Zoom Meeting Preparation

- Please make sure your phone or computer is muted to minimize background noise.
  - To do this, hover over the bottom left-hand side of your screen and click "Mute."
- Please make sure you have turned off your camera to save bandwidth and prevent any connectivity issues.
  - To do this, hover over the bottom left-hand side of your screen and click "Stop Video."
- Please submit questions during the presentation in the "Chat" function located on the bottom of your screen.
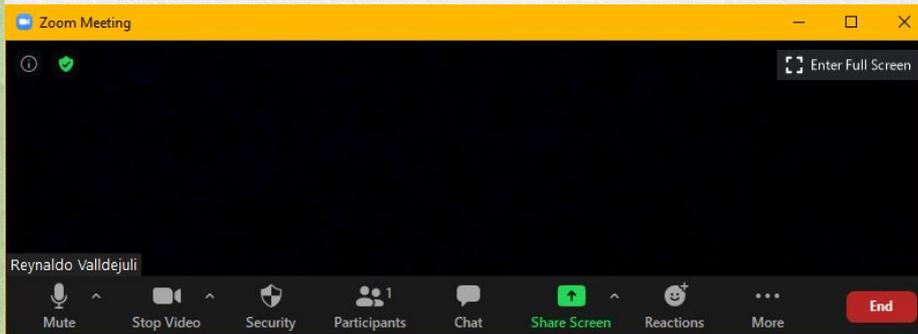
NOTICE: In accordance with the Americans with Disabilities Act, if you need special assistance at this meeting please contact ldoecommunications@la.gov.

Upcoming Webinars and Information

Practicing Principal Webinars and Newsletters

- October Practicing Principal Webinar will provide information on interests and opportunities and led by the department's accountability division.

  Webinar Date and Time: October 23 at 1 p.m.
  Webinar Link: https://ldoe.zoom.us/j/97054177103
  Webinar Phone Number: 346-248-7799
  Meeting ID#: 970 5417 7103
  Passcode: 310386

- Use this link to subscribe to the principal monthly newsletter.
- Email louisianaleaders@la.gov with any questions.

Compass Information System (CIS) Updates

VAM will be released into the Compass Information System (CIS) on October 6.
- All non-VAM evaluations should be finalized now.
- VAM teacher evaluations must be finalized following VAM release.

The final deadline to enter or edit 2022-2023 evaluation data is October 27. The system will open for 2023-2024 on November 3.

Note: Leader evaluations for 2022-2023 can be finalized following the release of School Performance Scores (SPS) in late fall.

Please contact compass@la.gov with questions.

Evaluation Updates

Per Bulletin 130, all evaluators must renew certification annually. The 2023-2024 Rater Reliability Evaluator Training and companion are available in the Compass Library.
- The 2023-2024 Evaluation Guide for Teachers is also available in the Compass Library.

Systems are encouraged to begin setting Student Learning Targets (SLTs) and conducting observations.
- Per Bulletin 130, evaluators and evaluatees must meet to discuss all SLTs.
- Per Bulletin 130, all educators will require two observations for the 2023-2024 school year.

Please contact compass@la.gov with questions.

New Teacher Survey

The Department is currently conducting a survey of new teachers to solicit input on their experiences and supports needed. The survey covers topics such as:

- Preparation experience
- Recruitment and retention
- Teacher well-being
- Support

LDOE will share the New Teacher survey results with LSASPA leadership once complete.

Please ask all second year teachers to complete this survey no later than **September 30, 2023.**

Please contact laurie.carlton@la.gov with questions.

New Teacher Experience Support Call

The Department will host a series of support calls for The New Teacher Experience during the 2023-2024 school year. The New Teacher Experience is a comprehensive induction program that offers multiple services designed to increase teacher effectiveness, enhance skills, and reduce attrition among beginning teachers.

Webinar Date/Time: September 28 at 1 p.m.
Webinar Link: https://tinyurl.com/4c74bthm
Passcode: 235470
Phone: 470-381-2552

Please contact laurie.carlton@la.gov with questions.

New Teacher Experience Registration

Registration for both the NTE Professional Learning Modules and Affinity groups is almost full. Don't let your beginning teachers miss out on these opportunities for support.

Professional Learning Modules are provided at no cost to systems; however, any travel costs should be covered by the school system. Registration will close once full.

There is no cost to join Affinity Groups, but seats are limited. These are held virtually once per month. Registration will close once full.

Please contact laurie.carlton@la.gov with any questions.

School Improvement Best Practices Trainings

Foundational training in ILT and Teacher Collaboration delivered by NIET:

- Appropriate for new school leaders, ILT members, and teacher leaders who facilitate Teacher Collaboration sessions.
- Any school may participate at no cost.
- Remaining sessions available:
    - October 5-6: TC level 1 Virtual
    - October 5-6: TC Level 2 Virtual
    - October 10-11: TC Level 1 Onsite - Shreveport
    - October 10-11: TC Level 2 Onsite - Baton Rouge

Please visit the NIET Best Practices Training site to register.
Please contact schoolimprovementdivision@la.gov with questions.
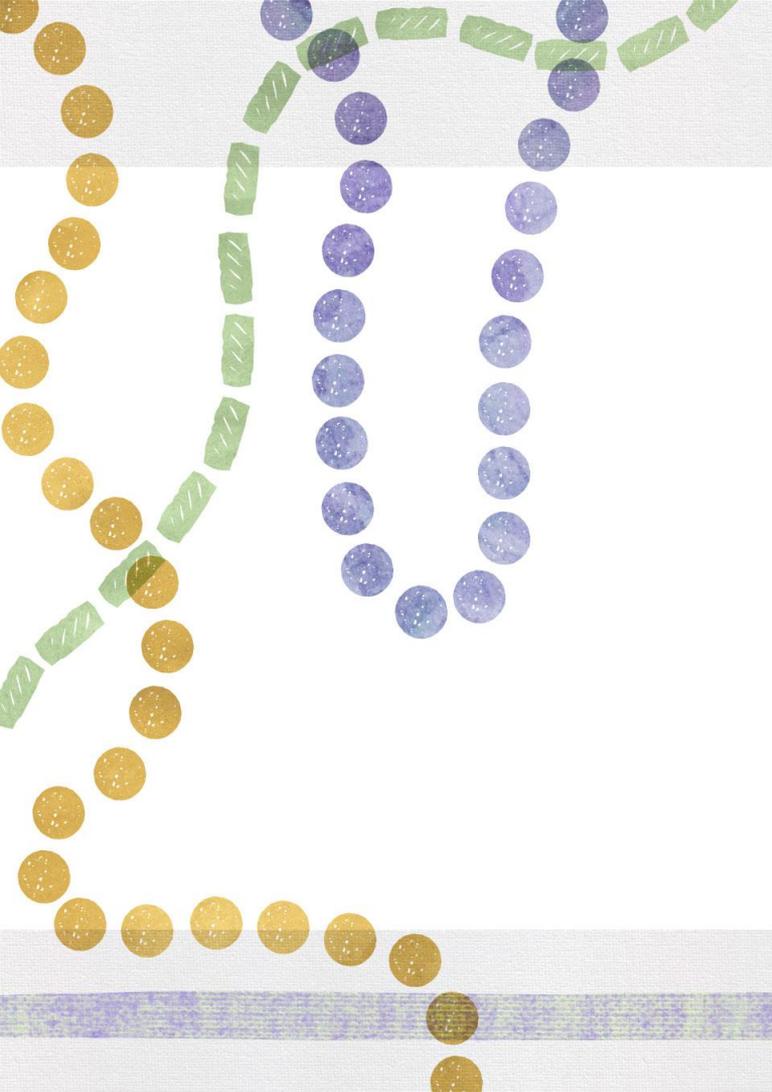
Social Studies Updates

Agenda and Logistics

I. Social Studies Vision and Goals
II. New Standards and Implementation Timelines
III. Bayou Bridges Curriculum
IV. Professional learning and support

If you are experiencing audio difficulties, please make sure that your speakers are on and that your volume is at a suitable level.

Please type questions into the chat box as we go along.

Dial in by phone: 470 250 9358

Meeting ID#: 967 9198 8170

VISION for SUCCESS

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.

Eighth-grade History Scores

Trend in eighth-grade NAEP U.S. history average scores

Advanced

average history score - lowest in 28 years

Proficient

259   ≈261   263   266   267   263   258

Basic

Year   '94   '01   '06   '10   '14   '18   '22

source: National Assessment of Educational Progress
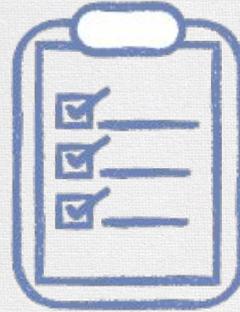
Social Studies Vision

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
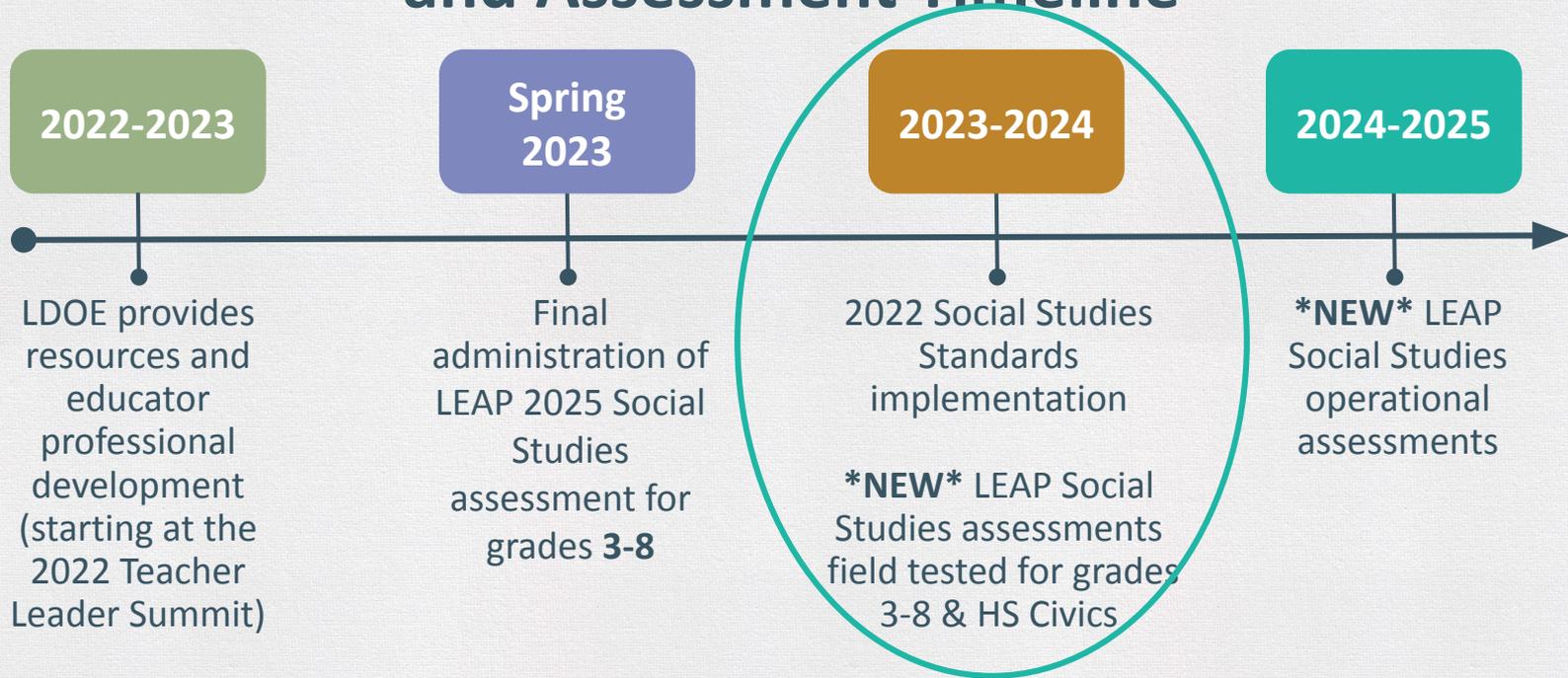
DEVELOP CLAIMS

Evaluate evidence, make connections, compare and contrast sources

EXPRESS CLAIMS

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

Believes

15

Social Studies Standards Implementation and Assessment Timeline

2022-2023
LDOE provides resources and educator professional development (starting at the 2022 Teacher Leader Summit)

Spring 2023
Final administration of LEAP 2025 Social Studies assessment for grades **3-8**

2023-2024
2022 Social Studies Standards implementation

NEW LEAP Social Studies assessments field tested for grades 3-8 & HS Civics

2024-2025
NEW LEAP Social Studies operational assessments

Believes

Social Studies Course Frameworks

New social studies course frameworks for grades K-8, high school Civics, and high school U.S. History. The course frameworks support teachers in implementing the new standards by:

- scoping and sequencing out content for the year,
- suggesting rigorous primary and secondary sources, and
- offering framing and supporting questions to guide instruction.

Unit 6: The Post-War Era
Topic 1: Post-World War II United States and the Early Cold War (1945–1960s)

Overview

As one war came to an end, new tensions were already brewing among the allies. World War II cooperation gave way to division, suspicion, and competition between the United States/Western Europe and the Soviet Union/Eastern Europe in the post-war era. The development and use of the atomic bomb by the United States led the Soviet Union to develop its own weapons in order to counter this perceived threat. Each side sought more powerful weapons and attempted to maintain parity of numbers so that neither side ever gained an overwhelming advantage. The development of missile technology capable of carrying warheads for the arms race relied upon the rocketry research that would also be used to propel satellites and humans into space.

This competition was fueled by the philosophical debate between communism and capitalism. As countries like China fell to communism, the United States sought to contain its spread, which formed the basis of decision-making throughout the Cold War period. This fear meant seeking out communism from without and within. Reputations of individual Americans were ruined by misguided investigations to uncover espionage, while others Americans made preparations to survive if the worst happened. At the same time, attempts by the United States and the Soviet Union to secure their own aims created third-party flashpoints like Berlin, Korea, and Cuba. Any of these situations could have erupted into full-scale nuclear war, and even though deterrence always prevailed, the potential for ultimate destruction always lingered in the background.

For further reading, please review: Post-World War II United States and the Early Cold War knowledge-building resources

Standards

- 8.1 Explain ideas, events, and developments in the history of the United States of America from 1877 to 2008 and how they progressed, changed, or remained the same over time.
- 8.2 Analyze connections between events and developments in U.S. history within their global context from 1877 to 2008.
- 8.3 Compare and contrast events and developments in U.S. history from 1877 to 2008.
- 8.4 Use geographic representations and historical data to analyze events and developments in U.S. history from 1877 to 2008, including environmental, cultural, economic, and political characteristics and changes.
- 8.5 Use maps to identify absolute location (latitude, and longitude) and describe geographical characteristics of places in Louisiana, North America, and the world.
- 8.6 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.

Social Studies Instructional Strategies

Guidance and protocols for whole-group instruction. These strategies can assist teachers in implementing best practices in social studies classrooms.

SOCIAL STUDIES STANDARDS

File
K-12 Louisiana Student Standards for Social Studies PDF
2022 Louisiana Student Standards for Social Studies FAQ PDF
Implementation of Act 469 PDF
Key Themes US History PDF
2022 Louisiana Social Studies Standards Implementation Q&A/Webinar Opportunities PDF
2022 LSSSS Shifts PDF
2022 LSSSS Social Studies Learning Progressions PDF

ASSESSMENT GUIDANCE

File
LEAP 2025 Assessment Guide for U.S. History PDF
Social Studies Assessment Updates PDF
LEAP Social Studies Field Test Guidance for Grades 3-8 and Civics PDF

SOCIAL STUDIES INSTRUCTIONAL STRATEGIES

File
Causation PDF
Claims-Testing PDF
Contextualization PDF
HAPPY Sourcing PDF
Philosophical Chairs PDF
Reading Aloud PDF
Social Studies Instructional Strategy Bank Webinar PDF
Three Close Reads PDF

Social Studies Instructional Strategies Webinar

2022 SOCIAL STUDIES STANDARDS IMPLEMENTATION

File
2022 LSSSS and 2011 LSSSS Crosswalk PDF
Webinar High School U.S. History and High School Civics Preparing for the Transition December 8, 2022 PDF
Webinar-2022 Louisiana Social Studies Standards Overview 6.9.22 PDF

SOCIAL STUDIES COURSE FRAMEWORKS

File
Social Studies Course Frameworks PDF

COURSE GUIDANCE

File
African American History Guide PDF

Example 1-Pager

Louisiana STUDENT STANDARDS
SOCIAL STUDIES

Social Studies Whole-Class Instructional Strategy:
HAPPY SOURCING

The Basics

What? A protocol to help students analyze sources by thinking carefully about their origins, audience, purpose, point-of-view, and significance.

When? When students are doing an in-depth examination or exploration of a primary or secondary source (or a set of sources).

Why? It requires students to think about the ways in which the past has been interpreted and to consider how historical context may have influenced a source's creation.

How to Implement

1. Choose a document or set of documents for students to analyze.
2. Introduce students to each letter of the HAPPY sourcing protocol. Explain that sometimes, for a variety of reasons, not all of the elements can be completed. See "Resources for Additional Information" for a sample.
3. Either as a class, in small groups, or individually, have students complete a graphic organizer that asks the following questions about the source or set of sources:

   Historical Context
   - Can you place the source into a historical narrative or timeline?
   - Is there anything you already know that might help you understand this source?
   - What was happening at the time that might have influenced the document's creation?

   Audience
   - Who was this created for (that is, was this published for anyone to read or was it published privately, for one specific person or group)?

   Purpose
   - What was the reason for production of the source at the time?

   POV (Point of View)
   - Can you identify anything about the author that might explain why they wrote this?

   Why (Significance)
   - What main idea is the source trying to convey?
   - Why is this source important in history (that is, how does this document impact, shape/or reflect arguments about this particular subject)?

Resources and Additional Information
- HAPPY Graphic Organizer
- Research supporting sourcing
- Video Model of this strategy
- Examples of how to use in this strategy: Grades 3-5, Grades 6-8, Grades 9-12

19

Social Studies Curriculum Development

Bayou Bridges: A K-8 Louisiana Social Studies Curriculum contains:

- unit plans and daily lessons,
- student and teacher-facing materials,
- engaging primary sources,
- formative and summative assessments, and
- 100% alignment to the 2022 K-8 Louisiana Student Stand   s well as the criteria on the 2022-2023 IMR Rubric.

BAYOU BRIDGES

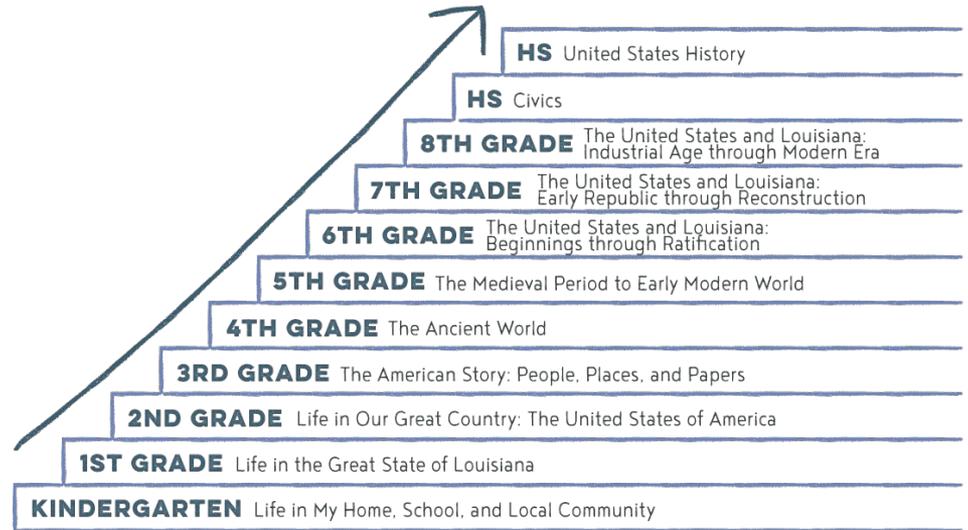A K–8 Louisiana
Social Studies
Curriculum

Why Bayou Bridges?

- There is a connection between literacy and knowledge.
- Engaging in Social Studies learning by building knowledge in a logical and chronological way is in partnership and alignment with literacy.
- The curriculum is written specifically for the Louisiana Student Social Studies Standards.

Importance of Building Knowledge

- Dedicated time for social studies in elementary school will **support**, not detract from the development of literacy.

- Reading historical texts (especially primary sources) helps students build a foundation of knowledge about their world that sets the condition for reading comprehension.

HS United States History

HS Civics

8TH GRADE The United States and Louisiana: Industrial Age through Modern Era

7TH GRADE The United States and Louisiana: Early Republic through Reconstruction

6TH GRADE The United States and Louisiana: Beginnings through Ratification

5TH GRADE The Medieval Period to Early Modern World

4TH GRADE The Ancient World

3RD GRADE The American Story: People, Places, and Papers

2ND GRADE Life in Our Great Country: The United States of America

1ST GRADE Life in the Great State of Louisiana

KINDERGARTEN Life in My Home, School, and Local Community

Student Readers and Teacher Guides

GRADE 4 LOUISIANA SOCIAL STUDIES

Prehistory and the Agricultural Revolution

Reader

Neolithic artifact

Paleolithic cave painting

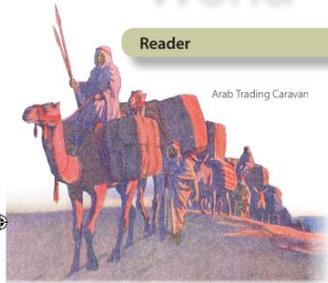Neolithic jewelry

Stonehenge

GRADE 5 LOUISIANA SOCIAL STUDIES

The Medieval World

Reader

Joan of Arc

Arab Trading Caravan

Medieval Town

Hundred Years' War

Framing Questions and Chapter Text

Chapter 1
The Ghana Empire

Traders of Past African Empires

"I hope we're near the oasis," Yusef the trader sighed. Sweat dripped into his eyes. The sun stood at its highest point, and the air shimmered with heat. Yusef's throat was dry with thirst. Like the other traders in this caravan, Yusef was transporting salt mined from the salt regions in the middle of the Sahara.

The Framing Question

What characterized the African empire of Ghana?

Core Vocabulary

Student Reader

Early Migration

While there is ongoing debate about the first migration from Africa, it is possible, or even likely that modern humans began to migrate from Africa between 60,000 and 90,000 years ago. It is likely that **migration** began because of changes in nature. Most scientists believe that around 60,000 to 70,000 years ago northern Africa had a very

> **Vocabulary**
>
> **migration,** n.
> movement of a group of people to live in a new place

Teacher Guide

Scaffold understanding as follows:

Invite students to read the first two paragraphs of the section on pages 6–7 with a partner.

CORE VOCABULARY—Point out the vocabulary term *migration,* and explain its meanings.

SUPPORT—The second paragraph of the section mentions the Northern Hemisphere. Use a globe to point out the hemispheres (northern, southern, eastern, and western). Ask students which hemisphere they live in. (*western*) (4.6)

Read aloud the rest of the section on pages 7–9.

SUPPORT—Point out the phrase "waves of migration" in the third paragraph of the section. Explain that the word *waves* has more than one meaning. Students are likely familiar with the waves as moving swells of

Primary Sources

PRIMARY SOURCE: DUTIES OF THE COLONI

The term coloni *refers to people who were legally free but still completely dependent on a lord for their livelihood. Here, the duties of the coloni are described by Louis the Pious, who succeeded his father, Charlemagne, as emperor of the Holy Roman Empire:*

As to the coloni, they serve either as serfs or as tenant farmers who make a fixed payment. This is the agrarian tax. The landlord's representative sees to it that each tenant gives according to what he has. Out of thirty bushels, the tenant gives three bushels.

Each pays fees for using the pastures according to local customs. He is to plow, sow [plant], enclose [fence], harvest, and put away the crops from the lord's fields. He is to enclose, reap, gather, and put away one field of his own. Every tenant ought to collect and put away seed for next year's crop. He is to plant, enclose, dig up, extend, prune, and collect the harvest of the orchards. He is to pay ten bundles of flax. He must also pay four hens.

He is to provide horses to do carriage service up to 150 miles. He has a reasonable amount of land for earning the tax. When necessary, he pays it in a lump sum.

Detail Lesson Plans

Have students read the first paragraph of the section on pages 39–40 independently.

CORE VOCABULARY—Point out the vocabulary term *legitimate,* and explain its meaning.

Read aloud the second paragraph of the section on pages 40–41.

CORE VOCABULARY—Point out the vocabulary terms *longbow* and *morale,* and explain their meanings.

SUPPORT—Call attention to the word *Agincourt,* the name of a French town. Explain that this word is pronounced (/a*zhuhng*kaw/). Say the name aloud and have students repeat it after you. **(5.9)**

SUPPORT—Call attention to the image of a medieval battle on page 40 and the image of the longbow on page 41 to show students what it looked like. Encourage students to describe the various technologies they see in the image (*cannon, longbow, crossbow*).

Have students read the third and fourth paragraphs of the section on pages 42–43 with a partner.

CORE VOCABULARY—Point out the vocabulary term *dauphin,* and explain its meaning. Explain that this word is pronounced (/doh*fahn/). Say the word aloud and have students repeat it after you. **(5.9)**

SUPPORT—Call attention to the word *Orléans,* the name of a French town. Explain that this word is pronounced (/ohr*lay*ahn/). Say the word aloud and have students repeat it after you. **(5.9)**

What Teachers Need to Know

About Early Humans and the Paleolithic World

EARLY HUMANS IN AFRICA

The term *prehistory* refers to the period before written records existed. Archaeologists, anthropologists, and other scientists study physical evidence such as fossils, rock carvings, artifacts, and other clues to try to understand life in the prehistoric era. The Paleolithic Period, or the Old (or Early) Stone Age, began around two and a half million years ago, when humans first (as far as we know) created stone tools and the first creatures we call *Homo* appeared.

Without written records, it is hard to piece together a timeline of the prehistoric era. The 1997 discovery of three fossilized human skulls in Ethiopia was a major breakthrough. Scientists were able to date the fossils at about 160,000 years old, at the time making them the oldest known fossils of *Homo sapiens*. Note, however, that Herto Man, as these fossils are known, came quite late in the Paleolithic Period. Their scientific name is *Homo sapiens idàltu* ("elder") to differentiate them from modern humans, *Homo sapiens sapiens* ("being wise"). The discovery and genealogy of Herto Man added to the strong evidence that modern humans first appeared in Africa and later migrated into Eurasia. More recently, *Homo sapiens* fossils dated between 200,000 and 300,000 years old have been found in areas surrounding the Mediterranean, helping researchers to fill in the genealogical chain connecting contemporary humans and the first hominids.

HUNTER-GATHERERS

The research team studying Herto Man also found more than six hundred stone tools in the area of the find. Nearby hippopotamus bones had cut marks from stone axes and other stone tools, indicating that Herto Man were able to hunt and butcher large animals.

Herto's animal bones and stone tools confirm that the earliest humans were hunter-gatherers—nomads who followed game and, along the way, gathered edible vegetation including grains, nuts, leaves, grasses, and berries. They tended to travel in small bands that did not deplete the food supply in an area too rapidly. Since they were constantly on the move, they rarely constructed homes, instead taking shelter in caves and other protected areas. They did, however, invent their own tools and technology. Over time they developed a variety of useful items, from the earliest simple sharpened stones to fishhooks, needles, and other tools made from stone. They used fire—which they discovered long before they learned to control it—for warmth, for cooking, to repel wild predators, and as a hub for communal gatherings. The use of fire became controlled and regular around 400,000 years ago.

Pacing Guides

Day 1	Day 2	Day 3	Day 4	Day 5

Prehistory and the Agricultural Revolution

Day 1	Day 2	Day 3	Day 4	Day 5
"Making an Argument" (TG, Chapter 1 Additional Activities, AP 1.4)	"Early Humans and the Paleolithic World" Core Lesson (TG & SR, Chapter 1)	"Primary Source: Paleolithic Cave Painting" (TG & SR, Chapter 1)	"The Human Odyssey" (TG, Chapter 1 Additional Activities)	"Virtual Field Trip: Lascaux" (TG, Chapter 1 Additional Activities)

Week 2

Day 6	Day 7	Day 8	Day 9	Day 10

Prehistory and the Agricultural Revolution

Day 6	Day 7	Day 8	Day 9	Day 10
"Nomadic Life" (TG, Chapter 1 Additional Activities)	"Nomadic Life" (TG, Chapter 1 Additional Activities)	"Nomadic Life" (TG, Chapter 1 Additional Activities)	"Nomadic Life" (TG, Chapter 1 Additional Activities)	"Nomadic Life" (TG, Chapter 1 Additional Activities)

Week 3

Day 11	Day 12	Day 13	Day 14	Day 15

Prehistory and the Agricultural Revolution

Day 11	Day 12	Day 13	Day 14	Day 15
Chapter 1 Assessment	"The Agricultural Revolution" Core Lesson (TG & SR, Chapter 2)	"Primary Source: Neolithic Artifact" (TG & SR, Chapter 2)	"How Farming Planted Seeds for the Internet" (TG, Chapter 2 Additional Activities, AP 1.4)	"Domestication of Animals" (TG, Chapter 2 Additional Activities, NFE 1, AP 1.4)

Student Activity Pages

Name _____   Date _____
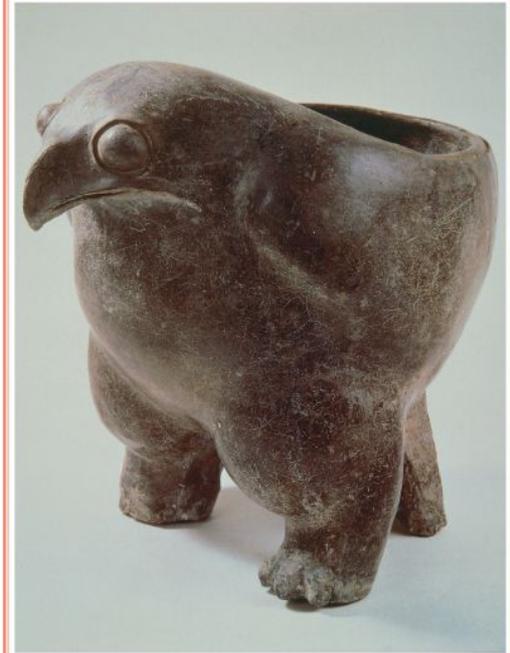
Artifact Study

Describe the artifact.

1. What type of object is it? _____

2. Where is it from? _____

3. When was it made? _____

4. What color is it? _____

5. What shape is it? _____

6. What size is it? _____

7. What is it made of? _____

Think about the artifact.

8. What knowledge or experience was needed to create it?

   _____

   _____

PRIMARY SOURCE: NEOLITHIC ARTIFACT

Additional Activities

🎯 PRIMARY SOURCE ACTIVITY: The Danse Macabre (5.2, 5.2.a, 5.9.g)   30 MIN

Activity Page

AP 1.3

Materials Needed: Internet access; capability to display Internet in the classroom; sufficient copies of Primary Source Analysis (AP 1.3)

Background for Teachers: The *Danse Macabre*, or Dance of Death, was painted in the late fifteenth century by northern European artist Bernt Notke. Only about twenty-five feet of the original hundred-foot painting exists today. Currently displayed in the St. Nicholas Church, in Tallinn, Estonia, the surviving panel depicts a preacher giving a sermon while a band comprised of medieval leaders (including the pope) are led by skeletons in the Dance of Death. The theme that death was an inevitable part of life—a "dance" between life and its inevitable conclusion—was popular in medieval art, especially as the bubonic plague ravaged Europe.

Review with students what they have learned about the Black Death, including how it caused tens of millions of deaths, how lack of understanding about transmission contributed to widespread fear, and how the devastation of the plague changed the social, political, and economic landscape of Europe. Tell students that in this activity, they will be analyzing a painting called the *Danse Macabre*, or Dance of Death.

Display the image of the <u>Danse Macabre</u>. Share with students the original size of the painting (100 feet, or 30 meters) and its current size (25 feet, or about 8 meters). Give students a few moments to study the painting. Encourage them to consider the following:

- Who or what is shown in the painting?

- What clues does the painting give you about the individuals shown?

- What symbols does the artist use to convey different meanings?

Chapter Assessments

Includes a variety of sources

Question types:

- Multiple choice
- Multiple select
- Two Part Questions

Assessment: Chapter 1–*Medieval Europe*

A. **On your own paper, write the letter that provides the best answer.**

1. Use the map to answer the question.

Monasteries, 962–1154 CE

Which event most likely led to the creation of monasteries shown in the center of the map?
(5.3, 5.7, 5.9, 5.9.b)

a) the fall of the Roman Empire

b) the start of the feudal system

c) Charlemagne's spread of Christianity

d) Pope Leo III's founding of the Holy Roman Empire

Unit Performance Tasks

- Sample claim
- Reason
- Evidence
- Potential Counter-Claims

DEVELOP CLAIMS

EXPRESS CLAIMS

Performance Task: *The Medieval World*

Teacher Directions: The Middle Ages marked a transitional period in Europe following the collapse of the Western Roman Empire. Historians in the past have referred to this time as "the Dark Ages." However, recent analysis favors a more positive interpretation of this time.

Ask students to write an essay in response to the following prompt. Encourage students to use information from their Student Reader and Additional Activities in their responses. Have students use the Claims and Evidence Worksheet (AP 1.4) to organize their thoughts and plan their essays.

Prompt:

Historians used to refer to the Middle Ages as "the Dark Ages." Today, some historians suggest that we refer to the Middle Ages as "the Bright Ages" instead. Which nickname is more accurate? Write an essay that supports your claim with details and evidence from the unit reading and activities. (5.5, 5.5.a, 5.5.b, 5.5.c, 5.5.d, 5.9)

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started.

| Sample Claim:	"The Dark Ages" is a more accurate nickname for the Middle Ages in Europe.
Reason:	This period of time was characterized by instability, conflict, death, and fear.
Evidence:	The fall of the Roman Empire meant that the Church was the only significant institution left in Europe. This gave rise to the system of feudalism that created a strict hierarchy in Europe.
	The Crusades resulted in fighting for roughly two hundred years and the deaths of countless European Christians, Muslims, and Jews. It also contributed to increased tensions between peoples in Europe and Southwest Asia.
	A famine followed by the Black Death devastated the population of Europe. People lacked general understanding of how the plague spread, resulting in widespread fear and prejudice toward Jewish people.
	The Hundred Years' War, which coincided with the Black Death, caused thousands of deaths, disrupted trade, and increased taxes for the poorest people in medieval society.

Timeline Cards

CHAPTER 2: Expansion of Empires, War, and Reform
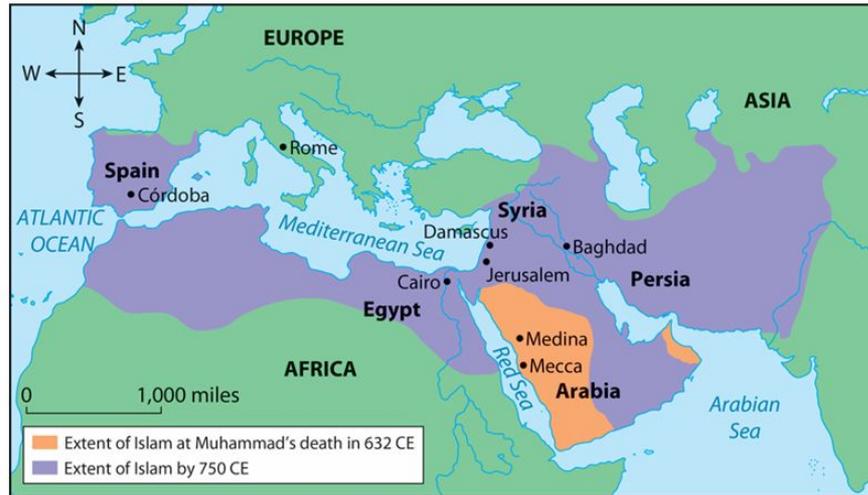
After Muhammad's death in 632 CE, Islam spread to the borders of India and China in the east, through northern Africa, and into Spain.

The Framing Question:
What were the hallmarks of early Islamic civilization?
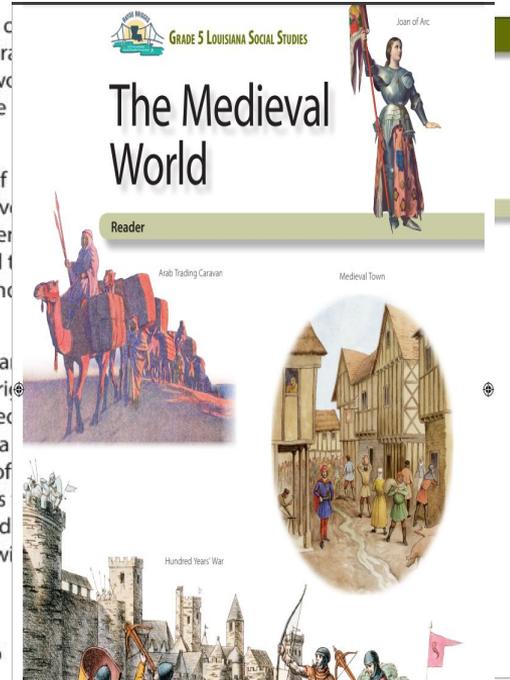
Letters to Family

Letter to Family

During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies program, your child will be learning about the medieval world. They will learn about the events that shaped the Middle Ages in Europe and the Middle East.

In this unit, students will study the geography of Europe and the Middle East; explore historical events such as the rule of Charlemagne, the development of feudalism, the Crusades, the Black Death, and the Hundred Years' War; analyze primary sources, and evaluate claims and evidence.

As part of their exploration, students will also learn about the role of the Catholic Church and the origins and spread of Islam. This information is presented in a factual, age-appropriate way rather than in a manner that suggests the value or correctness of any particular faith, culture, or group. The goal is to foster understanding and respect for people and communities that may be different from those with which students are familiar.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.

GRADE 5 LOUISIANA SOCIAL STUDIES

The Medieval World

Reader

Joan of Arc

Arab Trading Caravan

Medieval Town

Hundred Years' War

Data Snapshot of Schools Using Bayou Bridges Grades 4-5

Number of School Systems	Teachers in Pilot	Students in Pilot
68	750	18,114

Ordering Process for Bayou Bridges

- You can now navigate to the Core Knowledge Ordering Portal to preorder materials for grades 4 and grade 5. The password to access the ordering page is: **LABB**.

- You can access material online for free from the LDOE website or the Core Knowledge Website.

Bayou Bridges Office Hours

Office Hours will be held throughout the fall to answer questions, take feedback, and generally support Bayou Bridge teachers.

- ask questions and provide feedback about particular lessons or strategies;
- get help locating materials; and
- ask questions about timelines.

BAYOU BRIDGES
A K-8 Louisiana Social Studies Curriculum

Bayou Bridges Implementation Pilot Office Hours

Join the Department on Wednesdays during the pilot to get additional support with the units. Use the office hours to:

- Ask questions about particular lessons or strategies
- Get help locating materials
- Ask questions about timelines or feedback opportunities

To participate in the office hours,

- Use the QR Code or Zoom Link during the times listed below,
- once in the Zoom, type your name and school system in the chat, and then
- enter your question or feedback in the chat or unmute and submit verbally.

Date	School System Staff Office Hours	Teacher Office Hours
September 20, 2023	11 a.m. - 12 p.m.	3:30 - 4 p.m.
September 27, 2023		3:30 - 4 p.m.
October 4, 2023	11 a.m. - 12 p.m.	3:30 - 4 p.m.
October 11, 2023		3:30 - 4 p.m.
October 18, 2023	11 a.m. - 12 p.m.	3:30 - 4 p.m.
October 25, 2023		3:30 - 4 p.m.
November 1, 2023	11 a.m. - 12 p.m.	3:30 - 4 p.m.
November 8, 2023		3:30 - 4 p.m.

Bayou Bridges On-Demand Modules

On-demand training [modules](#) are now available for Bayou Bridges grades 4-5. In these modules, teachers are introduced to Bayou Bridges components and design, as well as a unit study tool designed to help them get started.

It is recommended that administrators follow up with teachers to ensure that they have completed the modules. A certificate is provided to teachers upon completion of the course.

Social Studies Instructional Materials Review

- Bayou Bridges (grades 4 - 5 units available now)
  - Release Schedule
- OER Project - OER Project World History - 1200 (©2022) PDF

To Stay Informed

- Sign up for the Department's newsletters.
- Reference the monthly calls.
- Implement the tools found on the K-12 Social Studies Resource Page and Bayou Bridges Page .
- Join us for our next office hours Call For questions, reach out to
  - Classroomsupporttoolbox@la.gov