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**High School U.S.  
History and High School Civics:  
Preparing for the Transition,  
December 8, 2022**

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# Introductions

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# Session Objectives

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

- describe what supports will be available for high school U.S. History and Civics;
- describe major shifts in content and skills for high school U.S. History and Civics;  
and
- describe the assessment transition from the high school U.S. History to the Civics.



# Agenda

- **Updates on Instructional Supports**
- Shifts
  - Skills
  - Content
- Planning for the Transition



# Instructional Materials Review Update

- New [social studies rubric released](#) and submissions reopened

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>SECTION I: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</b> Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. Materials must meet all of the Non-negotiable Criteria 1-3 for the review to continue to Section II.			
<b>Non-negotiable</b> <b>1. ALIGNMENT AND SEQUENCE:</b> Materials adequately address the <a href="#">Louisiana Student Standards for Social Studies</a> .  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Required</b> <b>1a)</b> Materials incorporate a <b>large majority of the content standards</b> in the Louisiana Student Standards for Social Studies for the identified grade-level/course and require students to engage in thinking at the <b>full depth and rigor of the standards</b> .		
	<b>Required *Indicator for grades 3-8 only</b> <b>1b)</b> Materials present a clear path for teachers to address content in a coherent and chronological manner that <b>reasonably aligns to the sequence in the 2022 Louisiana Social Studies Course Frameworks</b> .		
	<b>1c)</b> In any one grade or course, instructional materials spend <b>minimal time on content outside of the course, grade, or grade-band</b> .		
<b>Non-negotiable</b> <b>2. DISCIPLINARY SKILLS AND PRACTICES:</b> Materials provide opportunities for students to build knowledge and disciplinary literacy <sup>3</sup> through an integrated approach that is grounded in social studies content and supports development of disciplinary skills and practices.	<b>Required</b> <b>2a)</b> Units are structured around <b>engaging questions</b> and <b>big ideas</b> relevant to the grade-level/course's academic content.		
	<b>Required</b> <b>2b)</b> Materials require students to engage in the various types of <b>disciplinary thinking</b> that are explicit and embedded in the Louisiana Student Standards for Social Studies.		

# Course Frameworks Update

## High School Civics (Draft)

In the high school civics course, students broaden and deepen their understanding of the origin, structure, and functions of government. This course is designed to provide students with both the practical knowledge about how the American system of government functions on local, state and national levels, as well as an understanding of the philosophical and intellectual underpinnings of our constitutional republic.

Unit	Topic	Standards	Weeks	Semester
Unit 1: Foundations of the United States Government	<a href="#">Purpose and Types of Government</a>	C.1–C.7; C.8 a–b	2	1 (16 weeks)
	<a href="#">Principles and Events that Influenced the Formation of the U.S. Government</a>	C.1–C.7; C.8 c–g	3	
Unit 2: Government Structures, Powers, Functions, and Interactions	<a href="#">The U.S. Constitution and the Bill of Rights</a>	C.1–C.7; C.8 g	1.5	
	<a href="#">Structures, Powers, and Functions of the U.S. Government</a>	C.1–C.7; C.9 b–g	2	
	<a href="#">The U.S. Government Over Time</a>	C.1–C.7; C.9 b–g; what else?	3	
	<a href="#">Governments in the United States (Federal, State, Tribal, Local)</a>	C.1–C.7; C.9 a, g–j; C.11 k	2.5	
Unit 3: Political, Social, and Economic Interactions	<a href="#">Government Policy and Spending</a>	C.1–C.7; C.9 h; C.12 a–b; C.13 d	2	2 (14 weeks)
	<a href="#">Role of the Government in Domestic Affairs</a>	C.1–C.7; C.8 a, g; C.9 b, g; C.12 a–b; C.13 a–d, f	2.5	
	<a href="#">The United States in World Affairs</a>	C.1–C.7; C.12 a–e; C.13 b–d, f–g	3	
Unit 4: People of the United States	<a href="#">Citizenship and the Role of the People</a>	C.1–C.7; C.9 f–g; C.11 a–b; C.12 a–b	2.5	
	<a href="#">Civil Rights and Civil Liberties: Restriction and Expansion Over Time</a>	C.1–C.7; C.9 f–g; C.10 a–d; C.12 a–b	3.5	
Unit 5: Elections and Politics	<a href="#">Elections, Political Parties, and Representation</a>	C.1–C.7; C.9 g; C.11 d–f	2	
	<a href="#">Participation and Influence</a>	C.1–C.7; C.11 c, h–j	2.5	
Unit 6: Economics and Personal Finance	<a href="#">Economic Systems and Concepts</a>	C.13 a–g	1	
	<a href="#">Personal Finance</a>	C.14 a–e	1	



Sample Framing Question: How does the U.S. government differ from other systems of government in the world?		
Sample Supporting Questions	Highlighted Sources and Materials	Key Terms
What is the purpose of government?	<ul style="list-style-type: none"> <li>Text: <a href="#">Defining Government</a></li> <li>Video: <a href="#">Why study government? - Crash Course U.S. Government and Politics</a></li> <li>Activity: <a href="#">How does the government affect my daily life?</a>, <a href="#">How does the government affect my daily life? Directions</a>, <a href="#">The Rule of Law and Why it Matters - Facing History and Ourselves</a></li> </ul>	government, politics, rule of law, private goods, public goods
What type of governments exist in the world and how are they different from one another?	<ul style="list-style-type: none"> <li>Text: <a href="#">Different Types of Government</a>, <a href="#">Government vs. Economic Systems</a></li> <li>Image: <a href="#">Share of democracies - Our World in Data</a>, <a href="#">Presidential and Parliamentary Government</a>, <a href="#">Classifying Governments</a></li> <li>Map: <a href="#">Political Regime, 2020 - Our World In Data</a>, <a href="#">Governments Around the World - ESRI GeoInquiries</a></li> <li>Video: <a href="#">Democracy, Authoritarian Capitalism, and China: Crash Course World History 230</a> (stop at minute 10:23)</li> <li>Activity: <a href="#">Comparing Government Systems Around the World</a>, <a href="#">Rule by One - iCivics</a>, <a href="#">Differing Democracies: Parliamentary and Presidential Systems - CPALMS (Florida State University)</a>.</li> </ul>	democracy, capitalism, socialism, oligarchy, constitutional republic and autocracy, direct democracy and representative democracy, presidential system and parliamentary system
How is the U.S. government structured?	<ul style="list-style-type: none"> <li>Text: <a href="#">The Division of Powers</a>, <a href="#">Constitutional Republic</a>, <a href="#">Basic Principles of Government Definitions</a></li> <li>Image: <a href="#">Unitary, Federation, Confederation</a></li> <li>Map: <a href="#">Map of 2000 Presidential Election</a></li> <li>Video: <a href="#">Constitutional Principles: Representative Government Video - Bill of Rights Institute</a>, <a href="#">How the U.S. Election Works - BBC News</a>, <a href="#">How is power divided in the United States government? - TED Ed</a></li> <li>Graphic organizer: <a href="#">How is power divided in the United States government? - TED Ed (Three Branches of Government)</a>, <a href="#">Introduction to Basic Principles of American Government Student Chart</a>, <a href="#">Comparing the United States to Government Systems Around the World</a></li> </ul>	unitary, federal, and confederate systems, supremacy clause, rule of law, consent of the governed, limited government, individual rights, representative democracy, federalism, popular sovereignty, separation of powers, checks and balances,

# Instructional Strategy and Activity Bank

- Bank of strategies and activities for social studies classrooms.
- Potential entries include:
  - a. Contextualization Tools
  - b. Annotation Guides
  - c. Deliberation and Discussion Guides
  - d. Causation

## The Basics

**What?** A discussion technique which engages students in a debate about texts

**When?** After students read a text or a set of texts

**Why?** Develops critical thinking skills, promotes text-supported responses, improves communications skills

## Student Outcomes

This strategy helps students refine their understanding of texts to meet reading expectations and engage in group conversations to meet speaking and listening expectations.

## How to Implement

1. Develop a question or prompt based on text(s) read in class that has no right answer and two equally arguable "sides." This question or prompt should engage students in thinking deeply about the text and be focused on critical issues, character motivation, turning points in the text, conflict, etc.
2. Have students read the text(s) and then pose the question or prompt to the class.
3. Ask students, using an evidence chart, to locate evidence and choose a "side" based on the evidence.
4. Form two groups, each group representing a "side."
5. Have each group work together to develop a written statement of their position and their supporting reasons. For each reason, require groups to identify supporting evidence from their evidence charts. The group should also develop questions for the other group and locate additional evidence to debunk a counterargument.
6. Then have the class form two parallel lines in which each group is in a different line facing each other.
7. Ask a group to present establish their position and read their opening statement. Repeat with the other group.
8. Then ask the groups to engage in a conversation using accountable talk in which they question the other group's opening statement/position and present their own supporting reasons and evidence.
9. During the conversation, as reasons and/or evidence are presented that result in a change of position, instruct students to visually demonstrate their change in position by switching "sides" and moving to the other line. This can and should happen multiple times throughout the debate.
10. Continue the debate for approximately 10 minutes or until both sides have finished their conversations.
11. Conclude the debate by asking the final groups to revise their opening statements and declare in writing their final position, reasons, and supporting evidence in answer to the initial question or prompt.

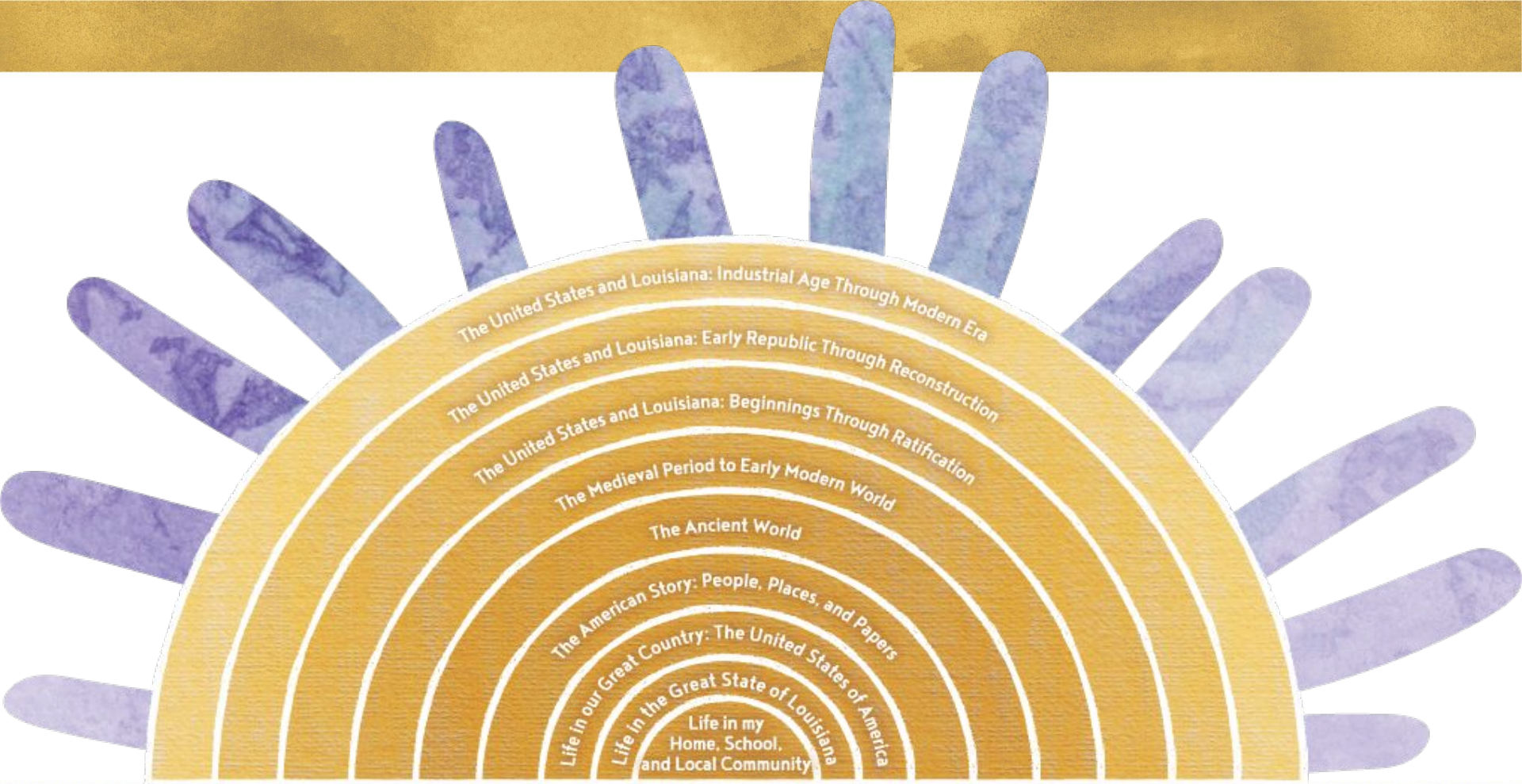
## Resources for Additional Information

- A brief [video](#) explaining this process and illustrating its use in a middle school classroom
- Another [video](#) of this strategy being used in a middle school classroom
- An [article](#) from Edutopia.org that discusses different debate strategies
- A [guide](#) for implementing a modified version of this strategy, "The Four Corners Debate"
- Examples of how to use in lessons: [Grades 3-5](#), [Grades 6-8](#), [Grades 9-12](#)



# Agenda

- Updates on Instructional Supports
- **Shifts**
  - Skills
  - Content
- Planning for Transition



The United States and Louisiana: Industrial Age Through Modern Era

The United States and Louisiana: Early Republic Through Reconstruction

The United States and Louisiana: Beginnings Through Ratification

The Medieval Period to Early Modern World

The Ancient World

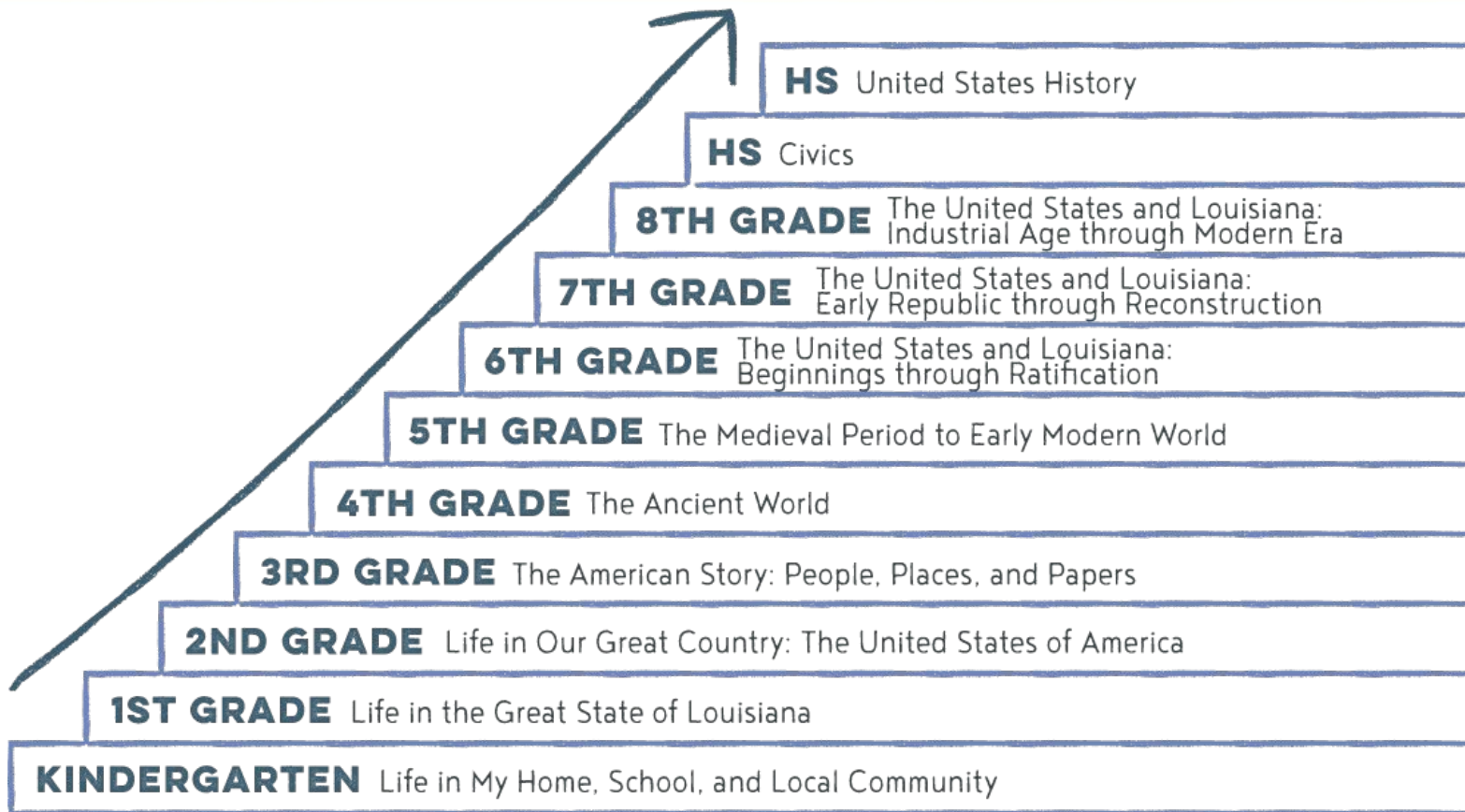
The American Story: People, Places, and Papers

Life in our Great Country: The United States of America

Life in the Great State of Louisiana

Life in my Home, School, and Local Community





**CONTENT KNOWLEDGE**

**SKILLS AND PRACTICES**





# High School Civics Skills and Practices

- C.1 Evaluate continuity and change in U.S. government, politics, and civic issues throughout U.S. history, including those related to the powers of government, interpretations of founding documents, voting trends, citizenship, civil liberties, and civil rights.
- C.2 Analyze causes and effects of events and developments in U.S. history, including those that influenced laws, processes, and civic participation.
- C.3 Compare and contrast events and developments in U.S. history and government.
- C.4 Explain connections between ideas, events, and developments related to U.S. history and government, and analyze recurring patterns, trends, and themes.
- C.5 Use geographic representations, demographic data, and geospatial representations to analyze civic issues and government processes.

High School Civics

**Overview:** Below is a comparison of the 2011 and the 2022 Louisiana Student Standards for Social Studies for high school civics. 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 Civics in the winter of 2022-2023 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 that do not have 2011 counterparts are not included in this crosswalk.

2022 Skills and Practices	2011 Standards
C.1 Evaluate continuity and change in U.S. government, politics, and civic issues throughout U.S. history, including those related to the powers of government, interpretations of founding documents, voting trends, citizenship, civil liberties, and civil rights.	C.5.3 Describe how civil rights have evolved over time to include diverse groups of citizens
C.2 Analyze causes and effects of events and developments in U.S. history, including those that influenced laws, processes, and civic participation.	
C.3 Compare and contrast events and developments in U.S. history and government.	
C.4 Explain connections between ideas, events, and developments related to U.S. history and government, and analyze recurring patterns, trends, and themes.	
C.5 Use geographic representations, demographic data, and geospatial representations to analyze civic issues and government processes.	
C.6 Use a variety of primary and secondary sources to: <ul style="list-style-type: none"> <li>a. Analyze social studies content.</li> <li>b. Evaluate claims, counterclaims, and evidence.</li> <li>c. Compare and contrast multiple sources and accounts.</li> <li>d. Explain how the availability of sources affects historical interpretations.</li> </ul>	
C.7 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: <ul style="list-style-type: none"> <li>a. Demonstrate an understanding of social studies content.</li> <li>b. Compare and contrast content and viewpoints.</li> <li>c. Analyze causes and effects.</li> <li>d. Evaluate counterclaims.</li> </ul>	



## High School U.S. History Skills and Practices

- US.1 Analyze ideas and events in the history of the United States of America from 1776 to 2008 and how they progressed, changed, or remained the same over time.
- US.2 Analyze connections between events and developments in U.S. history within their global context from 1776 to 2008.
- US.3 Compare and contrast events and developments in U.S. history from 1776 to 2008.
- US.4 Use geographic representations and demographic data to analyze environmental, cultural, economic and political characteristics and changes.



## U.S. History and Civics Skills and Practices (continued)

- US.5/C.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.
- US.6/C.7 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to:
  - a. Demonstrate an understanding of social studies content.
  - b. Compare and contrast content and viewpoints.
  - c. Analyze causes and effects.
  - d. Evaluate counterclaims.



## Civics Content

- C.9 a. Compare and contrast the powers and responsibilities of local, state, tribal (including the Chitimacha Tribe of Louisiana, the Coushatta Tribe of Louisiana, the Jena Band of Choctaw Indians, and the Tunica Biloxi Indian Tribe), and federal governments, and explain how each is financed, how they interact with each other, and how citizens interact with and within each of them.
- C.9 i. Analyze continuity and change in the Louisiana State Constitution over time, and compare and contrast the Louisiana State Constitutions and the U.S. Constitution.
- C.9 j. Explain the historical connections between Civil Law, the Napoleonic Code, and Louisiana's system of laws



## Civics Content

- C 9 f. Evaluate the reasoning for Supreme Court decisions and their political, social, and economic effects, including *Marbury v. Madison* (1803); *McCulloch v. Maryland* (1819); *Cherokee Nation v. Georgia* (1831); *Dred Scott v. Sandford* (1857); *Plessy v. Ferguson* (1896); *Schenck v. United States* (1919); *Korematsu v. United States* (1944); *Brown v. Board of Education* (1954); *Baker v. Carr* (1962); *Engel v. Vitale* (1962); *Gideon v. Wainwright* (1963); *Miranda v. Arizona* (1966); *Loving v. Virginia* (1967); *Tinker v. Des Moines* (1969); *New York Times Co. v. United States* (1971); *Wisconsin v. Yoder* (1972); *Roe v. Wade* (1973); *United States v. Nixon* (1974); *Shaw v. Reno* (1993); *United States v. Lopez* (1995); *Bush v. Gore* (2000); *McDonald v. Chicago* (2010); *Citizens United v. Federal Election Commission* (2010).



# U.S. History Content

- US.7 Analyze the development of the United States from the American Revolution through the ratification of the U.S. Constitution and Early Republic.
- US.8 Analyze key events associated with Westward Expansion during the early to mid-1800s.
- US.9 Analyze the development and abolition of slavery in the United States.
- US.10 Analyze the causes, course, and consequences of the Civil War and Reconstruction.
- US.11 Describe the economic and social development of the United States in the late nineteenth and early twentieth century and its emergence as a major world power.
- US.12 Analyze the causes, course, and consequences of World War I.
- US.13 Analyze the political, social, cultural and economic effects of events and developments after World War I and during the 1920s.
- US.14 Describe the effects of the Great Depression and New Deal policies on the United States.
- US.15 Explain the causes, course, and consequences of World War II.
- US.16 Analyze causes, major events, and key leaders of the civil rights movement.
- US.17 Explain major events and developments of the post-World War II era in the United States and its continued rise as a world power.
- US.18 Explain major U.S. events and developments in the late twentieth and early twenty-first centuries.



# U.S. History LEAP 2025 Assessment Reporting Categories

Western Expansion to Progressivism

Isolationism through the Great War

Becoming a World Power through World War II

Cold War Era, and The Modern Age



Unit	Topic	U.S. History Assessment Categories	Standards	Weeks
<b>Unit 1:</b> Founding and Early Development of the Nation	Founding and Governing a New Nation		US.1–6; US.7 a–j	2
	Westward Expansion and the American Indian Experience		US.1–6; US.7 h; US.8a–d	
	A Nation Divided and Reconstructed		US.1–6; US.9a–j; US.10 a–e	
<b>Unit 2:</b> Revolutionary Advancements and Change	Industrialization, Immigration, and Urbanization	Westward Expansion through Progressivism	US.1–6; US.11 a–d; US.13 e	8
	The Western Frontier		US.1–6; US.8 d; US.11 a–d, g	
	Reform in Late 1800s and Early 1900s		US.1–6; US.11 d, f, h–m	
<b>Unit 3:</b> Expansion and Conflict	U.S. Expansion	Isolationism through the Great War	US.1–6; US.11 e–f	4.5
	World War I		US.1–6; US.12 a–f	
<b>Unit 4:</b> Between the Fires through the World at War	Post-war United States and the 1920s	Becoming a World Power through World War II	US.1–6; US.13 a–h	8.5
	The Great Depression		US.1–6; US.14 a–f	
	World War II		US.1–6; US.15 a–l	
<b>Unit 5:</b> Tension Abroad and Change at Home	Early Cold War (1945–1960s)	Cold War Era and the Modern Age	US.1–6; US.17a–g; US.18e	7.5
	Social and Civil Rights Movements		US.1–6; US.16a–g; US.17g–h, j	
	The Later Years and End of the Cold War (1960s–1991)		US.1–6; US.17 d–l; US.18e	
<b>Unit 6:</b> The Modern Age and Recent Past	Foreign Affairs		US.1–6; US.18 c, e–f, h	1.5
	Domestic Affairs		US.1–6; US.18 a–b, d–e, g, h–i	

Unit	Topic	Standards	Weeks
<b>Unit 1:</b> Foundations of the United States Government	Purpose and Types of Government	C.1–C.7; C.8 a–b	2
	Principles and Events that Influenced the Formation of the U.S. Government	C.1–C.7; C.8 c–g	3
<b>Unit 2:</b> Government Structures, Powers, Functions, and Interactions	The U.S. Constitution and the Bill of Rights	C.1–C.7; C.8 g	1.5
	Structures, Powers, and Functions of the U.S. Government	C.1–C.7; C.9 b–g	2
	The U.S. Government Over Time	C.1–C.7; C.9 b–g	3
	Governments in the United States (Federal, State, Tribal, Local)	C.1–C.7; C.9 a, g–j; C.11 k	2.5
<b>Unit 3:</b> Political, Social, and Economic Interactions	Government Policy and Spending	C.1–C.7; C.9 h; C.12 a–b; C.13 d	2
	Role of the Government in Domestic Affairs	C.1–C.7; C.8 a, g; C.9 b, g; C.12 a–b; C.13 a–d, f	2.5
	The United States in World Affairs	C.1–C.7; C.12 a–e; C.13 b–d, f–g	3
<b>Unit 4:</b> People of the United States	Citizenship and the Role of the People	C.1–C.7; C.9 f–g; C.11 a–b; C.12 a–b	2.5
	Civil Rights and Civil Liberties: Restriction and Expansion Over Time	C.1–C.7; C.9 f–g; C.10 a–d; C.12 a–b	3.5
<b>Unit 5:</b> Elections and Politics	Elections, Political Parties, and Representation	C.1–C.7; C.9 g; C.11 d–f	2
	Participation and Influence	C.1–C.7; C.11 c, h–j	2.5
<b>Unit 6:</b> Economics and Personal Finance	Economic Systems and Concepts	C.13 a–g	1
	Personal Finance	C.14 a–e	1



# Agenda

- Updates on Instructional Supports
- Shifts
  - Skills
  - Content
- **Planning for the Transition**



# Professional Learning Objectives

- Build content knowledge:
  - Louisiana government in high school civics.
  - Content 1776-1877 for high school U.S. history.
- Build capacity and comfort with teaching using primary sources.





# Louisiana Government

- C.9 a. Compare and contrast the powers and responsibilities of local, state, tribal (including the Chitimacha Tribe of Louisiana, the Coushatta Tribe of Louisiana, the Jena Band of Choctaw Indians, and the Tunica Biloxi Indian Tribe), and federal governments, and explain how each is financed, how they interact with each other, and how citizens interact with and within each of them.
- C.9 i. Analyze continuity and change in the Louisiana State Constitution over time, and compare and contrast the Louisiana State Constitutions and the U.S. Constitution.
- C.9 j. Explain the historical connections between Civil Law, the Napoleonic Code, and Louisiana's system of laws.
- C.11 j. Evaluate the processes for drawing Louisiana's congressional districts and their effect on statewide and national elections.
- C.11 k. Describe local and parish governments in Louisiana, including police juries and home rule charters.



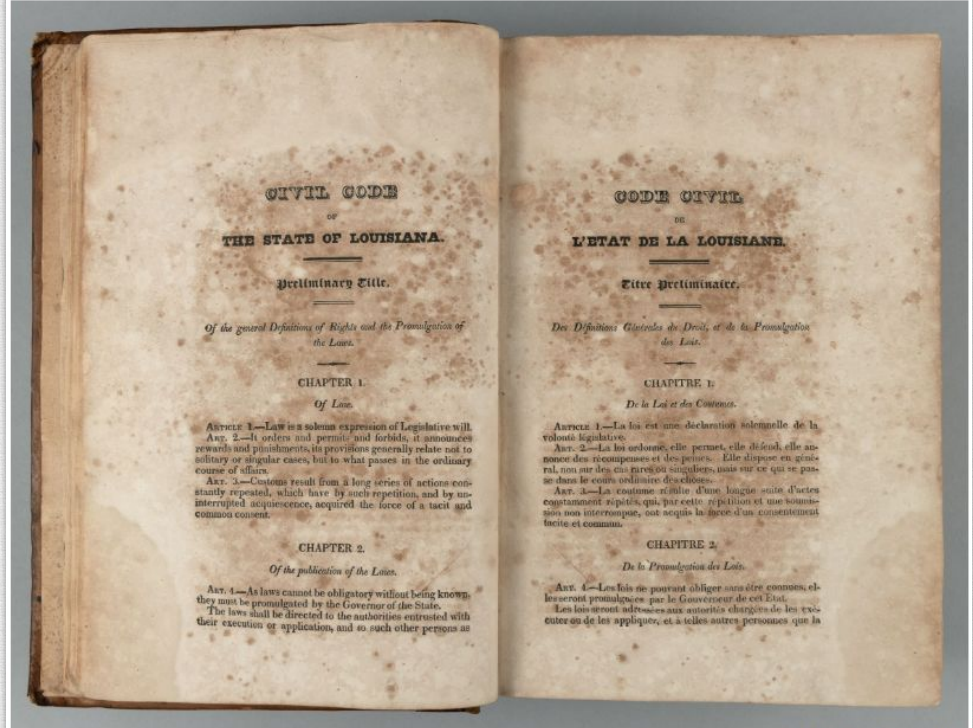


- Available from *64 Parishes*
  - [Napoleonic Code](#)
  - [Police Juries](#)
  - [Coushatta Tribe of Louisiana](#)
  - [Native Americans in Twentieth-Century Louisiana](#)

# Napoleonic Code

The French Civil Code of 1804 standardized civil law in France, becoming a model legal framework for jurisdictions around the world, including Louisiana.

BY RON SCALISE



THE HISTORIC NEW ORLEANS COLLECTION

An interior spread from the Civil Code of the State of Louisiana, featuring an English translation on one page and French on the opposite page.



# [64Parishes.org/Education](http://64Parishes.org/Education)

## 6th Grade Social Studies Resources



### 6.10 a.-b. Acadians in Colonial Louisiana

The Acadians, ancestors of present-day Cajuns, were people of French ancestry who settled in what is now Canada before

SHANE K. BERNARD



### 6.10 a.-d. Jean-Baptiste Le Moyne, sieur de Bienville

Jean-Baptiste Le Moyne, sieur de Bienville, served as governor of Louisiana and founded the city of New Orleans.

MICHAEL T. PASQUIER



### 6.10 a.-d. French Colonial Louisiana

The era of French control over Louisiana was marked by many challenges, including hurricanes and conflicts with Native

MICHAEL T. PASQUIER, ERIN M. GREENWALD

### PEOPLES OF LOUISIANA



### 6.3 a.-b., 6.9 g.-h. Chitimacha Tribe of Louisiana

The Chitimacha Tribe is the only federally recognized tribe in Louisiana to still occupy part of its ancestral territory.

DAYNA BOWKER LEE

ALL ARTICLES



# Articles Out in 2023

- Tunica-Biloxi Tribe
- Native Americans in Twentieth Century Louisiana
- Jena Band of Choctaw Indians
- Coushatta Tribe of Louisiana
- Napoleonic Code
- Police Juries



# Bill of Rights Institute Introductory Essays

- [Chapter 3 1763-1789](#)
- [Chapter 4 1789-1800](#)
- [Chapter 5 1800-1828](#)
- [Chapter 6 1828-1844](#)
- [Chapter 7 1844-1860](#)
- [Chapter 8 1860-1877](#)



# Review Primary Source Guide



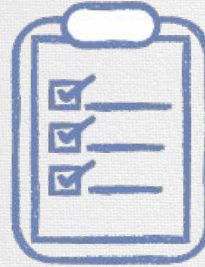
## SET THE CONTEXT

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





# Primary Source Guide Contents

- Why are primary sources important to use with students?
- What are some guidelines for using primary sources in high school?
- How can graphic organizers and verbal cues support students with various types of primary sources?

## Primary Source Guide



### 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

# Introduction to Using Primary Sources in Grade 9-12 Classrooms

Primary sources offer an exclusive window to interpret history through the words and eyes of those who lived through it, but it can be a challenge to integrate these materials into the classroom without easy access to sources and readily available analysis tools. This guide aims to provide simple, interactive tools to easily incorporate primary sources into daily classroom instruction.

## Why are primary sources important to use with students?

- Primary sources provide students with multiple perspectives - in many engaging formats (i.e., maps, artwork, objects, architecture) - that introduce them to the concept of “point of view.”
- Primary sources change the view of history from facts and dates packaged in a textbook. The sources foster an understanding where students can learn to weigh the significance of primary sources about a topic against a general interpretation.
- Analysis of primary sources helps students develop critical thinking skills by examining meaning, context, bias, purpose, point of view, etc.
- Primary sources fascinate students because they are personal and real - history is humanized through them. Human expression provides history with color and excitement to encourage student engagement.
- By using primary sources, students will participate in the process of history. They will debate, challenge, and seek out evidence to support their interpretation.
- Interpreting historical sources helps students analyze and evaluate contemporary sources they view today, i.e., newspaper reports, TV and radio programs, etc.
- These sources also encourage students to develop an ability to understand and make good use of many sources of information - which will be a valuable skill beyond a K-12 education.



# Guidelines for Integrating Primary Sources in 9-12 Classrooms

## Before you Begin

1. Choose at least two or three primary sources that support the learning objectives and are accessible to students.
2. Consider how students can compare these items to other primary and secondary sources.
3. Identify an analysis tool or text-dependent (guiding) questions that students will use to analyze the primary sources.





## Student's Guide (9-12)

# Analyze a Document

About the Text	Observe
Title:	In your own words, summarize what the document says.
Publication	Identify at least three things about this document you think are important.
Date: Creator(s):	
Type of Document:	Describe anything about this text that looks strange and unfamiliar.

### Evaluate & Reflect

What was the purpose of this text? For what audience was the document made?

List two things the document tells you about life at the time it was created.

What major events were happening in the world during the time this document was created?

Do you know about other people, places and events from the same time as this document?  
If so, how does your knowledge help you better understand the document?

If someone created this document today, what would be different? What would be the same?

### Question

What questions does this document raise in your mind?

What other documents or historical evidence are you going to use to help you understand this event or topic?

# Civics Assessment Timeline

2022–2023

2023–2024

2024–2025

Final implementation year for the 2011 LSSSS for civics

LEAP Civics Field Test with items aligned to the 2022 LSSSS and taken upon course completion

First operational year for new LEAP Civics assessment, taken upon course completion

Resources:

- Social Studies Assessment Updates document  
*(available now, updates in winter)*

Resources:

- Field Test Assessment Guide  
*(available by summer 2023)*
- Classroom Assessment Items  
*(available by fall 2023)*

Resources:

- Assessment Guide  
*(available by summer 2024)*
- Classroom Assessment Items  
*(available by winter)*



# Transition to Civics Assessment

Freshman Cohort	High School Social Studies Assessment Graduation Requirement
2022–2023	U.S. History
2023–2024	U.S. History
2024–2025 and beyond	Civics

# High School Social Studies Assessment Administrations by School Year

School Year	U.S. History	Civics
2022–2023	State-administered operational assessment	Not Applicable
2023–2024		State-administered field test for all students in a high school Civics course or permitted course substitute
2024–2025		State-administered operational assessment
2025–2026		
2026–2027		
2027–2028 and beyond		



# Civics Assessment

The new LEAP Civics assessment will

- have a set-based design
- include sets, standalone items, and a task
- include a variety of item types, which will ask students to use their civics knowledge and skills along with the sources to demonstrate understanding
- include a variety of source types, which will serve to activate students' knowledge and support them in answering the questions

# Reflection



Determine how prepared you are to communicate the following:

- What supports for high school teachers will the Department be releasing?
- What are the major changes in content and skills for high school civics and U.S. history?
- How can high school teachers begin to prepare for the transition to the new social studies standards and assessment?



# Resources and Contact

## Resources:

- [2022 Louisiana Social Studies Standards Implementation Q&A/Webinar Opportunities](#)
- [2022 Louisiana Student Standards for Social Studies FAQ](#)
- [2022 Louisiana Student Standards for Social Studies Q&A - Implementation Support 7.14](#)

Please contact [classroomsupporttoolbox@la.gov](mailto:classroomsupporttoolbox@la.gov) or [assessment@la.gov](mailto:assessment@la.gov) with questions.