

LOUISIANA DEPARTMENT OF EDUCATION



**Webinar-2022 Louisiana Social
Studies Standards Overview
June 9, 2022**

Welcome!



- Sean Dimond - Social Studies Content Manager
- Samantha Chaisson - Social Studies Content Specialist

Goals

Teachers and leaders will:

- understand the goals and development of the 2022 K-12 Louisiana Student Standards for Social Studies (LSSSS);
- articulate Louisiana’s vision for social studies
- be able to describe how the Department will be supporting implementation during the “2022-2023 learning year”; and
- be able to explain the 2022 K-12 Louisiana Student Standards for Social Studies aligned assessment updates and transition.

Agenda

Defining the Vision: Preparation for Civic Life

Overview of the 2022 Louisiana Student Standards for Social Studies

Reading and Interpreting the 2022 LSSSS

Implementation and Support

Support for Transition

Assessment Updates

Social Studies Vision

Our goal is to graduate students who:

- have broad and deep knowledge about the world;
- are able to express reasoned and nuanced arguments; and
- are prepared to participate in civic life.

Social Studies Vision

- **Build Knowledge:** Students should build knowledge about social studies content — including important historical facts, civic principles, geographic characteristics, and economic concepts so that they can assess conflicting interpretations and evaluate the evidence for various claims.
- **Engage with Sources:** Students should regularly work with a wide variety of primary, secondary and tertiary sources to learn social studies content.
- **Develop Disciplinary Skills and Practices:** Students should develop disciplinary skills like the ability to analyze cause and effect relationships, evaluate a source's credibility, and the express reasonable claims supported by well-chosen evidence.

Social Studies Vision



SET THE CONTEXT

Introduce key terms, make connections with previous learning, provide necessary context



EXPLORE SOURCES

Read and examine sources to build content knowledge and skills



DEVELOP CLAIMS

Evaluate evidence, make connections, compare and contrast sources



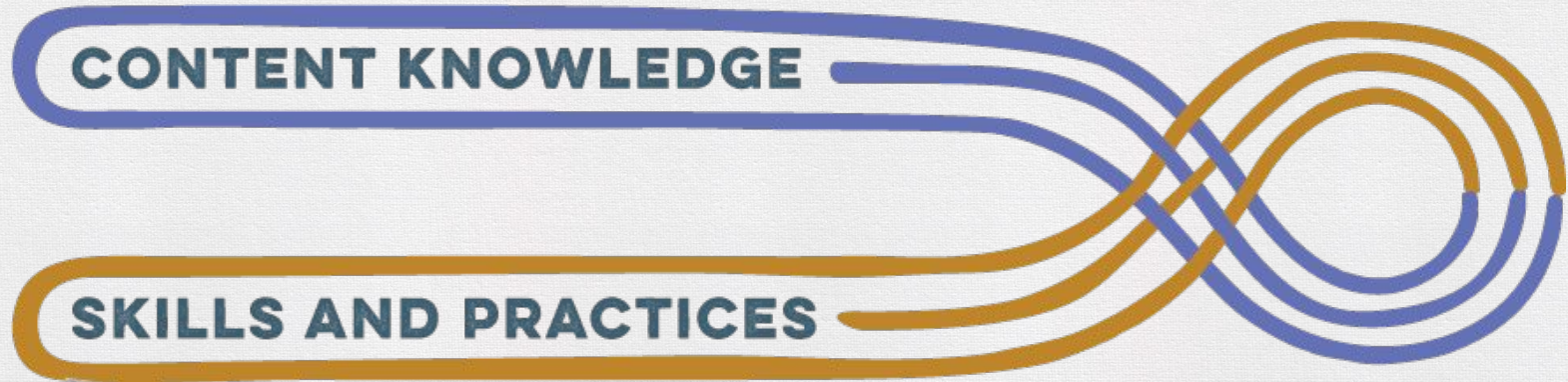
EXPRESS CLAIMS

Through speaking and/or writing, express informed claims supported with evidence

Skills vs Knowledge Dichotomy

A major factor is the development of the proper mental representations [is that] they are very "domain specific," that is, they apply only to the skill for which they were developed ... This explains a key fact about expert performance in general: there is no such thing as developing a general skill.

- Anders Ericsson and Robert Pool, Peak: Secrets from the New Science of Expertise (2016)



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Key Shifts in the 2022 LSSSS

1. Shift the standards towards an approach that balances the acquisition of disciplinary skills along with content knowledge.
2. Create a sequence of content that is chronologically coherent.
3. Better integrate the historical perspectives of people from all different backgrounds.

Shift #1 Balance the acquisition of disciplinary skills along with content knowledge

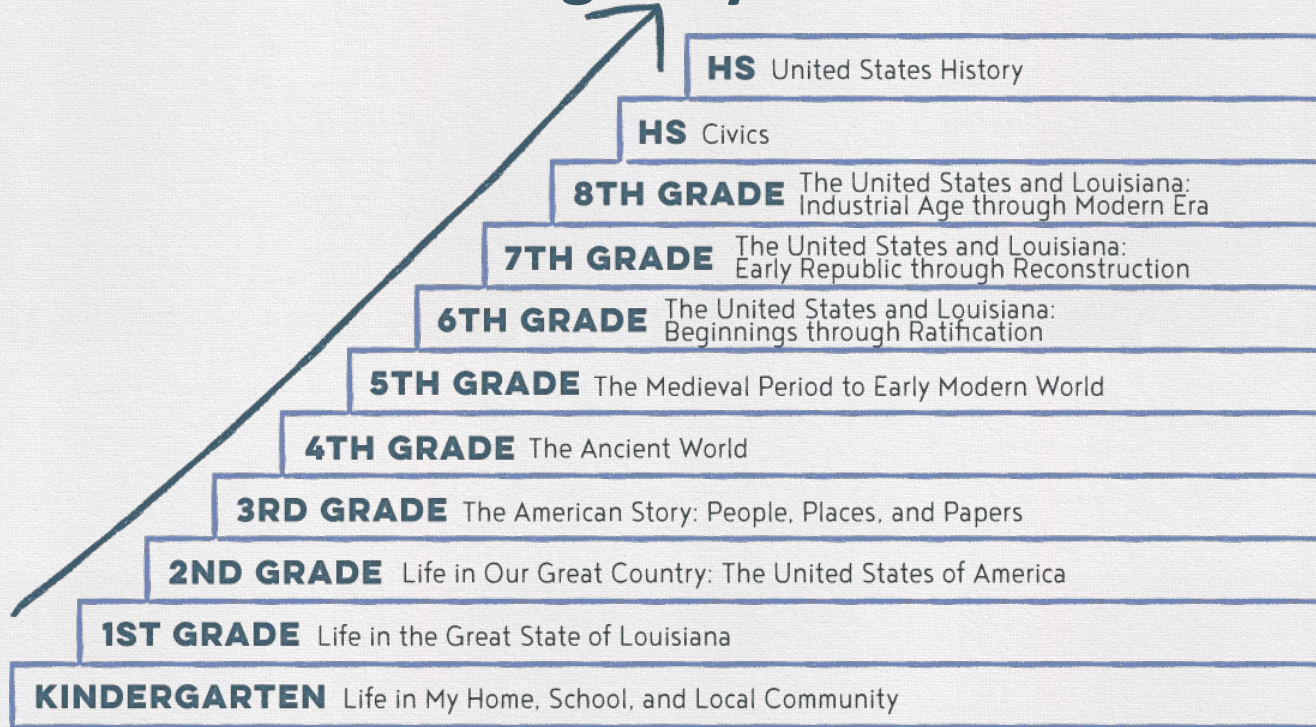
Skills and Practices

- 4.1 Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.
- 4.4 Compare and contrast events and developments in world history.
- 4.6 Create and use geographic representations to locate and describe places and geographic characteristics

Content Standards

- 4.11 Explain the effects of the Agricultural Revolution, including the barter economy, food surpluses, domestication of plants and animals, specialization, and the growth of permanent settlements.
- 4.14d. Describe the significance of key figures from ancient Egypt, including Queen Hatshepsut, Ramses the Great, and the significance of the discovery of Tutankhamun's tomb on the modern understanding of ancient Egypt.

Shift #2 Create a sequence of content that is chronologically coherent



Shift #3 Better integrate the historical perspectives of people from all different backgrounds.

6.6 Use a variety of primary and secondary sources to:

- a. Analyze social studies content.
- b. Evaluate claims, counterclaims, and evidence.
- c. Compare and contrast multiple sources and accounts.
- d. Explain how the availability of sources affects historical interpretations.

6.9.g Explain the experiences and perspectives of various people groups living in colonial North America, including large landowners, farmers, artisans, women, children, indentured servants, enslaved people, and Native Americans.

US.22.e Analyze the goals and outcomes of the American Indian Movement (AIM) and the changing relationship between Native Americans and the federal government, including before and after the Indian Self-Determination and Education Assistance Act.

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Where Can I Access the 2022 K-12 LSSS?

- [Academic Standards Library](#)
- [K-12 Social Studies Page](#)
- [2022 Louisiana Student Standards for Social Studies FAQ](#)

DEPARTMENT of
EDUCATION
Louisiana Believes

HOME ABOUT US BESE NEWSROOM

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BROWSE BY CATEGORY
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CLOSING THE EQUITY GAP
COUNSELOR TOOLBOX LIBRARY
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FEDERAL SUPPORT AND GRANTEE RELATIONS LIBRARY
HIGH SCHOOL PERFORMANCE
PANDEMIC RELIEF GUIDANCE AND RESOURCES LIBRARY
TEACHER SUPPORT TOOLBOX LIBRARY

ACADEMIC STANDARDS + GRADE LEVEL EXPECTATIONS

File	Download
2011 K-12 Louisiana Student Standards for Social Studies	Download
2022 K-12 Louisiana Student Standards for Social Studies	Download
Early Childhood - Birth to Five Standards	Download
K-12 Louisiana Student Standards for ELA	Download
K-12 Louisiana Student Standards for ELA (Spanish Translation)	Download
K-12 Louisiana Student Standards for Math	Download
K-12 Louisiana Student Standards for Math (Spanish Translation)	Download
K-12 Louisiana Student Standards for Science	Download
K-12 Louisiana Student Standards for the Arts	Download
K-8 Louisiana Student Standards for Math by Domain	Download

Disciplinary Skills and Practices

Course	Example Skill and Practice
1st	1.1 Create a chronological sequence of events using appropriate vocabulary.
4th	4.4 Compare and contrast events and developments in world history.
7th	7.4 Use geographic representations and historical data to analyze events and developments in U.S. history from 1791 to 1877, including environmental, cultural, economic, and political characteristics and changes.
Civics	C.6 Use a variety of primary and secondary sources to: <ul style="list-style-type: none">a. Analyze social studies content.b. Evaluate claims, counterclaims, and evidence.c. Compare and contrast multiple sources and accounts.d. Explain how the availability of sources affects historical interpretations.

Content Standards

6.10 Analyze the growth and development of colonial Louisiana.

Framing

Supporting

a. Explain the significance of events that influenced pre-colonial and colonial Louisiana, including the founding of Natchitoches and New Orleans, the Treaty of Fontainebleau, and the Third Treaty of San Ildefonso.

b. Describe the factors that influenced migration within and to Louisiana by various groups, including French, Spanish, Africans, Acadians, Germans, Canary Islanders/Islenos, and Haitians, and explain how individuals and groups interacted and contributed to the development of Louisiana.

c. Describe the characteristics of colonial Louisiana, including physical geography, climate, economic activities, culture and customs, and government, and analyze their importance to the growth and development of Louisiana.

d. Explain the influence of France and Spain on government in Louisiana, with an emphasis on the Napoleonic Code, the Code Noir, and the contributions of Jean-Baptiste Le Moyne de Bienville, John Law, King Louis XIV, and Alejandro O'Reilly.

e. Describe the contributions and achievements of Gens de Couleur Libres in colonial Louisiana.

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Integrated Instruction

CONTENT KNOWLEDGE

SKILLS AND PRACTICES



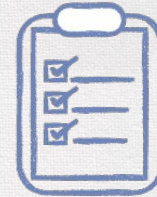
SET THE CONTEXT

Introduce key terms,
make connections
with previous
learning, provide
necessary context



EXPLORE SOURCES

Read and examine
sources to build
content knowledge
and skills



DEVELOP CLAIMS

Evaluate evidence,
make connections,
compare and
contrast sources



EXPRESS CLAIMS

Through speaking
and/or writing,
express informed
claims supported with
evidence

Integrated Instruction

Skill and Practice	Content
<p>4.2 Use a variety of primary and secondary sources to:</p> <ul style="list-style-type: none">a. Analyze social studies content.b. Explain claims and evidence.c. Compare and contrast multiple sources.	<p>4.17.h. Describe the fall of the Western Roman Empire, including difficulty governing its large territory, political, military, and economic problems.</p>

Framing Question



EXPRESS CLAIMS

Through speaking
and/or writing,
express informed
claims supported with
evidence

Why did the Populist
movement appeal to
people?

Adapted from *American Yawp*



SET THE CONTEXT

Introduce key terms,
make connections
with previous
learning, provide
necessary context

The post–Civil War era saw revolutions in American industry. Technological innovations and national investments slashed the costs of production and distribution. Industrialization and mass production pushed the United States into the forefront of the world.

Farmers, who remained a majority of the American population through the first decade of the twentieth century, were hit especially hard by industrialization. The expanding markets and technological improvements that increased efficiency also decreased commodity prices. Commercialization of agriculture put farmers in the hands of bankers, railroads, and various economic intermediaries. As the decades passed, more and more farmers fell ever further into debt, lost their land, and were forced to enter the industrial workforce or, especially in the South, became landless farmworkers.

The Bosses of the Senate, J. Ottmann Lith. Co. after Joseph Keppler Puck Ottmann Lith. Co., 1889

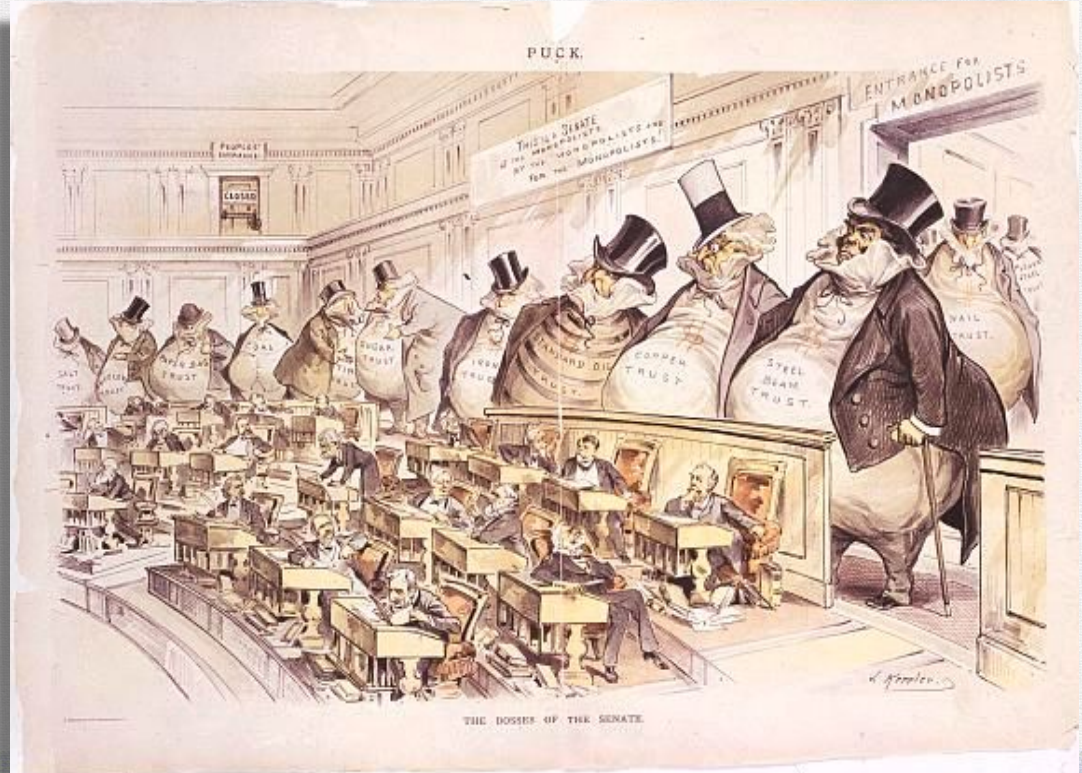


EXPLORE SOURCES

Read and examine sources to build content knowledge and skills

DEVELOP CLAIMS

Evaluate evidence, make connections, compare and contrast sources



“I feed you all!” lithograph by American Oleograph Co., Milwaukee, 1875.



EXPLORE SOURCES

Read and examine sources to build content knowledge and skills

DEVELOP CLAIMS

Evaluate evidence, make connections, compare and contrast sources



Populist Party Platform of 1892



EXPLORE SOURCES

Read and examine sources to build content knowledge and skills



DEVELOP CLAIMS

Evaluate evidence, make connections, compare and contrast sources

We believe that the money of the country should be kept as much as possible in the hands of the people, and hence we demand that all State and national revenues shall be limited to the necessary expenses of the government, economically and honestly administered. . .

Second – Wealth belongs to him who creates it, and every dollar taken from industry without an equivalent is robbery. "If any will not work, neither shall he eat." The interests of rural and civic labor are the same; their enemies are identical.

Land—The land, including all the natural sources of wealth, is the heritage of the people, and should not be monopolized for speculative purposes. . . All land now held by railroads and other corporations in excess of their actual needs. . . should be reclaimed by the government and held for actual settlers only.

Electoral College 1892 Map



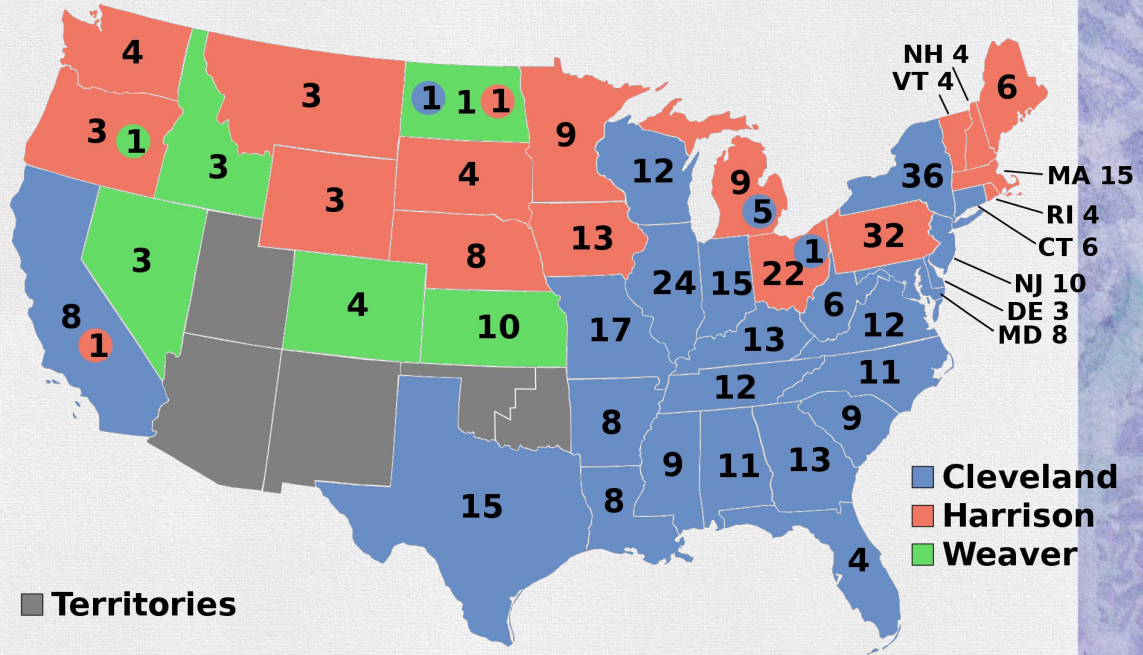
EXPLORE SOURCES

Read and examine sources to build content knowledge and skills



DEVELOP CLAIMS

Evaluate evidence, make connections, compare and contrast sources



Respond to the Framing Question



EXPRESS CLAIMS

Through speaking
and/or writing,
express informed
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Why did the Populist
movement appeal to
people?

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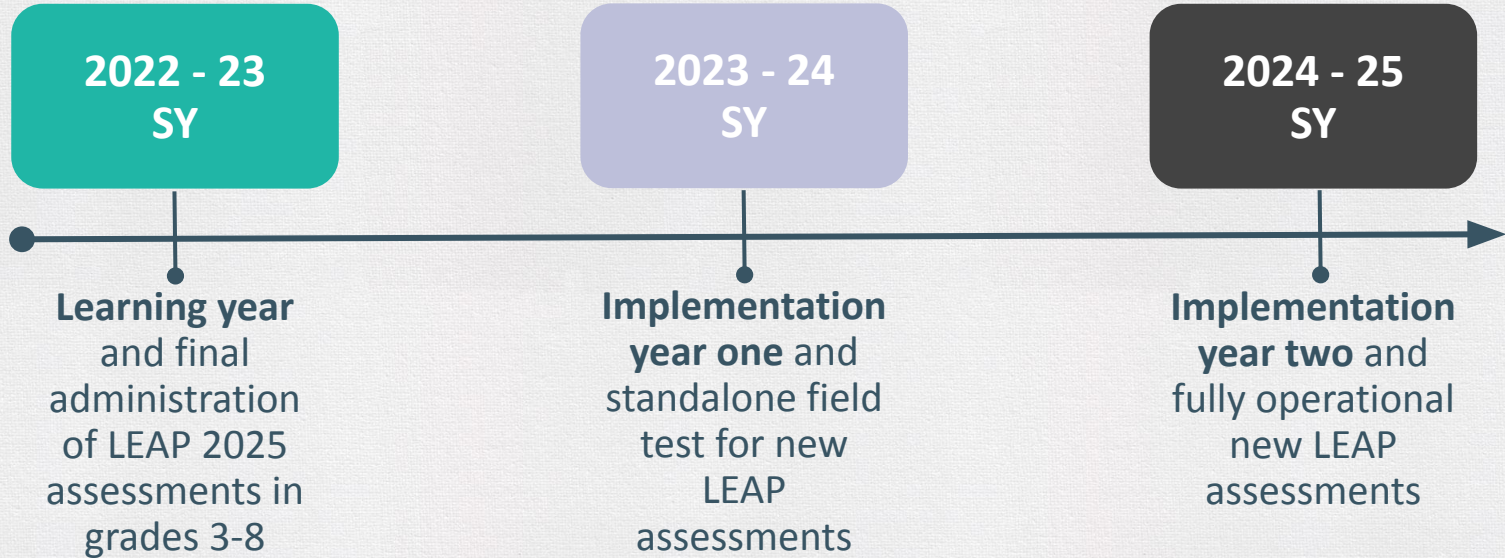
Integrated Instruction

Implementation and Support

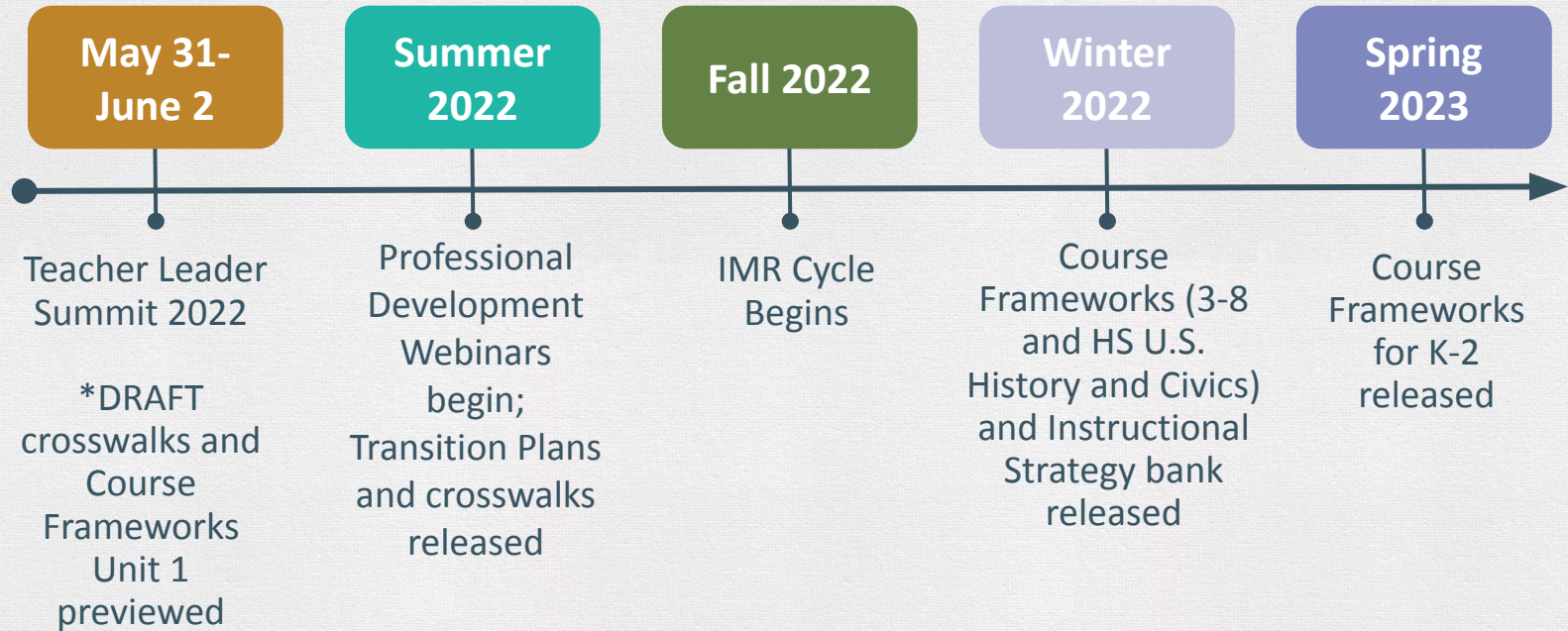
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Timeline



2022-2023: A Learning Year



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Crosswalks

Why?

To help teachers identify content that has shifted or remained the same.

What?

A comparison of the 2011 and 2022 social studies standards.

When?

July 2022



Believes

Grade 1		
<p>Overview: Below is a comparison of the 2022 and the 2011 Louisiana Student Social Studies Standards for grade 1. These tables illustrate standards with similar or overlapping skills or content. The standards compared are not perfect equivalents. The Department will release a Course Framework for first grade in the spring of 2023 to clarify and support the implementation of the new 2022 standards. Shaded cells indicate a new skill or practice from the 2022 standards. 2022 content standards without 2011 counterparts are not included in this crosswalk.</p>		
2022 Skills and Practices	2011 Standard	Notice/Wonder
1.1 Create a chronological sequence of events using appropriate vocabulary.	1.1.1 Construct personal timelines that highlight past and present events	
1.2 Differentiate between primary and secondary sources. Examples include: a. Primary sources: letters, diaries, autobiographies, speeches, interviews b. Secondary sources: magazine articles, textbooks, encyclopedia entries, biographies	1.1.2 Create a primary source of personal information	
1.3 Select and use appropriate evidence from primary and secondary sources to support claims.		
1.4 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning.		
1.5 Compare life in Louisiana in the past to life today.	1.1.3 Compare and contrast lifestyles of the past to the present	
1.6 Describe how past events can affect the present.		
1.24 Create and use maps or models with cardinal directions, keys, and scale.	1.3.1 Identify a representation of a location/space on a map/globe 1.3.2 Identify simple map symbols, compass rose (cardinal directions), and key/legend 1.3.3 Use mental mapping (visualizing details of a place or location out of one's sight) to develop a basic map of local places	
2022 Content Standards	2011 Standards	Notice/Wonder
1.8 Identify examples of Louisiana's culture, including: a. State and nationally designated holidays: New Year's Day, the birthday of Martin Luther King, Jr., Inauguration Day, Washington's Birthday, Mardi Gras, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, and Christmas Day b. Music: Cajun, jazz, zydeco c. Languages: French, Spanish, Native languages (e.g., Atakpan, Caddo, Choctaw) d. Architecture: St. Louis Cathedral, The Cabildo, State Capitol, Louisiana Superdome, Strand Theater, Sports Hall of Fame, The National WWII Museum e. Traditions: lagniappe, second line parades, king cake, red beans and rice on Mondays f. Cuisine: jambalaya, gumbo, etouffee, bread pudding, meat pies, tamales g. Symbols: Louisiana State flag, brown pelican, magnolia tree, brown bear h. Individuals who've made significant contributions to Louisiana's artistic heritage.	1.2.1 Identify and explain the importance of American heroes, symbols, landmarks, and patriotic songs 1.2.2 Describe reasons for celebrating events commemorated in national holidays 1.3.6 Compare and contrast local traditions/celebrations, customs, languages, and foods as an introduction to culture	
1.13 Describe examples of rules and laws in Louisiana.	1.4.2 State examples of rules and laws in the home, school, and community and explain their purposes	
1.14 Describe civic virtues including voting, running for office, serving on committees, and volunteering.	1.4.4 Describe the student's role, rights, and responsibilities as a citizen of the class, the school, and the community	
1.15 Describe the importance of fairness, responsibility, respect, and hard work. For example: a. Taking care of personal belongings and respecting the property of others. b. Following rules and recognizing consequences of breaking rules. c. Taking responsibility for assigned duties.	1.4.1 Develop a list of rules for the classroom and describe their benefits/consequences 1.4.4 Describe the student's role, rights, and responsibilities as a citizen of the class, the school, and the community	
1.16 Identify leaders at various levels of Louisiana State government, and explain their roles and responsibilities.	1.4.3 Identify the current mayor, governor, and president	
1.19 Describe how different public and private jobs help Louisianians. For example: a. Public: firefighters keeping people and their property safe b. Private: nurses caring for sick or injured people	1.5.4 Identify jobs and industries within the school and community	
1.20 Explain why and how goods and services are produced and traded.	1.5.3 Distinguish between goods and services	
1.22 Identify and describe which goods and services are produced in different places and regions in Louisiana.	1.5.5 Identify ways people exchange/trade goods and services	
1.26 Differentiate between the town, parish, state, and country in which the student lives on a political map.	1.3.9 Identify by name the town/city, parish, state, and country in which the student lives	

Course Frameworks

Why?

To support teachers in implementing the 2022 standards by taking some of the guesswork out of crafting aligned lesson plans.

What?

A framework that offers pacing guidance, suggested primary and secondary sources and framing and supporting questions aligned to 2022 social studies standards.

When?

Course frameworks for grades 3 - 8 and high school Civics and U.S. History will be released winter of 2022. Course Frameworks for K-2 will be released spring of 2023.

Units, Topics and Pacing

The 5th grade builds on what students learned about ancient and classical civilizations in grade 4. In this course students will examine: Medieval Europe and Africa, Aztec and Incan civilizations, the Renaissance and Reformation, the Age of Exploration, and the European conquest and colonization of the Americas. Students will examine the growth in economic interactions among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities.

Unit	Topic	Relevant Standards	Time in Weeks*
The Medieval World	Medieval Europe	5.1–5.8 5.9 a–e	2
	Expansion of Empires and War	5.1–5.8; 5.10 a–c	2
	The Hundred Years War and the Black Death	5.1–5.8; 5.9 f–h	1.5
Medieval African Empires	Ghana	5.1–5.7; 5.11 a–c	1
	Mali	5.1–5.8; 5.11 a–d	1.5
	Songhai	5.1–5.7; 5.11 a–c	1
Civilization in North America	Northeast	5.1–5.8; 5.13 a–c	1
	Plains	5.1–5.8; 5.13 a–c	1.5
	Southeast	5.1–5.8; 5.13 a–c	2
The Inca and Aztec Empires	The Inca Empire	5.1–5.7; 5.13 a, d, i–j	2.5
	The Aztec Empire	5.1–5.7; 5.13 a, d–h	2.5
Renaissance and Reformation	The Renaissance	5.1–5.8; 5.12 a–d	2
	The Reformation and Scientific Revolution	5.1–5.8; 5.12 d–g	2
The First Global Age	European Exploration and Colonization	5.1–5.7; 5.13a, 5.14 a–d	3
	The Columbian Exchange and the Transatlantic Slave Trade	5.1–5.7; 5.14 e–g	2
Culminating Instructional Task	Students may (a) conduct deeper research on course content, (b) complete a project in which they show patterns, trends, or connections among content across the course, or (c) engage in a school/community service project.	Varies based on choice	Remaining time



Overview

After the collapse of the Roman Empire in western Europe, a period of unrest, conflict, and transformation took place. Many of the developments that occurred in western Europe during the Middle Ages are still relevant today, including laws that originated hundreds of years ago. This topic is focused on Medieval European society, and builds off what students have learned about Greco-Roman Civilization in Grade 4.

For further reading, please review: [Medieval Europe knowledge-building resources](#)

Standards

- 5.1 Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.
- 5.2 Use a variety of primary and secondary sources to:
 - A. Analyze social studies content.
 - B. Explain claims and evidence.
 - C. Compare and contrast multiple sources
- 5.3 Explain connections between ideas, events, and developments in world history.
- 5.4 Compare and contrast events and developments in world history.
- 5.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:
 - A. Demonstrate an understanding of social studies content
 - B. Compare and contrast content and viewpoints
 - C. Explain cause and effects
 - D. Describe counterclaims
- 5.6 Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, deserts; cardinal and intermediate directions; latitude and longitude, climate, and environment.
- 5.7 Use geographic representations and historical information to explain how physical geography influenced the development of civilizations and empires.
- 5.8 Describe the origin and spread of major world religions as they developed throughout history.
- 5.9 Describe the geographic, political, economic, and cultural structures of Europe during the Middle Ages.
 - A. Identify and locate geographic features of Europe, including the Alps, Atlantic Ocean, Northern European Plain, English Channel, Ural Mountains, and the Mediterranean Sea
 - B. Describe the role of monasteries in the preservation of knowledge and the spread of the Catholic Church throughout Europe.
 - C. Explain how Charlemagne shaped and defined medieval Europe, including the creation of the Holy Roman Empire, and the establishment of Christianity as the religion of the Empire.
 - D. Describe the development of Feudalism and manorialism and their role in the medieval European economy



Sample Framing Question: How did Europe change during the Medieval Period?

Supporting Questions	Highlighted Sources and Materials	Key Terms
<p>What changes led to the decline of the Western Roman Empire?</p>	<ul style="list-style-type: none"> • Text Changing Times, Early vs Late Roman Emperors • Maps: Roman Empire at its Height, Hadrian's Wall, "Barbarian" Invasions of the Roman empire, Map of Europe (reference/blank/completed) • Images: Roman Roads, Attila and Pope Leo I • Videos: Visit Hadrian's Wall 	<p>empire, emperor, decline, invader, deposed, uncultured, "barbarian", sack, Vandals, Goths, Gauls, Attila, Mediterranean Sea, Alps, Atlantic Ocean, North European plain, English channel, Ural Mountains</p>
<p>How did the Middle or "Dark Ages" get its name, and what problems arose in Western Europe after the decline of Rome?</p>	<ul style="list-style-type: none"> • Text: After the Fall of Rome, The Not-So-Dark Ages, • Maps: Trade in the Roman Empire, Europe in 476 • Images: Aqueducts in Disrepair, Romulus and Odoacer, Pope Gregory I • Graphic Organizers: Problems in Western Europe 	<p>Middle ages, Medieval Period, Dark Ages, aqueduct, trade, merchants, artisans, scholars, bishop, convert, custom, heir</p>
<p>What new ideas helped people in Europe during the Middle ages?</p>	<ul style="list-style-type: none"> • Text: New Ideas in Western Europe • Images: Abbey Architecture, Women Teaching Geometry, Notre-Dame Cathedral, Medieval Monks • Video: Saint Peter's Tour • Audio: Sample Gregorian Chants 	<p>monk, monastery, tapestry, missionary, self-sufficient, cathedral</p>
<p>Why did King Charles earn the title Charles the Great or Charlemagne?</p>	<ul style="list-style-type: none"> • Text: Charlemagne and the Holy Roman Empire • Maps: 814 Map of Europe • Images: Charlemagne coronation, • Videos: Charlemagne • Graphic Organizers: Charlemagne's accomplishments 	<p>Pope, Charlemagne, Holy Roman Empire, crowned, alliance</p>
<p>How did the feudal system hold people, communities and kingdoms together?</p>	<ul style="list-style-type: none"> • Text: A Feudal Society • Images: Manor Estate, Grain Mill, Lord and Vassal, Serf in the Field, The Accolade • Video: Feudalism in Medieval Europe, The Accolade • Graphic Organizers: Feudalism Chart (blank, completed) 	<p>lord, knight, nobility, feudalism, medieval, vassal, fief, manor, estate, village, serf,</p>

Transition Plans

Why?

Teachers will need support in addressing gaps in knowledge that will result from shifts in the content sequence during the 2023-2024 school year.

What?

Identifies most critical gaps in content knowledge and provides resources to address them.

When?

Winter 2022 (Embedded in Course Frameworks)

GRADE 7 The United States and Louisiana: Early Republic Through Reconstruction

2023-2024 Transitional Framework

Beginning with the presidency of George Washington, this course offers a chronological study of major events, issues, movements, individuals, and groups of people in the United States from a national and a Louisiana perspective. In this course, students will examine the development of the early republic, the Louisiana Purchase, the War of 1812, westward expansion, social and political reform movements of the nineteenth century, the growth of nationalism and sectionalism, the Civil War, and the Reconstruction period.

Unit	Topic	Standards	Approximate Time in Weeks*
Transition Material	The Declaration of Independence and drafting the U.S. Constitution	7.1-7.7; transition content	2
Governing the New Nation	George Washington's Presidency and Precedents	7.1-7.7; 7.8 a-b, e, g	1.5
	The New Nation and the First-Party System	7.1-7.7; 7.8 c-h; 7.10 c	1.5
Growth of the New Nation	Early Growth of the Nation	7.1-7.7; 7.8 g-h	2
	Louisiana's Territorial Period and Statehood	7.1-7.7; 7.8 g-h; 7.9 e	2
	The War of 1812 and the Era of Good Feelings	7.1-7.7; 7.8 g; 7.9 a-d; 7.10 a, c	2
The Developing and Expanding Nation	Westward Expansion and the American Indian Experience	7.1-7.7; 7.8 g; 7.10 a-e	1.5
	Continued Expansion, Conflict, and Compromise	7.1-7.7; 7.8 g; 7.10 d, f-h	2
	Regional Development and Interactions	7.1-7.7; 7.8 g; 7.10 c, g, i-m	1.5
A New Spirit of Change	Reform Movements	7.1-7.7; 7.8 g; 7.11 a-f	2
	Growing Sectionalism and the Experiences of Enslaved People	7.1-7.7; 7.8 g; 7.11 f; 7.12 a-d	2
The Nation at War	Prelude to War and Secession	7.1-7.7; 7.12 a, c, e; 7.13 a-b	1.5
	The Course of the Civil War	7.1-7.7; 7.13 c-i	2
Reconstructing the Nation	Plans for Reconstruction	7.1-7.7; 7.13 j; 7.14 a	1
	Reconstruction in the United States	7.1-7.7; 7.14 b-f, h-i	2.5
	The End of Reconstruction and Its Immediate Aftermath	7.1-7.7; 7.14 g-i	1
Culminating Instructional Task	Students may (a) conduct deeper research on course content, (b) complete a project in which they show patterns, trends, or connections among content across the course, or (c) engage in a school/community service project.	Varies based on choice	Remaining time

*A trimester consists of approximately 9-10 weeks. This framework uses 9 weeks for each trimester to allow some flexibility for accelerated learning, as well as other expected and unexpected events (e.g., assemblies, weather events).



Instructional Strategy Bank

Why?

Provide teachers with concise way to learn about best practices in social studies education and an additional resource to help plan lessons that align to the 2022 standards.

What?

Bank of one page information sheets that describe and provide guidance on how to implement instructional strategies for social studies classrooms.

When?

Winter 2022

Learning Year Webinars

Webinars will cover wide range of topics including:

- How to unit and lesson plan using the new course frameworks;
- How to incorporate best practices into your lesson plans using the new social studies instructional strategy 1-pagers; and
- What resources are available to support teachers in building their own content knowledge

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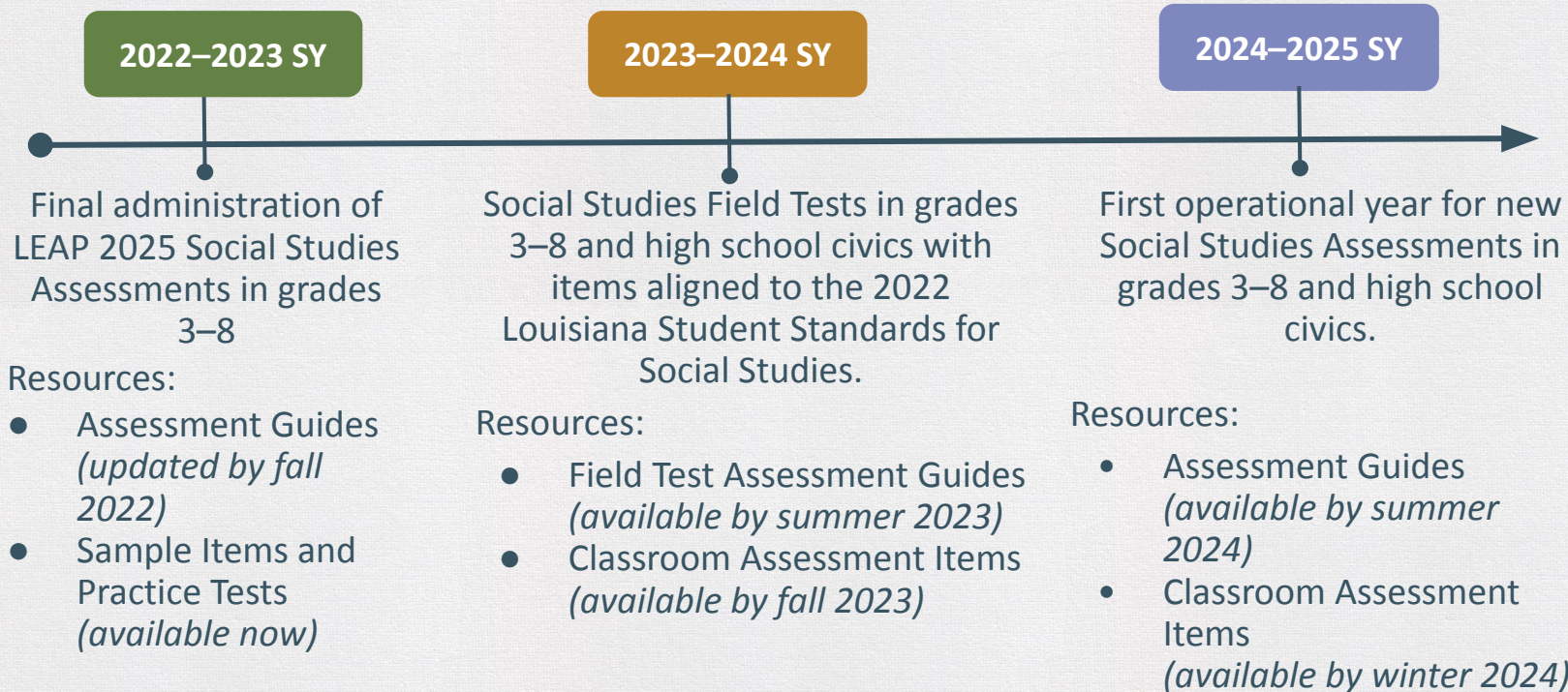
Social Studies Assessments

Grades 3–8 and High School Civics

The new LEAP Social Studies assessments will

- include grade/course-specific tests for grades 3–8 social studies and high school civics, aligned to the [2022 LSSSS](#)
- reflect the vision and instructional priorities for social studies
- ask students to answer meaningful questions about the content
- require students to apply their knowledge and skills
- ask students to utilize sources embedded within the assessment
- provide educators and parents with useful information about student performance
- involve [reviews by Louisiana educators](#) throughout the development process

Assessment Timeline and Resources



Contact Information

- Please contact classroomsupporttoolbox@la.gov with questions about the implementation of the K-12 Louisiana Student Standards for Social Studies.
- Please contact assessment@la.gov with questions about the LEAP Social Studies assessment and transition timelines.