



Draft Social Studies Standards Public Comment Summary

Public Comment Promotion (1/2)

- Press Release October 4
- Released [2021 Draft Louisiana Social Studies Standards Crosswalk](#) October 29
- Social media* promotion September 30 and throughout the months of October and November
- School System Monthly Call October 1 and November 5
- Academic Content and Educator Development monthly calls in September and October
- School System Newsletter in September, October, and November
- Teacher Leader Newsletter in September, October, and November

*Promoted via [Facebook](#) and [Twitter](#).

Public Comment Promotion (2/2)

LOUISIANA DEPARTMENT OF EDUCATION LAUNCHES SOCIAL STUDIES COMMENT PORTAL

 Louisiana Department of Education
October 2 at 9:01 AM · 🌐

The online form for public comment on standards is now live! All stakeholders can submit individual standards using the online portal starting October 1.



Public Comment - Louisiana Social Studies Standards Draft 2021

Welcome! Thank you for submitting your public comment.

The following rules govern public comments related to the Standards 2021 draft:

1. By submitting this review you agree to the rules.
2. Louisiana teachers, school system staff, administrators, and members of the public are encouraged to provide input on committee review.
3. Responses and comments are subject to public review as part of the final revision and review.
4. The public comment period is from October 1 - October 15.
5. Comments submitted below must be related to the standard.

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Public Comment - Louisiana Social Studies Standards Draft 2021

 **DEPARTMENT of EDUCATION**
Louisiana Believes

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LOUISIANA SOCIAL STUDIES STANDARDS DRAFT 2021

PUBLIC COMMENT PORTAL

NOW OPEN

workgroup, have been writing social studies standards since March 2021. The Standards Steering Committee and members of the public has been reviewing the standards. The next step in the process is this public comment portal, which is currently open for public comment.

  21  17 

Standards begins on individual of October.

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Public Comment Period and Submissions

Public Comment - Louisiana Social Studies Standards Draft 2021

Welcome! Thank you for submitting your public comment.

The full draft of standards is available at <https://www.louisianabelieves.com/docs/default-source/academic-standards/09-23-2021-draft-louisiana-social-studies-standards.pdf?sfvrsid=1344118>.

The following rules govern public comments related to the Louisiana Social Studies Standards 2021 draft:

1. By submitting this review you agree to the rules that govern public comments.
2. Louisiana teachers, school system staff, administrators, parents, students, and other members of the public are encouraged to provide public comment relative to the standards under committee review.
3. Responses and comments are subject to submission to workgroup, committee, and BESE members as part of the final revision and review.
4. The public comment period is from October 1 - November 30, 2021.
5. Comments submitted below must be related to the individual standard that you select.
6. Comments using profanity or deemed slanderous of any nature will not be submitted to the workgroup, committee, or BESE members.

You can access the current draft of social studies standards in the Standards Review Committee Library: <https://www.louisianabelieves.com/docs/default-source/academic-standards/09-23-2021-draft-louisiana-social-studies-standards.pdf?sfvrsid=1344118>.

You must first select the grade and then the individual standard from the drop down choices below. When you are finished entering comments, instead of selecting another grade in the drop-down menu, select 'Submit Public Comment' to complete your submission. You will receive an emailed copy of your public comment after you have submitted the form.

youremail@youremail.com [Switch account](#) [Draft saved](#)

* Required

Email *

youremail@youremail.com

Re-enter email address *

youremail@youremail.com

[Next](#) [Clear form](#)

Never submit passwords through Google Forms.

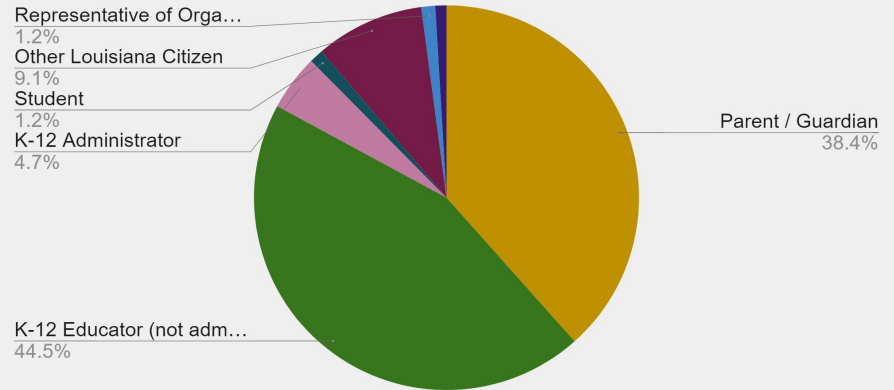
This form was created inside of State of Louisiana [Believes](#).

Google Forms

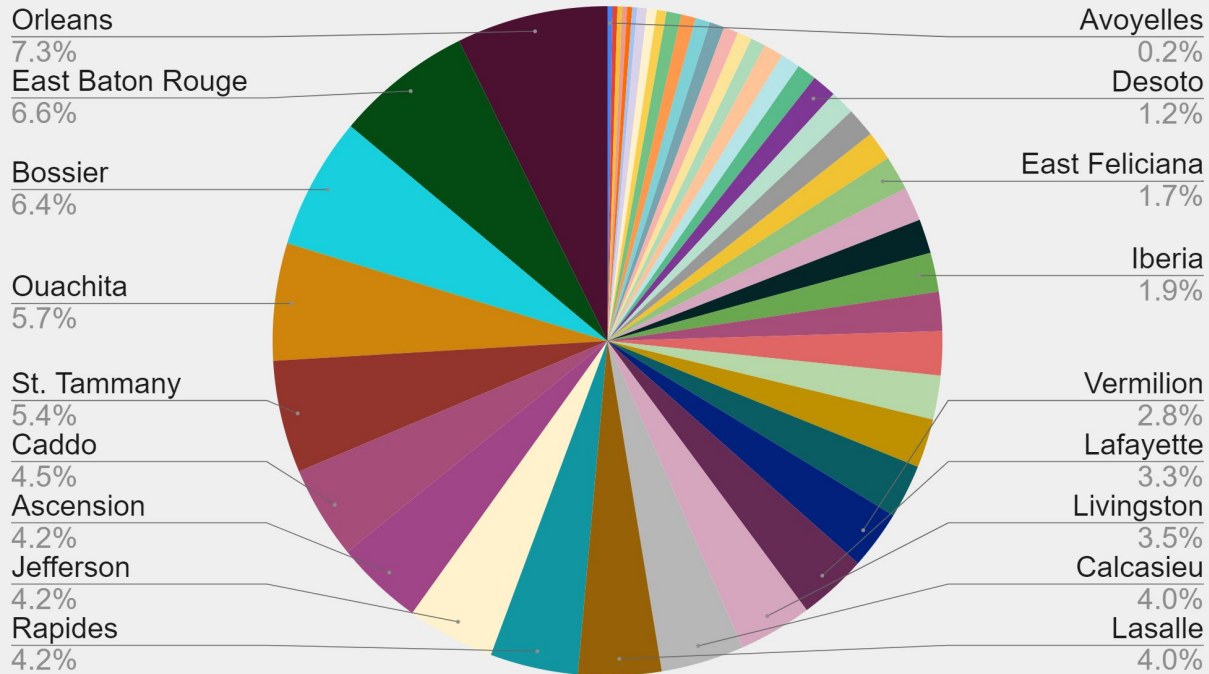
Unique Users	423
Form submissions	1287
Total Comments	1804
Unique Comments	1241
Public comment form was open from September 30 to November 30	

Users by Role

K-12 Educator (not administration or higher education)	190
Parent / Guardian	164
Other Louisiana Citizen	39
K-12 Administrator	20
Student	5
Representative of Organization	5
Institution of Higher Learning Faculty	4



Unique Users by Parish



Users by Parish

Avoyelles	1	Jackson	3	Terrebonne	7	Rapides	18
Grant	1	Lincoln	3	Iberia	8	Jefferson	18
Natchitoches	1	Webster	3	St. Martin	8	Ascension	18
St. Bernard	1	West Feliciana	3	West Baton Rouge	9	Caddo	19
St. Helena	1	St. Landry	4	Vernon	9	St. Tammany	23
Union	1	St. Mary	4	Tangipahoa	10	Ouachita	24
West Carroll	2	Desoto	5	Beauregard	11	Bossier	27
Catahoula	2	St. Charles	5	Vermilion	12	East Baton Rouge	28
Jefferson Davis	2	Richland	6	Lafayette	14	Orleans	31
Acadia	3	Sabine	6	Livingston	15	I do not live in Louisiana.	4
Allen	3	East Feliciana	7	Calcasieu	17		
Evangeline	3	Lafourche	7	Lasalle	17		



Public Comment Trends

Grades K - 2

Grade Level	Unique Users	Total Comments
K	64	241
1st	53	134
2nd	32	91

- Support for rewording standards to clarify content, make more precise.
- Concern around potentially broad interpretation of the word 'community'.
- Concern about the developmental appropriateness of a few specific standards.
- Concern about influence of Critical Race Theory on social studies in general, and in regards to specific standards that deal with diversity and multiple perspectives.



K - 2 Examples



Draft Standard	Public Comment / Suggested Change
K.C.7 Identify leaders in a local community and describe their roles.	[Suggested Change] Identify elected leaders of the parish and town and describe their roles.
K.H.10 Identify the influence of various ethnic groups on communities in Louisiana.	[Suggested Change] Learn how French, English, African Americans, Choctaws , and other ethnic groups jointly created Louisiana and its culture.
K.H.5 Explain the importance of equality and diversity in building strong communities.	"CRT has no place in K-12. This standard is a back door allowing the teaching that one race is better than the other. It also teaches that one group is oppressors and the other oppressed."

Grades 3 - 5

Grade Level	Unique Users	Total Comments
3rd	65	117
4th	56	118
5th	45	105

- General concern about world history in grades 3 and 4.
- Support for rewording standards to clarify content, make more precise.
- Some support of revised progression, especially in 5th grade
- Concern about integration of Louisiana history and with how the new course progression would be implemented.



3 - 5 Examples



Draft Standard	Public Comment / Suggested Change
3.H.3 Describe the characteristics of civilization and compare the origins and development of early cradles of civilization in Africa, the Americas, Asia and Europe.	[Suggested Change] Describe the characteristics of civilization and compare the origins and development of early cradles of civilization in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru.
4.H.6 Explain historically accepted causes and effects of significant historical events between 700 BC—700 AD. Including but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe.	"I do not think it is relevant for a fourth grader to be learning about the time period of 700 BC—700 AD. Students in the fourth grade cannot make connections with this time period, nor share their personal experience about this time frame. "
5.G.7 Explain the significance of the location and settlement of Indigenous societies in the lower Mississippi River valley.	" I like the new standards and that they are chronological. I think it makes a lot of sense. My concern is about implementation. "

Grades 6 - 8

Grade Level	Unique Users	Total Comments
6th	42	88
7th	41	116
8th	48	151

- Support for inclusion of multiple perspectives with some concern about how some specific standards would be implemented including some concern about Critical Race Theory.
- Support for making standards more specific, with suggested revisions or additional examples.
- Disagreement with Louisiana history being embedded into sequence rather than a single stand-alone course in middle school.



6 - 8 Examples



Draft Standard	Public Comment / Suggested Change
6.H.8 Analyze perspectives, experiences, and contributions of various groups and individuals in Louisiana during the period 1580 to 1791.	"The perspectives and experiences of native groups and enslaved groups should not be minimized. Bias towards one perspective has no place in the teaching of accurate history. "
7.H.3 Analyze connections between events and developments in U.S. history from 1789 to 1877 and with global historical events and developments.	"I am excited about the change in progression of content taking the pressure off of 7th grade teachers. I am an instructional specialist for 5-8 SS, and my 7th grade teachers' volume of content they're currently responsible for is unrealistic. "
8.E.6 Analyze historical factors influencing the economic growth, interdependence, and development of Louisiana. Including but not limited to the Great Depression, and the Great Flood of 1927.	"While I agree that there is a disconnect in the course outline for elementary grades to the middle school level, I do not agree with the correction. Eliminating Louisiana history as a course and "integrating" throughout several courses will be detrimental to the understanding of the unique story of Louisiana. "

Grades 9 - 12

Grade Level	Unique Users	Total Comments
Civics	49	132
USH	85	203
WH	54	101
WG	14	86

- Support for inclusion of multiple perspectives with some concern about how some specific standards would be implemented usually about the influence of Critical Race Theory.
- Support for making standards more specific, with suggested revisions or additional examples.
- Concern over the course dates for U.S. History.



9 - 12 Examples

Draft Standard	Public Comment / Suggested Change
US.C.8 Evaluate the social, political, and economic changes that have influenced the interpretation of the Constitution and evolution of law from 1898 to 2010. Including but not limited to Schenck v. United States (1919), Korematsu v. United States (1944), World War I, and Prohibition.	“As a former HS social studies teacher, I am so happy to see the emphasis on differing points of view. Looking at history through the eyes of minorities and those under represented is so important. By allowing all students to see different perspectives can be life changing to the learner.”
US.H.9 Analyze causes and effects of events and developments from 1898 to 2010 including but not limited to U.S. imperialistic policies, World War I, Great Depression, World War II, the Civil Rights Movement, the Cold War, social and cultural movements, and domestic and foreign policies.	“It seems as though this should be inclusive of all years to the present day , not just 2010.”
US.H.7 Evaluate historical events from a variety of historical and cultural perspectives that occurred from 1898 to 2010.	“ I am wondering why all the standards specifically start from 1898. What about all that happened before 1898?”

Social Studies Skills and Practices

Unique Users	Total Comments
54	121

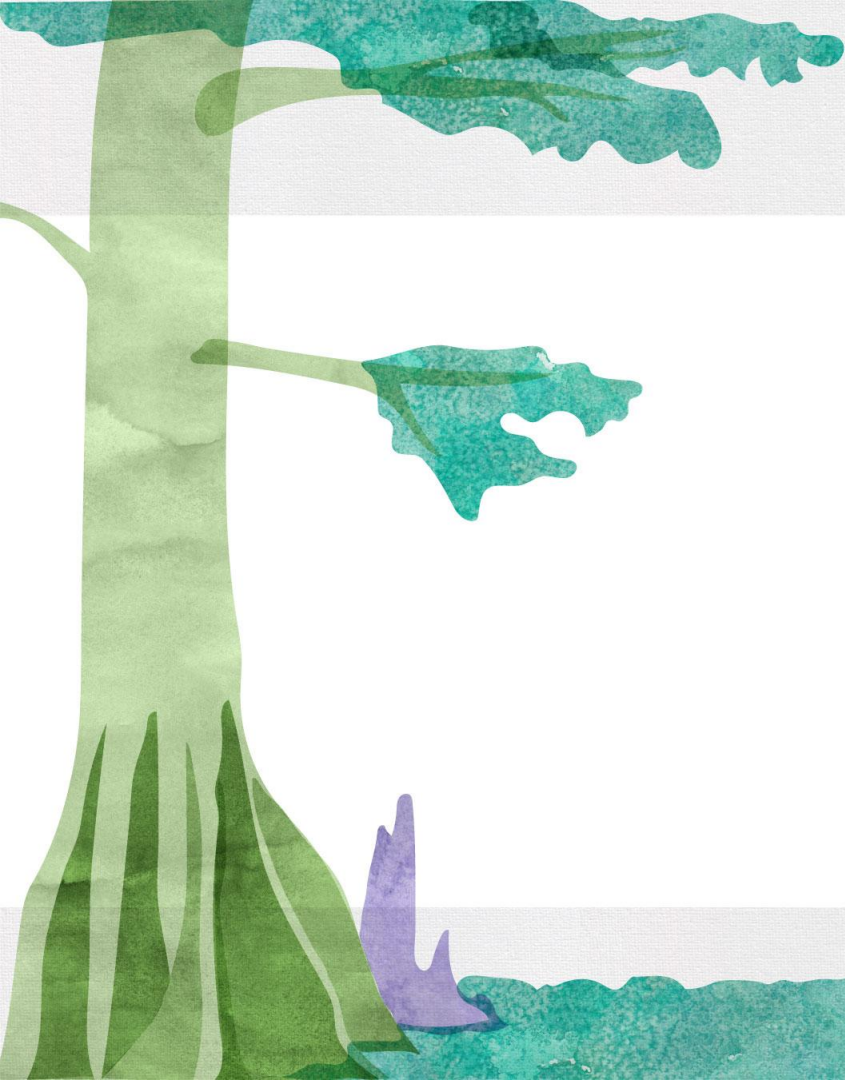
- Concern that students will be asked to develop questions about social studies topics.
- Concern with Critical Race Theory
- Concern with the word “identity”
- Concern about Action Civics



Skills and Practices Examples



Draft Standard	Public Comment / Suggested Change
6-8.3 Evaluate the credibility of a variety of sources by examining the following: (A) How the author's identity influenced the perspective provided. (B) Whether a source is primary, secondary, or tertiary. (C) Who created the source, when they created it, where they created it, and why they created it.	[Suggested Change] Replace "identity influenced the perspective provided" with " beliefs affected their interpretation "
9-12.4 Evaluate how the inclusion, exclusion, and omission of sources affect historical interpretations and narratives.	"The Inquiry Method with Compelling Questions needs to be removed from the curriculum. Teachers need to teach facts of history before we "lead" students to question facts. "



Questions