

Louisiana Believes

Using the Companion Documents to Prioritize Content in Social Studies

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Presented by Emily Parker
classroomsupporttoolbox@la.gov



Objectives

- Understand the purpose and intended use of social studies companion documents
- Practice using the companion documents to prioritize content

Agenda

- Purpose setting and orientation
- Using the companion documents
- Next steps

Theory of Action

Vision for Students

Every day, students in Louisiana should



build knowledge of the world,



read meaningful texts,



express ideas through writing and speaking, and



solve complex problems.

A Strong Academic Foundation

To accomplish this, schools and school systems must ensure high-quality instruction in every classroom, every day.

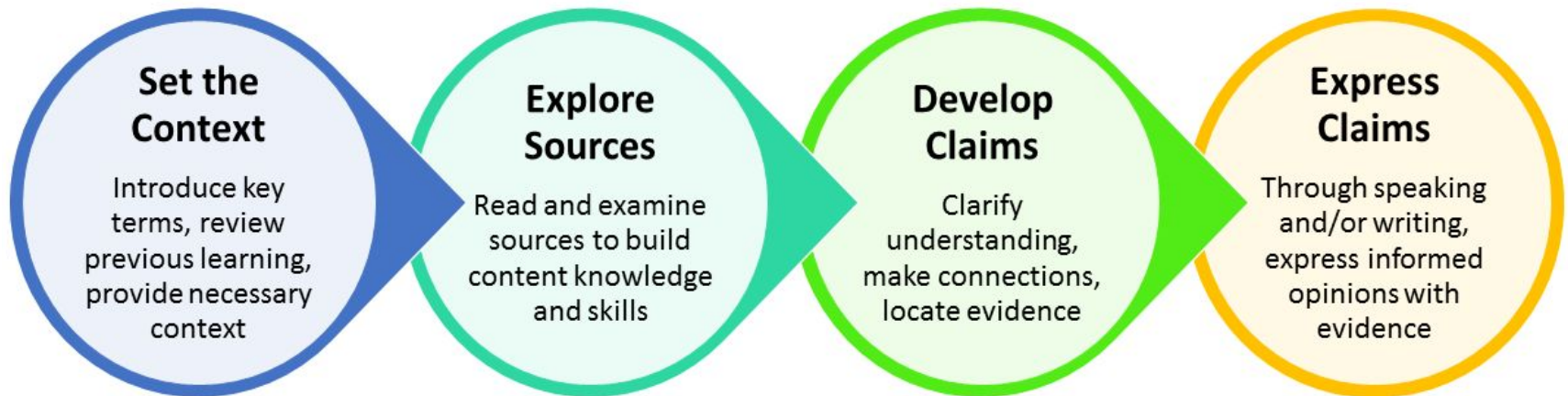
This requires that schools have a strong and cohesive academic foundation including a plan for **curriculum, assessment, and teacher professional development** across all grade levels and core content areas, including for birth to 4 year olds.



Social Studies Vision

To be productive members of society and critical consumers of information, students must

- Use **sources** regularly to learn content.
- Make **connections** among people, events, and ideas across time and place.
- Express **informed claims** supported by evidence from sources and outside knowledge.



3rd Grade GLE

3.1.4 Compare and contrast state and national historical symbols

What Are the Social Studies Companion Documents?

Unit Two: Louisiana's First Inhabitants		Topic One: Louisiana's Native Americans	
<p>Key Connections:</p> <ul style="list-style-type: none"> • <i>Native Americans' traditions and language have greatly influenced Louisiana's culture.</i> • <i>Physical features, natural resources, and climate influenced the migration and settlement of Native Americans in Louisiana.</i> 			
Grade-Level Expectations (GLEs)		Priority Content and Concepts	
ESSENTIAL CONTENT	<p>3.1.2 Explain how technology has changed family and community life in Louisiana over time.</p>	<ul style="list-style-type: none"> • Explain how Native Americans used technological advancements to build settlements and thrive (technologies related to creating materials with which to hunt, farm, and fish, making clothes, constructing houses, building boats). 	
	<p>3.1.6 Compare and contrast the influence of cultural groups in Louisiana.</p>	<ul style="list-style-type: none"> • Describe the unique features of Native American culture (through food, religion and connection to nature, art, tools, and customs) as compared to other cultural groups in Louisiana. • Compare the influence of Native Americans of Louisiana with the cultural groups (French, Spanish, <u>English</u>) that were studied in Unit 1. 	
	<p>3.2.2 Differentiate between early Native American cultures that lived in the regions of Louisiana.</p>	<ul style="list-style-type: none"> • Describe the elements of culture and way of life at Poverty Point (including art, hunting, dress, food, use of mounds, resources used, trade), • Describe cultural elements of Louisiana's Native Americans in different regions of Louisiana, including housing, clothing, gender roles, games/entertainment, dance, and food including materials used to make houses and clothes, differences in clothing/accessories between men, women, and children, and how food was gathered/caught and cooked. • Compare and contrast the ways of life (housing, food, use of the land and natural resources) of Native American tribes in the different regions of Louisiana. • Compare and contrast Native American tribes in Louisiana based on mound building, arts and handiwork, tools, and food gathering. • Expose students to Native American tribes indigenous to the five physical regions of Louisiana (<i>the focus of this standard is not to memorize the names of tribes and specific facts about each, but to be familiar with Native American groups in Louisiana including their settlement patterns, cultural practices, and use of natural resources based on location within the state.</i>) 	

Companion Document Orientation

Priority Content and Concepts: represent the breadth of content covered for each GLE in each unit.

Unit and Topics: aligned to the updated scope and sequence.

Key Connections: represent the most important connections for the unit, but not the entirety of connections that can be made. Connections are the overarching ideas connecting key themes within a course.

GLEs: are organized by unit, with certain GLEs showing up multiple times throughout the document.

Essential and Ancillary Content: represents the recommendations for time spent on content. Students should spend the large majority of class time on Essential content. Ancillary content must be covered, it should be given less time allocation than Essential content.

Unit One: Louisiana Today		Topic One: The Place Called Louisiana Topic Two: Defining Culture Topic Three: Characteristics of Modern Louisiana
Grade-Level Expectations (GLEs)		Priority Content and Concepts
Key Connections <ul style="list-style-type: none"> The culture of Louisiana was created by many different cultural groups who have called Louisiana home. The physical features of each region of Louisiana influence the economy of that region. The regions of Louisiana developed based on how climate, location, and natural resources influenced where people settled and how they used the land. Culture can be represented through different ways such as symbols, landmarks, food, language, traditions, festivals, and celebrations. 		
E S S E N T I A L C O N	3.1.6 Compare and contrast the influence of cultural groups in Louisiana	<ul style="list-style-type: none"> Identify cultural groups that influenced Louisiana, including Native Americans, French, Spanish, Africans, Germans, Haitians, and Canary Islanders Describe ways cultural groups influenced Louisiana's culture, customs, and traditions (language, religion, food, music)
	3.2.4 Identify cultural elements that have contributed to the state's heritage	<ul style="list-style-type: none"> Identify cultural elements that have contributed to Louisiana's heritage as language, art, music, food, holidays, education, and celebrations (festivals, parades)
	3.4.7 Describe the importance of natural resources in Louisiana using maps	<ul style="list-style-type: none"> Describe the natural resources (Gulf of Mexico, Mississippi River, crops, timber, seafood, oil) of each of Louisiana's 5 physical regions (North Louisiana, Central Louisiana, Acadiana, Florida Parishes, Greater New Orleans) using a map Compare and contrast the different physical features of Louisiana's regions to make a connection between the physical features and economy/industry of each region.

Use of Verbs

Discuss

Contextualize content within a larger framework



Describe

Express understanding of main ideas



Explain

Express understanding of how details/nuances/counterexamples relate to main ideas



Analyze

Make connections among people, events, and ideas across time and place



Evaluate

Make judgements about validity of claims, relative significance of events or ideas, etc.

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Companion Document Uses

- Focus classroom instruction
- Guide supplementation of curriculum/ scope and sequence

Turn and talk:

How do the companion documents fit into your school's current instructional model?

General Cautions



General Cautions

Turn and talk:

What is the risk of using the companion documents as a checklist?

How to Use the Companion Documents

1. Identify a topic within an instructional task and locate all information about that topic in the companion document.
2. Cross check to see if all content from the companion document on that topic is covered in the Scope and Sequence.
3. Make notes on what to cut and what to supplement (if anything).
4. If needed, determine how to supplement.

Model: Grade 4, Unit 4, Topic 1, Westward Migration Task

Practice: Grade 4, Unit 4, Topic 2, Transportation and Movement Task

Reflections on Alignment Practice

1. Did this process lead to a greater understanding of the priority content for transportation and movement?
2. How would you adapt this process to fit best in your classroom, school, or district?
3. How will you ensure social studies teachers in your school and/or district are able to complete this process before teaching a unit?

A Note on 8th Grade

Current Scope and Sequence Units/Topics	Recommended Units/Topics
Unit 1: Geography and Resources	Unit 1: Pre-colonial Louisiana through Exploration
Unit 2: Pre-colonial Louisiana through LA Purchase	Unit 2: LA Purchase through Battle of New Orleans
Unit 3: Statehood through Jim Crow	Unit 3: Antebellum Era through Reconstruction
Unit 4: Populism	Unit 4: Jim Crow and Populism
Unit 5: WWII and Civil Rights	Unit 5: WWII and Civil Rights
Unit 6: Government and Economy	Unit 6: Louisiana in the Modern Era (Government, Economy, Geography)

- Economics, civics, and geography standards have been spiraled into multiple units.
- Course content now follows a chronological timeline.

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Closing Reflection

- What are your next steps for using the companion documents in your own practice?
- What are your next steps for ensuring the companion documents are used in your school/district?