample Course Progression

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

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: Prehistory through First Civilizations
4	World Studies II: Second Wave Civilizations 500 BC to 700 AD
5	World Studies III: 700 BC to 1600 AD
6	U.S. and Louisiana Studies I: 1600 to 1783
7	U.S. and Louisiana Studies II: 1783 to 1896
8	U.S. and Louisiana Studies III: 1860 to 1975
9-12	Civics/Economics-Free Enterprise U.S. History: American Empire to 2010s World History: 1500 to Present World Geography



Course Progression: Next Steps



Public Comment



Next Steps



- Content Workgroups will begin their work on **Monday, March 29.**
- The next Steering Committee meeting will be held at 9:00 am on **Saturday, June 26th** in the Thomas Jefferson room of the Claiborne Building.

Travel Reimbursement

See Logistics Memo that you received earlier this week for details.



Adjourn

