

**Social Studies**  
**Grade-Level Expectations**

**Prekindergarten**

**Geography**

**The World in Spatial Terms**

1. Identify representations of roads, bodies of water, and buildings in play activities (PK-CSS-G1) (G-1A-E1)
2. Demonstrate an awareness of the world around them (e.g., provide simple information about a trip the student has taken or where the student lives) (PK-CSS-G3) (G-1A-E2)

**Civics**

**Roles of the Citizen**

3. Identify community workers and their jobs (PK-CSS-C1) (C-1D-E3) (C-1D-E4)
4. Discuss ways people can help each other (e.g., sharing, paying attention, and taking turns) (PK-SE-C1) (C-1D-E4)
5. Participate in patriotic activities (PK-CSS-C2) (C-1D-E4)

**Economics**

**Fundamental Economic Concepts**

6. Demonstrate an awareness of the uses of money in play activities (PK-CSS-E1) (E-1A-E3)

**History**

**Historical Thinking Skills**

7. Demonstrate an awareness of time by using and responding to such words as *yesterday*, *today*, and *tomorrow* (PK-CSS-H1) (H-1A-E1)

**Kindergarten**

**Geography**

**The World in Spatial Terms**

1. Identify a map and a globe as a representation of Earth (G-1A-E1)
2. Recognize the shape of Louisiana and the United States on maps and globes (G-1A-E2)
3. Demonstrate an understanding of directionality, position, and size by correctly using and responding to words such as *left*, *right*, *first*, *last*, *big*, *little* (G-1A-E2)
4. Create simple maps to identify the location of places in the home or classroom (G-1A-E3)

**Places and Regions**

5. Identify the difference between land and water and locate both on a map or globe (G-1B-E1)
6. Describe people and places in the school and community (G-1B-E3)

**Physical and Human Systems**

7. Describe the daily weather (e.g., rainy, cold) (G-1C-E1)

**Environment and Society**

8. Describe how seasonal changes affect people (e.g., in different seasons, people wear different kinds of clothing) (G-1D-E2)

**Civics**

**Structure and Purposes of Government**

9. Identify home and class rules, and the persons responsible for enforcement (C-1A-E1)
10. Identify governmental employees and their roles (e.g., postal workers, police) (C-1A-E2)
11. Identify reasons for home and classroom rules (C-1A-E7)

**Foundations of the American Political System**

12. Identify responsibilities the student has at home and at school (C-1B-E2)

**Social Studies**  
**Grade-Level Expectations**

**Roles of the Citizen**

13. Describe the student's role as a member of the family, class, and school (C-1D-E4)

**Economics**

**Fundamental Economic Concepts**

14. Identify ways people use money to purchase goods (E-1A-E3)  
15. Identify work people do and the name of related jobs at home and school (E-1A-E7)  
16. Describe a situation illustrating a voluntary exchange (e.g., trading seats, exchanging books) (E-1A-E11)

**History**

**Historical Thinking Skills**

17. Use words to describe the chronology of the school day (e.g., first, next, last) (H-1A-E1)  
18. Identify ways in which people are alike and different (H-1A-E2)  
19. Describe personal likes and dislikes (e.g., picture journals) (H-1A-E3)

**Louisiana and United States History**

20. Identify customs associated with national holidays (H-1C-E1)

**Grade 1**

**Geography**

**The World in Spatial Terms**

1. Identify and use simple map symbols and key/legend (G-1A-E1)  
2. Interpret a simple chart (G-1A-E1)  
3. Describe a map as a representation of a place (G-1A-E1)  
4. Locate places on the school campus and describe their relative location (G-1A-E2)  
5. Create simple maps to identify the relative location of places in the school and community (G-1A-E3)

**Places and Regions**

6. Identify Earth's various physical features (e.g., oceans, islands, mountains, rivers) (G-1B-E1)  
7. Identify human features in the local region such as farms, cities, buildings, and roads (G-1B-E3)  
8. Identify English as the major language of the United States and recognize that there are secondary languages in some areas of the country (G-1B-E4)

**Physical and Human Systems**

9. Describe how seasons affect the local community (G-1C-E1)  
10. Identify and compare differences in land use (e.g., rural and city settlements) (G-1C-E2)  
11. Identify and compare basic elements of culture (e.g., food, music, celebrations) (G-1C-E4)  
12. Identify the types of economic activities in which family members participate (G-1C-E5)  
13. Identify by name the town, parish, state, and country in which the student lives (G-1C-E6)

**Environment and Society**

14. Identify the basic human needs of food, clothing, and shelter (G-1D-E1)  
15. Identify various types of human shelters and describe building materials used for construction (G-1D-E2)

**Civics**

**Structure and Purposes of Government**

16. Identify school rules and the persons responsible for making and enforcing them (C-1A-E1)

**Social Studies**  
**Grade-Level Expectations**

17. Explain the necessity of establishing leadership and order at school (C-1A-E2)
18. Identify and recognize the current president of the United States (C-1A-E5)
19. Explain the process of voting using classroom issues (C-1A-E6)
20. Propose rules and consequences for a given situation and explain why the rules would be important (C-1A-E7)

**Foundations of the American Political System**

21. Discuss the importance of sharing responsibilities at home, class, and school (C-1B-E2)

**Roles of the Citizen**

22. Define the meaning of the term *classroom citizen* (C-1D-E1)
23. Identify patriotic songs and American symbols (C-1D-E4)
24. Identify ways to participate in public service within school or community (e.g., volunteer, donations, parent organizations) (C-1D-E5)

**Economics**

**Fundamental Economic Concepts**

25. Identify the difference between basic human needs and wants (E-1A-E3)
26. Identify a personal example of how the cost of an item affects whether or not it can be purchased (E-1A-E4)
27. Describe how the individual is a consumer (E-1A-E5)
28. Identify simple descriptions of the work people do and the names of related jobs in the community (E-1A-E7)
29. Explain why people in a school and community have different jobs (E-1A-E7)
30. Describe skills the student can do well (e.g., personal, physical, academic) (E-1A-E8)
31. Describe the benefits of a voluntary exchange (E-1A-E11)

**History**

**Historical Thinking Skills**

32. Use words to describe time (past, present, future) (H-1A-E1)
33. Identify similarities and differences in families over time (e.g., structure, roles of women, men, and children) (H-1A-E2)
34. Create a primary source of personal information (e.g., autobiography, journal/diary) (H-1A-E3)

**Families and Communities**

35. Identify transportation methods of the local community in the past (H-1B-E2)

**Grade 2**

**Geography**

**The World in Spatial Terms**

1. Interpret a diagram (G-1A-E1)
2. Describe basic characteristics of maps and globes (G-1A-E1)
3. Use cardinal directions to locate places on maps and places in the classroom, school, and community (G-1A-E2)
4. Identify geographical features in the local region (G-1A-E2)
5. Construct a bar graph to represent given geographical information (G-1A-E3)
6. Sketch a simple map related to the classroom, school, or community (mental map) (G-1A-E3)

**Places and Regions**

7. Describe how location, weather, and physical environment affect where and how people live (G-1B-E1)
8. Identify examples of various landforms (e.g., continents, islands) (G-1B-E1)
9. Identify the human characteristics of the local community (G-1B-E2)

**Social Studies**  
**Grade-Level Expectations**

10. Describe changes in the physical and human characteristics in the local community and why people modify the physical environment over time (G-1B-E3)

**Physical and Human Systems**

11. Describe how climate affects the vegetation in the community (G-1C-E1)  
12. Identify the types of settlement and patterns of land use in the local community (G-1C-E2)  
13. Identify simple demographics of a local region (e.g., mostly factory workers) (G-1C-E3)  
14. Identify ways of making a living within the community (G-1C-E5)

**Environment and Society**

15. Explain ways in which people in the local community depend on the physical environment to satisfy basic needs (G-1D-E1)

**Civics**

**Structure and Purposes of Government**

16. Identify local community and parish laws, and the persons responsible for making and enforcing them (C-1A-E1)  
17. Identify the necessity of local government and how it helps meet the basic needs of society (C-1A-E2)  
18. Describe major responsibilities of local government (C-1A-E4)  
19. Identify key government positions at the local level, their powers, and limits on their powers (C-1A-E5)  
20. Explain how government officials at the local level are elected (C-1A-E6)  
21. Explain the need/purpose/importance of having rules in the school, community, and society (C-1A-E7)

**Foundations of the American Political System**

22. Explain how citizens help leaders in a community solve problems (C-1B-E2)

**Roles of the Citizen**

23. Define the meaning of the term *community citizen* (C-1D-E1)  
24. Identify examples of responsible citizenship in the school and community settings (C-1D-E2)  
25. Discuss the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules (C-1D-E3)  
26. Describe actions individuals or groups may take to improve their community (C-1D-E4)  
27. Explain the significance of national holidays and the achievements of the people associated with them (C-1D-E4)  
28. Identify a community issue and describe how good citizenship can help solve the problem (C-1D-E5)

**Economics**

**Fundamental Economic Concepts**

29. Explain how basic human needs of food, clothing, and shelter can be met (E-1A-E1)  
30. Identify examples of scarcity in the local community (E-1A-E1)  
31. Identify what is gained and what is lost (given up) in choosing one of several alternatives (e.g., skating with friends versus bowling with parents) (E-1A-E2)  
32. Identify examples of choices families make when buying goods and services (E-1A-E4)  
33. Identify a consumer and a producer and their roles in the economy (E-1A-E5)  
34. Explain how people in the local community depend on each other for goods and services (E-1A-E5)  
35. Identify various ways in which resources are used (e.g., use of trees to produce wood for building, wood products, heat) (E-1A-E6)

**Social Studies**  
**Grade-Level Expectations**

36. Describe the roles of farmers, processors, and distributors in food production and consumption (E-1A-E6)
37. Describe the role of weather, land, and water resources in food production over time (E-1A-E6)
38. Identify the specialized work that people do to manufacture, transport, and market goods and services (E-1A-E7)
39. Describe the importance of skills and education in choosing a career (E-1A-E8)
40. Identify a local economic institution (e.g., bank) (E-1A-E10)
41. Explain why people exchange goods and services (E-1A-E11)

**Individuals, Households, Businesses, and Governments**

42. Identify individuals or groups in the community who have started new businesses (E-1B-E3)
43. Identify goods and services provided by the local government (E-1B-E4)
44. Explain the difference between goods and services and give examples of each within the local community (E-1B-E5)

**History**

**Historical Thinking Skills**

45. Develop a personal timeline (H-1A-E1)
46. Identify similarities and differences in communities over time (H-1A-E2)
47. Identify sources where historical information can be found and how that information can be used (H-1A-E3)
48. Locate general areas on maps and globes referenced in historical stories and legends (H-1A-E3)

**Families and Communities**

49. Compare and contrast the student's daily life to that of parents, grandparents, and/or guardians (H-1B-E1)

**Louisiana and United States History**

50. Identify and describe the significance of various community landmarks and symbols (H-1C-E2)
51. Identify cultural elements (e.g., crafts, customs, music, folklore) of the local community (H-1C-E4)

**World History**

52. Explain the customs related to important holidays and ceremonies in various countries around the world in the past (H-1D-E1)

**Grade 3**

**Geography**

**The World in Spatial Terms**

1. Describe characteristics and uses of various maps (e.g., physical, political, topographical, population) (G-1A-E1)
2. Differentiate between a bar, pictograph, and circle graph (G-1A-E1)
3. Interpret a graph, chart, and diagram (G-1A-E2)
4. Use a compass rose and cardinal directions to locate and interpret a map of the community and Louisiana (G-1A-E2)
5. Locate major geographic features of Louisiana on a map (G-1A-E2)
6. Construct a chart, line graph, or diagram to display geographical information (G-1A-E3)
7. Sketch a simple map of Louisiana from memory (mental map) (G-1A-E3)
8. Show the location of a specified place by entering it on a labeled grid (e.g., the library is located at [grid point] E-3) (G-1A-E3)

## **Social Studies Grade-Level Expectations**

### **Places and Regions**

9. Describe and compare the physical characteristics of various regions of Louisiana (G-1B-E1)
10. Identify and describe the human characteristics of places in Louisiana (G-1B-E2)
11. Describe how people and the physical environment have changed over time in Louisiana based on given information (G-1B-E3)
12. Use maps, charts, and pictures to describe how places in Louisiana are different (e.g., land use, vegetation, architecture) (G-1B-E4)

### **Physical and Human Systems**

13. Identify examples of physical processes affecting Louisiana (e.g., coastal erosion, river changes) (G-1C-E1)
14. Locate, describe, and compare urban, suburban, and rural communities in Louisiana (G-1C-E2)
15. Identify and explain patterns of settlement in different time periods in Louisiana (G-1C-E3)
16. Identify and compare customs, celebrations, and traditions of various cultural groups in Louisiana (G-1C-E4)
17. Identify the relationship between geography and economic activities in Louisiana (G-1C-E5)
18. Locate the town, parish, state, and country in which the student lives on a political map (G-1C-E6)

### **Environment and Society**

19. Identify and explain ways in which people in Louisiana modify the physical environment to meet basic needs and achieve certain purposes (e.g., clearing land for urban development) (G-1D-E1)
20. Explain how humans have adapted to the physical environment in Louisiana (G-1D-E2)
21. Identify natural resources in Louisiana and describe their uses and importance (G-1D-E4)

### **Civics**

#### **Structure and Purposes of Government**

22. Identify state laws, and the persons responsible for making and enforcing them (C-1A-E1)
23. Identify the necessity of state government and how it helps meet the basic needs of society (C-1A-E2)
24. Describe major responsibilities of state government (C-1A-E4)
25. Identify key government positions at the state level, their powers, and limits on their powers (C-1A-E5)
26. Explain how government officials at the state and national levels are elected (C-1A-E6)
27. Define *laws* and explain the difference between *laws* and *rules* (C-1A-E7)

#### **Foundations of the American Political Systems**

28. Explain the responsibilities of individuals in making a community and state a better place to live (C-1B-E2)

#### **Roles of the Citizens**

29. Identify the qualities of people who were leaders and *good citizens* as shown by their honesty, courage, trustworthiness, and patriotism (C-1D-E3)
30. Identify a state issue and describe how good citizenship can help solve the problem (e.g., participation in an anti-litter campaign) (C-1D-E5)

**Social Studies**  
**Grade-Level Expectations**

**Economics**

**Fundamental Economic Concepts**

31. Define scarcity and abundance and give examples of both for individuals and society (E-1A-E1)
32. Compare benefits and costs when making choices (e.g., comparative shopping) (E-1A-E2)
33. Explain reasons why people save money (E-1A-E3)
34. Identify examples of making an economic choice and explain the idea of opportunity cost (i.e., what is given up when making a choice) (E-1A-E4)
35. Describe ways in which people are producers and consumers and why they depend on one another (e.g., in the school and/or in the community) (E-1A-E5)
36. Identify examples of natural, human, and capital resources used to produce goods and services (E-1A-E6)
37. Identify the concepts of specialization (i.e., being an expert in one job, product, or service) and interdependence (i.e., depending on others) in the production of goods and services (E-1A-E7)
38. Describe the requirements of various jobs and the characteristics of a job well-performed (E-1A-E8)
39. Identify goods that are produced within the local community and Louisiana and describe how they are shipped elsewhere for sale (E-1A-E9)
40. Identify various types of economic institutions that make up the economy (e.g., households, businesses, banks, government) (E-1A-E10)
41. Discuss trade in the local community and explain how trade benefits both parties (E-1A-E11)

**Individuals, Households, Businesses, and Governments**

42. Describe the basic principles of supply and demand and how competition can affect prices of goods (E-1B-E1)
43. Explain the effect of increase/decrease in price upon the consumer and producer (E-1B-E2)
44. Identify services provided by the state government (E-1B-E4)
45. Identify major goods and services produced in Louisiana (E-1B-E5)

**History**

**Historical Thinking Skills**

46. Complete a timeline based on given information (H-1A-E1)
47. Use information in a map, table, or graph to describe the past (H-1A-E3)
48. Identify primary and secondary sources (H-1A-E3)
49. Identify ways different cultures record their histories (e.g., oral, visual, written) (H-1A-E3)

**Families and Communities**

50. Describe family life at a given time in history and compare it with present-day family life (H-1B-E1)
51. Describe changes in community life, comparing a given time in history to the present (H-1B-E2)

**Louisiana and United States History**

52. Identify and describe early settlers in Louisiana (H-1C-E1)
53. Identify people and their influence in the early development of Louisiana (H-1C-E1)
54. Describe the importance of events and ideas significant to Louisiana's development (H-1C-E1)
55. Identify and describe the significance of various state and national landmarks and symbols (H-1C-E2)

**Social Studies**  
**Grade-Level Expectations**

56. Identify the causes and effects of the major historical migrations to Louisiana (H-1C-E3)
57. Identify cultural elements that have contributed to our state heritage (e.g., Mardi Gras, Cajun/Creole cooking) (H-1C-E4)

**World History**

58. Describe aspects of family life, structures, and roles in cultures other than the United States (H-1D-E1)
59. Explain how technology has changed present-day family and community life in Louisiana (H-1D-E2)

**Grade 4**

**Geography**

**The World in Spatial Terms**

1. Interpret different kinds of maps using a map key/legend, compass rose, cardinal and intermediate directions, and distance scale (G-1A-E1)
2. Use a variety of images or other spatial graphics (e.g., aerial photographs, satellite images) to locate major physical and human characteristics (G-1A-E1)
3. Locate and label places on a map or globe: the seven continents, the United States and its major land forms, major bodies of water and waterways, referring to the poles, the equator, latitude, longitude and meridians (G-1A-E2)
4. Identify all U.S. states by shapes and position on map (G-1A-E2)
5. Draw, complete, and add features to a map (including such map elements as a title, compass rose, legend, and scale), based on given information (G-1A-E3)

**Places and Regions**

6. Describe and compare the distinguishing characteristics of various land forms, bodies of water, climates, and forms of vegetation in the United States (G-1B-E1)
7. Identify the best place for human settlement based on a map showing physical characteristics of an area (G-1B-E1)
8. Explain physical and human developments in a region of the United States since it was first settled based on given information (G-1B-E3)
9. Identify, define, and compare regions of the United States using physical and human characteristics (e.g., land forms and use, cultural diversity) (G-1B-E4)

**Physical and Human Systems**

10. Identify physical processes that change Earth's surface and create physical features suddenly or over time (e.g., what physical processes created the Grand Canyon, the Great Lakes, the Hawaiian Islands) (G-1C-E1)
11. Identify geographical/physical reasons for regional variations that influence patterns of settlement and land use in the United States and the world, past and present (G-1C-E2)
12. Describe characteristics of the human population in a given area (e.g., cultural diversity, population size or growth) (G-1C-E3)
13. Explain and compare the cultural identities of various U.S. regions and how a region is influenced by past events and the heritage of its people (G-1C-E4)
14. Locate economic activities that use natural resources in the local region, state, and nation and describe the importance of the activities to these areas (G-1C-E5)
15. Differentiate between countries, states, parishes, and cities (G-1C-E6)

**Environment and Society**

16. Identify ways in which people in the United States depend upon and modify the physical environment (G-1D-E1)
17. Identify natural disasters, their causes, areas prone to them, and how those disasters affect people and the environment (G-1D-E3)



**Social Studies**  
**Grade-Level Expectations**

18. Describe the importance of specific natural resources to human survival and human endeavors (G-1D-E4)
19. Describe the use, distribution, and importance of natural resources in different regions of the United States using geographic tools such as maps (G-1D-E4)

**Civics**

**Structure and Purposes of Government**

20. Identify the necessity or basic purposes of government in such terms as establishing order, providing security, managing conflict, and providing services (C-1A-E2)
21. Distinguish between *limited government* and *unlimited government* (C-1A-E3)
22. Explain the role of government and the rights of citizens (C-1A-E3)
23. Identify the three branches of the federal government and describe their major responsibilities (C-1A-E4)
24. Identify key government positions at the national level, their respective powers, and limits on their powers (C-1A-E5)
25. Distinguish between elected and appointed officials and give examples of each at the local, state, and national levels (C-1A-E6)
26. Identify the purpose and importance of a rule or a law (C-1A-E7)

**Foundations of the American Political System**

27. Describe the significance of the Declaration of Independence, the U.S. Constitution and its principles of democracy, and the Bill of Rights (e.g., basic freedoms) (C-1B-E1)
28. Explain the similarities between the Louisiana and U.S. Constitutions (C-1B-E1)

**International Relationships**

29. Explain the concept of *nation* with reference to countries, governments, and peoples (C-1C-E1)
30. Identify ways nations interact and why interactions are important (e.g., treaties, diplomacy) (C-1C-E1)
31. Identify the United Nations and its role in international peace keeping (C-1C-E1)

**Roles of the Citizen**

32. Identify the means by which individuals become U.S. citizens (C-1D-E1)
33. Identify the rights and responsibilities of citizenship in making the nation a better place to live (C-1D-E2)
34. Discuss civic traits of *good citizenship* that are important to the preservation and improvement of American constitutional democracy, using an excerpt from a speech, address, or essay which illustrates those traits (C-1D-E3) (C-1D-E4)
35. Identify a national issue and describe how good citizenship can help solve the problem (C-1D-E5)

**Economics**

**Fundamental Economic Concepts**

36. Demonstrate that limited resources necessitate choices and decisions (E-1A-E1)
37. Explain the factors, including trade-offs, involved in a choice or decision (e.g., discuss the choices and decisions involved in developing a personal budget) (E-1A-E4)
38. Identify the four basic questions all producers must answer (i.e., What will be produced? How will it be produced? For whom will it be produced? How much will be produced?) (E-1A-E5)
39. Describe the combination of natural, human, and capital resources needed to produce a given good (e.g., a candy bar) or given service (e.g., recycling paper) (E-1A-E6)
40. Define some effects of division of labor and specialization in a given context, such as a simple assembly line (e.g., greater labor productivity/output per hour) (E-1A-E7)

**Social Studies**  
**Grade-Level Expectations**

41. Describe the benefits of increasing one’s skill/knowledge and various ways to do so (E-1A-E8)
  42. Describe the basic concept of a *market* (e.g., exchange of goods/services between buyers and sellers) and identify ways of transporting goods (E-1A-E9)
  43. Identify the roles of banks, governments, businesses, and households in the economy (E-1A-E10)
  44. Identify the relationship between money, writing checks, and credit cards (E-1A-E11)
  45. Explain why people engage in voluntary exchange/barter/direct trading (E-1A-E11)
- Individuals, Households, Businesses, and Governments**
46. Describe how supply and demand affect the price of a good or service in a given situation (E-1B-E1)
  47. Explain how a rise or fall in prices affects personal, family, and government budgets (E-1B-E2)
  48. Identify the terms *profit* and *risk* and give examples of risk that businesses take to make a profit (E-1B-E3)
  49. Define *tax* and explain how government pays for goods and services through taxes and fees (E-1B-E4)

**History**

**Historical Thinking Skills**

50. Interpret data presented in a timeline or construct a historical timeline (e.g., events in history, historical figure’s life and accomplishments) (H-1A-E1)
51. Compare how a person today might view an issue or event differently from a person living in an earlier time (H-1A-E2)
52. Describe the point of view of an historical figure or group, drawing on given stimulus material (e.g., views expressed in the “I Have a Dream” speech) (H-1A-E2)
53. Interpret historical information in a map, table, or graph (H-1A-E3)
54. Compare and contrast primary and secondary sources (H-1A-E3)

**Families and Communities**

55. Describe beliefs, customs, and traditions of family life in the past and present (H-1B-E1)

**Louisiana and United States History**

56. Identify and describe major early explorers and explorations in North America (H-1C-E1)
57. Identify leaders and their influence in the early development of America (H-1C-E1)
58. Describe the importance of events and ideas significant to our nation’s development (H-1C-E1)
59. Identify a document/speech/address significant to the development of the nation from an excerpt (e.g., Preamble to the U.S. Constitution), and identify the author/speaker of a particular document/speech/address (H-1C-E1)
60. Describe American democratic principles as exemplified by major historic events, groups of people, and leaders (e.g., American Revolution, Civil War, Civil Rights Movement) (H-1C-E2)
61. Identify the causes and effects of the major historical (voluntary and involuntary) migrations to and within America (H-1C-E3) (G-1C-E3)
62. Identify and explain cultural elements that have contributed to our national heritage (H-1C-E4)

**World History**

63. Identify how dance, music, and arts of various cultures around the world reflect the history, daily life, and beliefs of the people (H-1D-E1)

**Social Studies**  
**Grade-Level Expectations**

64. Identify significant historical achievements of various cultures of the world (e.g., building of the pyramids, founding of the Olympics) (H-1D-E1)
65. Identify and describe inventions that have affected people's lives or altered their view of the world (H-1D-E2)
66. Identify the chronological order of major scientific or technological advancements (H-1D-E2)
67. Identify important historic figures from around the world and explain the impact of their contributions (e.g., Galileo, Madame Curie, Guttenberg) (H-1D-E3)

**Grade 5**

**Geography**

**The World in Spatial Terms**

1. Describe the characteristics, functions, and applications of various types of maps (G-1A-M1)
2. Compare the uses of different types of maps, including two different types of maps of the same area (G-1A-M1)
3. Interpret a map, using a map key/legend and symbols, distance scale, compass rose, cardinal or intermediate directions, and latitude and longitude (G-1A-M2)
4. Locate major landforms and geographic features, places, and bodies of water/waterways on a map of the United States (G-1A-M2)
5. Translate a mental map into sketch form to illustrate relative location, size, and distances between places (G-1A-M3)

**Places and Regions**

6. Describe types of settlements and patterns of land use in Colonial America and suggest reasons for locations of cities and settlements (G-1B-M1)
7. Identify ways in which location and physical features influence the development or life in a region of the United States (e.g., effects of natural barriers) (G-1B-M2)
8. Identify physical or other criteria used to define regions and apply criteria to distinguish one region from another in the United States (G-1B-M3)
9. Explain ways in which goals, cultures, interests, inventions, and technological advances affected perceptions and uses of places or regions in Colonial America (G-1B-M4)

**Physical and Human Systems**

10. Describe the influence of location and physical setting on the founding of the original thirteen colonies (G-1C-M3)
11. Explain the reasons why Europeans chose to explore and colonize the world (G-1C-M4)
12. Describe the economic interdependence among the thirteen American colonies (G-1C-M6)
13. Explain how geographic differences and similarities among the thirteen American colonies contributed to political cooperation and conflict (G-1C-M7)

**Environment and Society**

14. Describe the impact of human action on the physical environment of early America (G-1D-M1)
15. Explain and give examples of how Native Americans and Europeans adapted to living in a particular North American physical environment (G-1D-M2)
16. Identify the natural resources used by people in the United States (G-1D-M3)

**Social Studies**  
**Grade-Level Expectations**

**Civics**

**Structure and Purposes of Government**

17. Compare aspects of American colonial government (e.g., local, colonial governors, role of the British parliament and Crown) to present-day U.S. local, state, and national government (C-1A-M5)

**Economics**

**Fundamental Economic Concepts**

18. Describe economic activities within and among American Indian cultures prior to contact with Europeans (E-1A-M9)
19. Use economic concepts (e.g., supply and demand, scarcity, interdependence) to identify the economic motivations for European exploration and settlement in the Americas (E-1A-M9)

**History**

**Historical Thinking Skills**

20. Construct a timeline of key events in American history (beginnings to 1763) (H-1A-M1)
21. Demonstrate an understanding of relative and absolute chronology by interpreting data presented in a timeline (H-1A-M1)
22. Identify different points of view about key events in early American history (H-1A-M2)
23. Identify the causes, effects, or impact of a given event in early American history (H-1A-M3)
24. Use both a primary and secondary source to describe key events or issues in early American history (H-1A-M4)
25. Identify historical issues or problems in early America and explain how they were addressed (H-1A-M5)
26. Conduct historical research using a variety of resources to answer historical questions related to early American history (H-1A-M6)

**United States History**

27. Identify and describe indigenous cultures and groups that existed in the Americas at the beginning of European exploration (H-1B-M1)
28. Describe the trade that connected the Americas, Western Europe, and Western Africa prior to 1620, including the origins of the West Africa-European trade connection (H-1B-M1)
29. Compare and contrast Africans, Europeans, and Native Americans converging in the Western Hemisphere after 1492 (H-1B-M1)
30. Explain that cultures change through cultural diffusion, invention, and innovation (H-1B-M2)
31. Describe major early explorations and explorers and their reasons for exploration (H-1B-M2)
32. Describe the Spanish conquests in the Americas including the impact on the Aztecs, Incas, and other indigenous peoples (H-1B-M2)
33. Explain the course and consequences of the Columbian Exchange, including its cultural, ecological, and economic impact on Europe, the Americas, and West Africa (H-1B-M2)
34. Describe the arrival of Africans in the European colonies in the seventeenth century and the increase in the importation of slaves in the eighteenth century (H-1B-M3)
35. Explain the societal impact of the immersion of Africans in the Americas (H-1B-M3)
36. Identify instances of both cooperation and conflict between Indians and European settlers (H-1B-M3)
37. Describe and compare the various religious groups in colonial America and the role of religion in colonial communities (H-1B-M4)

**Social Studies**  
**Grade-Level Expectations**

38. Describe the political, social, and economic organization and structure of the thirteen British colonies that became the United States (H-1B-M5)
39. Describe reflections of European culture, politics, and institutions in American life (H-1B-M5)
40. Explain why some colonists felt loyal to England due to their cultural, political, and economic ties to their homeland (H-1B-M5)

**World History**

41. Describe the origins, characteristics, and expansion of ancient American empires (e.g., Inca, Maya) and complex societies in the Americas (e.g., Aztec) (H-1C-M13)

**Grade 6**

**Geography**

**The World in Spatial Terms**

1. Use latitude and longitude to determine direction or locate or compare points on a map or representation of a globe (G-1A-M2)

**Places and Regions**

2. Identify land and climatic conditions conducive to human settlement in regions of the world and describe the role of these conditions (G-1B-M1)
3. Identify physical features that influenced world historical events and describe their influence (e.g., the Nile and Tigris-Euphrates as “cradles of civilization”) (G-1B-M2)
4. Explain ways in which goals, cultures, interests, inventions, and technological advances have affected people’s perceptions and uses of places or regions in world history (G-1B-M4)

**Physical and Human Systems**

5. Explain reasons for different patterns of migration among early peoples (G-1C-M4)
6. Explain factors or events that have facilitated cultural diffusion (e.g., the Silk Road, Crusades) (G-1C-M5)
7. Describe the economic interdependence among various ancient civilizations (G-1C-M6)
8. Explain how ancient civilizations established and maintained political boundaries (G-1C-M7)

**Environment and Society**

9. Explain how different physical environments affected human activity in ancient civilizations (G-1D-M2)
10. Analyze world or regional distribution of natural resources in terms of the need to import or the capacity to export (G-1D-M3)

**Civics**

**Foundations of the American Political System**

11. Identify the essential elements of Greek and Roman government that would later influence the U.S. government (C-1B-M1)

**Economics**

**Fundamental Economic Concepts**

12. Explain the role of expanding specialization in the development of world civilizations (E-1A-M4)
13. Identify the functions and characteristics of money (e.g., money as a store of value) and compare barter exchange to money exchange (E-1A-M8)
14. Use economic concepts (e.g., supply and demand, interdependence) to describe the economic motivations for expanding trade and territorial domination in world history (E-1A-M9)

## **Social Studies**

### **Grade-Level Expectations**

#### **History**

##### **Historical Thinking Skills**

15. Construct a timeline of key developments in world history (political, social, technological, religious/cultural) (H-1A-M1)
16. Interpret data presented in a timeline to identify change and continuity in world civilizations (H-1A-M1)
17. Describe the defining characteristics of major world civilizations from political, social, and economic perspectives (H-1A-M2)
18. Describe the causes, effects, or impact of a given historical development or event in world civilizations (H-1A-M3)
19. Use multiple primary and secondary sources to describe world civilizations (H-1A-M4)
20. Identify historical issues or problems in world civilizations and discuss how they were addressed (H-1A-M5)
21. Conduct historical research using a variety of resources to answer historical questions related to world civilizations (H-1A-M6)

##### **World History**

22. Describe features of the earliest communities (e.g., shelter, food, clothing) (H-1C-M1)
23. Describe hunter-gatherer societies, including the development of tools and the use of fire (H-1C-M1)
24. Explain how geographical features influenced development of early civilizations (e.g., domestication, cultivation, specialization) (H-1C-M2)
25. Explain why agricultural societies developed from hunters and gatherers (H-1C-M2)
26. Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing (H-1C-M2)
27. Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations in Mesopotamia, Egypt, China, and the Indus valley (H-1C-M3)
28. Describe the major characteristics of early river valley civilizations (H-1C-M3)
29. Describe how early river civilizations influenced the development of other cultures through trade and cultural diffusion (H-1C-M4)
30. Describe the development of agricultural societies and individual communities in Southwest Asia, the Mediterranean basin, and temperate Europe, including the role of plow technology (H-1C-M4)
31. Identify the effects of migration and militarization on the politics and social fabric of Europe and Asia (H-1C-M5)
32. Analyze the origins and influence of the Hittite, Minoan, and Mycenaean civilizations (H-1C-M5)
33. Explain the significance of the introduction of iron tools and weapons in Southwest Asia and the Mediterranean region (H-1C-M6)
34. Explain the significance of Phoenician trade in the Mediterranean basin (H-1C-M6)
35. Identify forms of writing developed in early civilizations and discuss how written records changed political, legal, religious, and cultural life (H-1C-M6)
36. Describe the development of the Greek city-states, the cultural achievements of Athens, and the impact of Alexander the Great's conquests (H-1C-M7)
37. Explain the sharing of ideas, goods, and services through trade between the Greek and Roman civilizations, and the influence of those civilizations on other cultures (H-1C-M7)
38. Describe and compare/contrast the key characteristics of classical civilizations (e.g., Greek, Roman, Persian, Chinese) (H-1C-M7)

**Social Studies**  
**Grade-Level Expectations**

39. Identify the major new religions and relate them to the empires that emerged in the Mediterranean Basin, China, and India (i.e., Christianity, Hinduism, Buddhism, Islam) (H-1C-M8)
40. Compare and contrast the major religions in terms of leaders, key beliefs, and location (H-1C-M8)
41. Trace the spread of major religions and cultural traditions (e.g., the migration of Jews, spread of Christianity, expansion of Islamic rule) (H-1C-M9)
42. Identify the effect that the major religions have had on European, Asian, and African civilizations (H-1C-M9)
43. Describe the changes and developments brought about by the emergence and collapse of major empires/kingdoms in Europe, Asia, Africa, and the Americas prior to A.D. 1000 (H-1C-M10)
44. Describe major events, key figures, and social structure of the Early Middle Ages (e.g., the fall of Rome, Charlemagne, feudalism) (H-1C-M10)
45. Identify effects of exploration and trade on the economic and cultural development of Europe, Africa, and Asia prior to 1500 (H-1C-M11)
46. Explain how communication among regions was accomplished between AD 1000 to 1500 (H-1C-M11)
47. Explain how and why Europe changed politically, socially, culturally, or economically during the period of intensified hemispheric interactions (H-1C-M12)
48. Describe the major contributing factors that led to the Renaissance (H-1C-M12)
49. Describe the major contributing factors that would lead to the Reformation (H-1C-M12)
50. Explain the major social, economic, political, and cultural features of European, African, and Asian societies that stimulated exploration and colonization (H-1C-M14)
51. Identify major technological developments in shipbuilding, navigation, and naval warfare, and trace the cultural origins of various innovations (H-1C-M14)
52. Describe the major achievements of the early Renaissance in Europe, including the impact of innovations in printing (H-1C-M14)

**Grade 7**

**Geography**

**The World in Spatial Terms**

1. Analyze various types of maps, charts, graphs, and diagrams related to U.S. history (G-1A-M2)

**Places and Regions**

2. Explain how physical features and climate affected migration, settlement patterns, and land use in the United States through 1877 (G-1B-M1)
3. Identify and describe significant physical features that have influenced U.S. historical events (e.g., Ohio River Valley in the American Revolution) (G-1B-M2)
4. Explain ways in which goals, cultures, interests, inventions, and technological advances have affected perceptions and uses of places or regions in the United States (G-1B-M4)

**Physical and Human Systems**

5. Explain patterns of rural/urban migration and the positive and negative consequences of urban development in the United States (G-1C-M3)
6. Identify selected racial, ethnic, and religious groups that settled in the United States and explain the political, cultural, and economic reasons for immigration (G-1C-M4)
7. Compare the interdependence of Great Britain and the American colonies to the global economy today (G-1C-M6)
8. Explain how cooperation and conflict affected the changing political boundaries of the United States to 1877 (e.g., Missouri Compromise) (G-1C-M7)

## **Social Studies Grade-Level Expectations**

### **Environment and Society**

9. Explain how the different physical environments in the American North and South led to different economic activities (G-1D-M2)

### **Civics**

#### **Structure and Purposes of Government**

10. Explain and evaluate the major purposes of government (C-1A-M1)
11. Explain the meaning of the term *federalism* (C-1A-M2)
12. Distinguish between various forms of government (e.g., monarchy, totalitarian) and describe their characteristics and organization (C-1A-M2)
13. Explain how separation of powers limits government and describe the U.S. government system of checks and balances (C-1A-M3)
14. Identify the powers of the U.S. federal government and the powers it shares with state governments according to the U.S. Constitution (C-1A-M3)
15. Identify the structure and powers of the three branches of the federal government, the limits of those powers, and key positions within each branch (C-1A-M5)
16. Identify qualifications and terms of office for elected officials at the national level (C-1A-M6)
17. Identify current government leaders at the national level (C-1A-M6)
18. Describe the powers/responsibilities and limits of power for government officials at the national level (C-1A-M6)
19. Explain how a bill becomes law at the federal level (C-1A-M7)
20. Examine a given law or court ruling and evaluate it based on given criteria (e.g., Dred Scott decision) (C-1A-M7)
21. Evaluate a type of tax in an historical context (e.g., Stamp Act, Tea Tax) (C-1A-M10)

#### **Foundations of the American Political System**

22. Identify problems the United States faced after the American Revolution that led to the writing of the U.S. Constitution (C-1B-M1)
23. Compare and contrast the Articles of Confederation with the U.S. Constitution (C-1B-M1)
24. Identify the roles of the Continental Congress and the Great Compromise in forming the American constitutional government and the federal union (C-1B-M1)
25. Identify the arguments of the Federalists and Anti-Federalists (C-1B-M1)
26. Explain how historical English documents, such as the Magna Carta and the English Bill of Rights, influenced American democracy (C-1B-M1)
27. Explain how ancient governments influenced American democracy and culture (C-1B-M1)
28. Describe historical experiences and factors that defined, influenced, and helped shape American political culture (C-1B-M2)
29. Define and explain the ideas expressed in the Mayflower Compact and the Declaration of Independence (C-1B-M3)
30. Explain the principles of government embodied in the U.S. Constitution (C-1B-M3)
31. Analyze methods used to institute change or resolve social conflict in U.S. history (e.g., War of 1812, states' rights theory) (C-1B-M4)
32. Explain how changes are made in a democratic society (C-1B-M5)
33. Describe the role of political parties in the American political system (C-1B-M6)

#### **International Relationships**

34. Describe political divisions of the world (nation-states) (C-1C-M1)
35. Explain various processes/strategies nations use to interact (C-1C-M1)
36. Explain how U.S. foreign policy is formed and carried out (C-1C-M2)
37. Identify types of foreign policy issues with reference to current and historical examples (e.g., Middle East conflicts) (C-1C-M3)



**Social Studies**  
**Grade-Level Expectations**

**Roles of the Citizen**

- 38. Identify the qualifications or requirements for U.S. citizenship, including naturalization (C-1D-M1)
- 39. Explain the importance of various rights and responsibilities of citizenship to the individual or to society at large (e.g., Bill of Rights) (C-1D-M2)
- 40. Explain issues involving rights and responsibilities of individuals in American society (e.g., rights of individuals with disabilities, responsibility to pay taxes) (C-1D-M3)

**Economics**

**Fundamental Economic Concepts**

- 41. Use economic concepts (e.g., supply and demand, interdependence) to explain Mercantilism and describe its role in British colonization and the conflict between the thirteen American colonies and Great Britain (E-1A-M9)

**Individuals, Households, Businesses, and Governments**

- 42. Identify U.S. exports and imports that contributed to the U.S. economic interdependence with Europe and other parts of the world during the eighteenth and nineteenth centuries (E-1B-M6)

**History**

**Historical Thinking Skills**

- 43. Construct a timeline of key events and key figures in U.S. history from 1763 to 1877 (H-1A-M1)
- 44. Interpret a timeline to identify cause-and-effect relationships among events in U.S. history (H-1A-M1)
- 45. Explain the point of view of key historical figures and groups in U.S. history (H-1A-M2)
- 46. Explain the causes, effects, or impact of a given historical event in U.S. history (H-1A-M3)
- 47. Explain how a given historical figure influenced or changed the course of U.S. history (H-1A-M3)
- 48. Compare and contrast two primary sources related to the same event in U.S. history (H-1A-M4)
- 49. Propose and defend an alternative course of action to a given issue or problem in U.S. history (H-1A-M5)
- 50. Conduct historical research using a variety of resources, and evaluate those resources for reliability and bias, to answer historical questions related to U.S. history (H-1A-M6)

**United States History**

- 51. Explain the causes, course, and consequences of the American Revolutionary War (H-1B-M6)
- 52. Compare and contrast the strategies and motivations of the Patriots, Loyalists, and British during the American Revolution (H-1B-M6)
- 53. Explain the role of key figures in the American Revolution (H-1B-M6)
- 54. Explain how the American Revolution affected the politics, society, and economy of the new nation (H-1B-M7)
- 55. Describe the issues involved in the creation and ratification of the U.S. Constitution (H-1B-M8)
- 56. Explain the significance of the Bill of Rights and its specific guarantees (H-1B-M8)
- 57. Describe major events and issues involving early presidencies (H-1B-M8)
- 58. Explain Napoleon's reasons for selling the Louisiana territory to the United States and the impact of that acquisition (H-1B-M9)
- 59. Explain President Madison's reason for declaring war in 1812, the sectional divisions over the war, and the consequences of the Native American alliance with the British (H-1B-M9)

**Social Studies**  
**Grade-Level Expectations**

60. Describe provisions of the Monroe Doctrine and its influence on U.S. foreign relations (H-1B-M9)
61. Explain westward movement of the United States, the changes it created, and its effects on relations with Native Americans (H-1B-M9)
62. Explain Manifest Destiny and its economic, political, social, and religious roots (H-1B-M9)
63. Describe diplomatic and political developments that led to the resolution of conflicts with Britain, Spain, and Russia from 1815 to 1850 (H-1B-M9)
64. Identify the causes, course, and consequences of the Texas War for Independence and the Mexican-American War (H-1B-M9)
65. Describe Jacksonian Democracy, the influence of Jackson on the U.S. political system, and Jackson's Indian Removal Policy (H-1B-M10)
66. Identify major technological developments related to land, water, and transportation and explain how they transformed the economy, created international markets, and affected the environment (H-1B-M10)
67. Analyze national policies on a protective tariff, a national bank, federally funded improvements (e.g., roads, canals, railroads), and educational and prison reforms (H-1B-M10)
68. Compare ways of life in northern and southern states and identify factors that caused rapid urbanization and the growth of slavery (H-1B-M10)
69. Identify the causes and explain the effects of new waves of immigration prior to the Civil War (H-1B-M10)
70. Explain the importance of the Second Great Awakening, the ideas of its principal leaders, and how it affected public education, temperance, women's suffrage, and abolition (H-1B-M11)
71. Describe fundamental beliefs of abolitionists and compare positions of those who favored gradual versus immediate emancipation (H-1B-M11)
72. Identify the major antebellum reform movements, their leaders, and the movements' effects on the United States (H-1B-M11)
73. Describe the economic, social, and cultural differences between the North and South, including the advantages and disadvantages each had at the outbreak of the Civil War (H-1B-M12)
74. Explain the impact of the compromises on the issue of slavery and the Dred Scott decision on increasing tensions between the North and South (H-1B-M12)
75. Explain the immediate and long-term causes of the secession of the Southern states and the outbreak of the Civil War (H-1B-M12)
76. Describe the course of the Civil War, including major turning points and the war's immediate and long-term impact on the North and the South (H-1B-M12)
77. Explain the purpose, significance, and results of Lincoln's Emancipation Proclamation (H-1B-M12)
78. Describe provisions of the Thirteenth Amendment and Lincoln's reasons for advancing it, as well as the purpose and significance of the Fourteenth and Fifteenth Amendments (H-1B-M12)
79. Describe, compare, and evaluate various reconstruction plans of the post-Civil War South (H-1B-M13)
80. Explain the growing conflict between Andrew Johnson and Congress, and the reasons for and consequences of his impeachment and trial (H-1B-M13)
81. Describe the successes and failures of Reconstruction, as well as its impact on the South (H-1B-M13)
82. Explain how the presidential election of 1876 led to the Compromise of 1877 and brought about an end to Reconstruction in the South (H-1B-M13)

**Social Studies**  
**Grade-Level Expectations**

**Grade 8**

**Geography**

**The World in Spatial Terms**

1. Use time zones in the United States or the International Date Line to interpret a map or representation of a globe and calculate current times in different places (G-1A-M2)
2. Locate major landforms and geographic features, places, and bodies of water/waterways on a map of Louisiana (G-1A-M2)
3. Construct a map based on given narrative information (G-1A-M2)
4. Construct a chart or diagram to display geographical information in an organized way (G-1A-M2)

**Places and Regions**

5. Describe and analyze the distinguishing physical and/or human characteristics of Louisiana regions (G-1B-M1)
6. Describe ways in which location and physical features have influenced historical events in Louisiana and the development of the state (e.g., Mississippi River/swamp in the Battle of New Orleans) (G-1B-M2)
7. Explain how or why specific regions are changing as a result of physical phenomena (e.g., changes in the coastal wetlands) (G-1B-M3)
8. Identify and describe factors that cause a Louisiana region to change (e.g., natural occurrences, disasters, migration) (G-1B-M3)
9. Explain ways in which goals, cultures, interests, inventions, and technological advances have affected perceptions and uses of places or regions in Louisiana (G-1B-M4)

**Physical and Human Systems**

10. Analyze the population characteristics and other demographic information about the United States and Louisiana, including rates of increase/decrease for demographic variables (G-1C-M2)
11. Explain why humans settled and formed societies in specific regions or why immigrant groups (e.g., Acadians) settled in specific areas of Louisiana (G-1C-M3)
12. Describe the causes and effects of cultural diffusion and the effects of cultural diversity in Louisiana (G-1C-M5)
13. Describe factors that contribute to economic interdependence at the local, national, and global level, as related to Louisiana's past and present (G-1C-M6)

**Environment and Society**

14. Analyze, evaluate, and predict consequences of environmental modifications on Louisiana landforms, natural resources, and plant or animal life (G-1D-M1)
15. Analyze the benefits and challenges of the Louisiana physical environments on its inhabitants (e.g., flooding, soil, climate conducive to growing certain plants) (G-1D-M2)
16. Analyze the distribution and uses of Louisiana's natural resources (G-1D-M3)
17. Identify a contemporary Louisiana geographic issue, and research possible solutions (G-1D-M4)

**Civics**

**Structure and Purposes of Government**

18. Identify the powers of state government as defined in the Louisiana Constitution and compare/contrast those powers to the powers of the federal government (C-1A-M3)
19. Explain the purposes of state constitutions and describe the relationship of the Louisiana Constitution to the U.S. Constitution (C-1A-M4)
20. Identify the structure and powers of the three branches of the state government, the limits of those powers, and key positions within each branch (C-1A-M5)
21. Describe the various forms of local government in Louisiana (C-1A-M5)

**Social Studies**  
**Grade-Level Expectations**

22. Describe the powers/responsibilities and limits of power for government officials at the local and state levels in Louisiana (C-1A-M6)
23. Identify qualifications and terms of office for key leaders/representatives at the state and local levels (C-1A-M6)
24. Identify current government leaders at the state, local, and national levels in the United States (C-1A-M6)
25. Explain how a bill becomes law at the state level (C-1A-M7)
26. List and apply criteria for evaluating rules and laws (C-1A-M7)
27. Describe ways by which public policies are formed, including the role of lobbyists, special interest groups, and constituents (C-1A-M8)
28. Explain why taxes are needed and purposes for which tax monies/revenues are used (C-1A-M9)
29. Identify types of taxes collected by the local, state, and federal government (C-1A-M10)
30. Evaluate a type of tax in a historical context (e.g., severance tax) (C-1A-M10)

**Foundations of the American Political System**

31. Explain how the Louisiana Constitution reflects the principles of government set forth in the U.S. Constitution (e.g., checks and balance, separation of powers) (C-1B-M3)
32. Describe various peaceful ways of resolving political or social conflicts, including *majority vote vs. consensus* (C-1B-M4)
33. Analyze how the democratic process has been used to institute change in Louisiana (C-1B-M5)
34. Explain how the U.S. census is used in the political process and how it affects Louisiana representation in Congress (C-1B-M6)
35. Describe the role of the Electoral College and how Louisiana participates in that system (C-1B-M6)
36. Explain how political parties, campaigns, and elections provide opportunities for citizens to participate in government (C-1B-M6)

**International Relationships**

37. Explain the role of nation-states in various alliances and international organizations (e.g., NATO, the United Nations, OPEC) and identify effects of their decisions upon Louisiana (C-1C-M1)
38. Explain how U.S. foreign policy has affected Louisiana (e.g., tariffs, NAFTA) (C-1C-M2)

**Roles of the Citizen**

39. Identify individual rights guaranteed in the Louisiana Constitution (C-1D-M2)
40. Describe ways by which citizens can organize, monitor, or influence government and politics at the local, state, and national levels (C-1D-M4)
41. Explain the importance of being an informed citizen on public issues, recognizing propaganda, and knowing the voting issues (C-1D-M5)

**Economics**

**Fundamental Economic Concepts**

42. Analyze situations involving scarcity (limited resources) at the individual, group, and societal levels to determine the need for choices or what is gained/lost by a decision (E-1A-M1)
43. Explain how effective economic decisions (e.g., determining the best level of consumption) require comparing the additional costs of alternatives with additional benefits (E-1A-M2)
44. Explain choice/trade-offs, cost/benefits, and opportunity costs related to making personal economic decisions (E-1A-M3)
45. Analyze the role of specialization in Louisiana's economy (E-1A-M4)

**Social Studies**  
**Grade-Level Expectations**

46. Use a variety of resources to research education and training for jobs and careers (E-1A-M5)
47. Cite examples of how skills/knowledge and technical training increase personal productivity and career opportunities, and which skills/knowledge would enhance particular career prospects (E-1A-M5)
48. Characterize and analyze the use of productive resources in an economic system (E-1A-M6)
49. Describe how the four basic economic questions are answered in *traditional* vs. *command* vs. *market* economies (E-1A-M6)
50. Describe institutions (e.g., banks, government agencies, large companies, small businesses) that make up economic systems (E-1A-M7)
51. Use economic concepts (e.g., scarcity, opportunity cost) to explain historic and contemporary events and developments in Louisiana (E-1A-M9)

**Individuals, Households, Businesses, and Governments**

52. Explain how supply and demand affect prices (E-1B-M1)
53. Explain and analyze factors affecting production and allocation of goods/services in Louisiana and the United States (E-1B-M2)
54. Explain the difference between private goods/services and public goods/services and give examples of each (E-1B-M3)
55. Identify the costs and benefits of a given government policy (e.g., trade agreements, minimum wage) on a competitive market (E-1B-M4)
56. Identify various types of taxes and user fees and predict their consequences (E-1B-M5)
57. Explain reasons for trade between nations and the impact of international trade (E-1B-M6)
58. Describe historical and economic factors influencing the economic growth, interdependence, and development of Louisiana and the nation (e.g., mass production, oil boom and decline) (E-1B-M7)

**The Economy as a Whole**

59. Explain the meaning of various economic indicators that help describe the state of an economy (e.g., GDP, CPI, stock market indices, rate of unemployment or inflation) (E-1C-M1)
60. Define *inflation* and *unemployment* in terms of an economic system as a whole (E-1C-M2)
61. Describe the influence/impact of inflation or unemployment on different groups of people (e.g., consumers, business owners) (E-1C-M2)

**History**

**Historical Thinking Skills**

62. Construct a timeline of key events in Louisiana history (H-1A-M1)
63. Interpret data presented in a timeline correlating Louisiana, U.S., and world history (H-1A-M1)
64. Compare and contrast events and ideas from Louisiana's past and present, explaining political, social, or economic contexts (H-1A-M2)
65. Analyze the causes, effects, or impact of a given historical event in Louisiana (H-1A-M3)
66. Analyze how a given historical figure influenced or changed the course of Louisiana's history (H-1A-M3)
67. Analyze given source material to identify opinion, propaganda, or bias (H-1A-M4)
68. Interpret a political cartoon (H-1A-M4)
69. Propose and defend potential solutions to past and current issues in Louisiana (H-1A-M5)

**Social Studies**  
**Grade-Level Expectations**

70. Conduct historical research using a variety of resources, and evaluate those resources, to answer historical questions related to Louisiana history (H-1A-M6)

**Louisiana History**

71. Describe major early explorers and explorations significant to Louisiana or early settlers in Louisiana (H-1D-M1)
72. Describe leaders who were influential in Louisiana's development (H-1D-M1)
73. Describe and explain the importance of major events and ideas in the development of Louisiana (H-1D-M1)
74. Describe the causes and effects of various migrations into Louisiana (H-1D-M1)
75. Describe the contributions of ethnic groups significant in Louisiana history (H-1D-M1)
76. Trace and describe various governments in Louisiana's history (H-1D-M2)
77. Describe major conflicts in context of Louisiana history (e.g., Rebellion of 1768, the French and Indian War) (H-1D-M3)
78. Describe and analyze the impact of Louisiana's geographic features on historic events, settlement patterns, economic development, etc (H-1D-M4)
79. Explain how Louisiana's natural resources have shaped its history (e.g., petroleum) (H-1D-M4)
80. Trace the state's economic development and growth toward economic diversity (e.g., fur trade, tourism, technology) (H-1D-M5)
81. Explain cultural elements that have shaped Louisiana's heritage (e.g., festivals, music, dance, food, languages) (H-1D-M6)

**Geography (Core Course: World Geography)**

**Geography**

**The World in Spatial Terms**

1. Identify, explain, and apply the five themes of geography (G-1A-H1)
2. Compare and contrast various types of maps (G-1A-H1)
3. Analyze or interpret a map to locate geographic information, using a variety of map elements (e.g., compass rose, symbols, distance scales, time zones, latitude, longitude) (G-1A-H1)
4. Use a city or road map to plot a route from one place to another or to identify the shortest route (G-1A-H1)
5. Construct a map based on given narrative information (e.g., location of cities, bodies of water, places of historical significance) (G-1A-H1)
6. Construct a chart, diagram, graph, or graphic organizer to display geographic information (G-1A-H1)
7. Analyze, interpret, and use information in charts, diagrams, and graphs to explain geographic issues (G-1A-H1)
8. Use maps drawn from memory to answer geographic questions (G-1A-H2)

**Places and Regions**

9. Identify and analyze the distinguishing physical or human characteristics of a given place (e.g., landforms, precipitation, ecosystems, settlement patterns, economic activities) (G-1B-H1)
10. Evaluate how location, topography, climate, natural resources, and other physical characteristics affect human activities (e.g., cultural diversity, migration, physical features, historical events, plantation, subsistence farming) or the significance of a place (G-1B-H1)
11. Draw conclusions about a place or area from its geographic or physical features (G-1B-H1)
12. Explain how topography, climate, soil, vegetation, and natural resources shape the history of a region (G-1B-H2)

**Social Studies**  
**Grade-Level Expectations**

13. Explain how location, physical features, and human characteristics of places influenced historical events (e.g., World War II, Cuban Missile Crisis, Vietnam, Middle East conflicts) (G-1B-H2)
14. Explain ways in which regional systems are interconnected (e.g., interstate transportation and trade, interconnecting rivers and canals) (G-1B-H3)
15. Analyze world regions in terms of given characteristics (e.g., population density, natural resources, economic activities, demography) (G-1B-H3)
16. Explain how physical or geographical characteristics (e.g., mountain ranges, interconnecting waterways) facilitate or hinder regional interactions (G-1B-H3)
17. Explain how technological advances have led to increasing interaction between regions (e.g., use of satellites for monitoring and exploration) (G-1B-H3)
18. Analyze how human activities and physical characteristics of regions have led to regional labels (e.g., Dust Bowl, New South, Sunbelt) (G-1B-H4)
19. Describe how physical, historical, and cultural characteristics give definition to a place or region (e.g., New South, Jerusalem) (G-1B-H4)

**Physical and Human Systems**

20. Categorize elements of the natural environment as belonging to one of four components of Earth's physical systems: atmosphere, lithosphere, biosphere, or hydrosphere (G-1C-H1)
21. Characterize areas or regions in terms of the physical processes that affect them (e.g., Pacific Ocean "Rim of Fire," San Andreas fault) (G-1C-H1)
22. Examine the physical effects of Earth-Sun relationships (G-1C-H1)
23. Explain the movement of wind patterns across the earth, its relationship to ocean currents, and its climatic effects on various regions of the world (G-1C-H1)
24. Examine the effects of a physical process (e.g., erosion and depository processes, global warming, El Niño) on the natural environment and societies of an area and draw conclusions from that information (G-1C-H1)
25. Compare and contrast past and present trends in human migration (G-1C-H2)
26. Assess the role of environmental changes, economic scarcity, conflict, political developments, cultural factors, and prosperity in human migration (e.g., escape from persecution or famine, migration to the suburbs) (G-1C-H2)
27. Analyze patterns of urban development in an area or region (G-1C-H3)
28. Compare, contrast, and analyze the distribution, growth rates, and other demographic characteristics of human populations in various countries or regions (G-1C-H3)
29. Analyze the current and future impact of population growth on the world (e.g., natural resources, food supply, standard of living) (G-1C-H3)
30. Analyze population pyramids and use other data, graphics, and maps to describe population characteristics of different societies and to predict future growth (G-1C-H3)
31. Compare the role that culture plays in incidents of cooperation and conflict in the present-day world (G-1C-H4)
32. Analyze how certain cultural characteristics can link or divide regions (e.g., language, religion, demography) (G-1C-H4)
33. Identify the geographical distribution of the different economic systems (market, command, traditional, mixed) (G-1C-H5)
34. Distinguish between developed and developing countries, including the standard of living in these nations, GDP, and per capita income (G-1C-H5)
35. Analyze ways in which the distribution of economic systems relates to regional tensions or regional cooperation (e.g., North and South Korea) (G-1C-H6)

**Social Studies**  
**Grade-Level Expectations**

36. Analyze the role of differing points of view and national self-interest in disputes over territory and resources (e.g., oil, water, boundaries) (G-1C-H6)
37. Analyze regional issues and alliances in terms of common interests related to territory and resources (e.g., oil, water, boundaries) (G-1C-H6)

**Environment and Society**

38. Identify technological advances that expanded human capacity to modify the environment (e.g., steam, coal, electric, nuclear power, levees) (G-1D-H1)
39. Describe challenges to human systems and activities posed by the physical environment or the impact of natural processes and disasters on human systems (e.g., infrastructure) (G-1D-H2)
40. Analyze or evaluate strategies for dealing with environmental challenges (e.g., dams or dikes to control floods, fertilizer to improve crop production) (G-1D-H2)
41. Analyze the relationship between the development of natural resources in a region and human settlement patterns or regional variations in land use (G-1D-H3)
42. Assess the ways in which unequal distribution of natural resources has led to exploration, colonization, and conflict (G-1D-H3)
43. Analyze world or regional distribution of natural resources in terms of import need and export capacity (G-1D-H3)
44. Analyze the relationship between a country's standard of living and its locally accessible natural resources (e.g., the effects of oil or natural gas reserves in a region) (G-1D-H3)
45. Describe the impact of the scarcity of natural resources (e.g., water shortage) or pollution (e.g., air, water) (G-1D-H3)
46. Assess the role of government in preserving natural resources and protecting the physical environment (G-1D-H4)
47. Evaluate the effectiveness of policies and programs related to conservation and use of natural resources (G-1D-H4)
48. Evaluate import and export policies in regard to a country's needs for resources (G-1D-H4)
49. Debate a position on an environmental issue involving conservation or use of natural resources (e.g., private vs. public interest) (G-1D-H5)
50. Evaluate options for solving a local or regional problem involving physical processes or environmental challenges (e.g., government disaster aid, environmental clean-up cost responsibility) (G-1D-H5)

**Civics (Core Course: Civics)**

**Civics**

**Structure and Purposes of Government**

1. Explain competing ideas about the purposes of politics and government and identify reasons why government is necessary (C-1A-H1)
2. Identify and describe services provided by government and assess their necessity and effectiveness (e.g., health care, education) (C-1A-H1)
3. Identify programs, institutions, and activities that fulfill a given governmental or political purpose (e.g., the court system, the military, revenue sharing, block grants) (C-1A-H1)
4. Analyze ways in which the purposes of the U.S. government, as defined in the U.S. Constitution, are achieved (e.g., protecting individual rights, providing for the general welfare) (C-1A-H1)
5. Compare and contrast various forms of government among nations that have been significant in U.S. history (e.g., absolute monarchy in England or France, Germany under Hitler, the Soviet Union under Stalin) (C-1A-H2)



**Social Studies**  
**Grade-Level Expectations**

6. Explain the distribution of powers, responsibilities, and the limits of the U.S. federal government (C-1A-H3)
7. Categorize governmental powers as delegated, reserved, concurrent, or implied (C-1A-H3)
8. Identify powers denied to federal or state governments by the U.S. Constitution (C-1A-H3)
9. Analyze or assess issues related to the distribution of powers at the federal level (e.g., tensions among the three branches of government, roles and responsibilities of the three branches) (C-1A-H3)
10. Explain the structure and functions of the three branches of the federal government, including regulatory and independent agencies and the court system (C-1A-H4)
11. Cite the roles, duties, qualifications, and terms of office for key elected and appointed officials (C-1A-H4)
12. Explain the structure and functions of state, parish, and local governments (C-1A-H4)
13. Discuss the advantages and disadvantages of various types of local government (C-1A-H4)
14. Examine constitutional provisions concerning the relationship between federal and state governments (C-1A-H4)
15. Explain the processes and strategies of how a bill becomes a law at the federal and state levels (C-1A-H5)
16. Evaluate a specific law or court ruling on given criteria (C-1A-H5)
17. Examine the meaning, implications, or applications of the U.S. Constitution (e.g., the Bill of Rights, Fourteenth Amendment) (C-1A-H5)
18. Define domestic and foreign policies (C-1A-H6)
19. Analyze responsibilities of the federal government for domestic and foreign policy (e.g. monetary policy, national defense) (C-1A-H6)
20. Analyze a past or present domestic or foreign policy issue from a news article or editorial (C-1A-H6)
21. Explain how government is financed (e.g., taxation, fines, user fees, borrowing) (C-1A-H7)
22. Identify the major sources of tax revenues at the federal, state, and local levels (C-1A-H7)
23. Analyze or evaluate various uses of tax dollars (e.g., the public's need for services versus the public's resistance to taxation) (C-1A-H7)
24. Use the rules of taxation (ability, equity, ease of payment, convenient times to pay) to analyze or evaluate a given tax practice (C-1A-H7)

**Foundations of the American Political System**

25. Analyze the significance of the Magna Carta, English common law, and the English Bill of Rights in creating limited government in the United States (C-1B-H1)
26. Explain how European philosophers (e.g., Rousseau, Locke, Montesquieu, Voltaire) helped shape American democratic ideas (C-1B-H1)
27. Analyze central ideas in an American historical document and explain the document's significance in shaping the U.S. Constitution (C-1B-H1)
28. Explain the meaning and importance of principles of U.S. constitutional democracy in American society (C-1B-H1)
29. Assess the importance of the U.S. Constitution as the Supreme Law of the Land, and ways in which U.S. constitutional government has helped shape American society (C-1B-H1)
30. Identify and describe examples of freedoms enjoyed today but denied to earlier Americans (C-1B-H1)

**Social Studies**  
**Grade-Level Expectations**

31. Explain issues involved in various compromises or plans leading to the creation of the U.S. Constitution (C-1B-H2)
32. Interpret, analyze, or apply ideas presented in a given excerpt from any political document or material (e.g., speech, essay, editorial, court case) (C-1B-H2)
33. Analyze a given example of American political or social conflict, and state and defend a position on the issue (C-1B-H3)
34. Analyze discrepancies between American ideals and social or political realities of life (e.g., equal protection vs. Jim Crow laws) (C-1B-H4)
35. Explain the two-party system and assess the role of third parties in the election process (C-1B-H5)
36. Assess the significance of campaigns, campaign finance, elections, the Electoral College, and the U.S. census in the U.S. political system (C-1B-H5)
37. Analyze the use and effects of propaganda (C-1B-H5)
38. Identify key platform positions of the major political parties (C-1B-H5)
39. Evaluate the role of the media and public opinion in American politics (C-1B-H6)
40. Explain historical and contemporary roles of special interest groups, lobbyists, and associations in U.S. politics (C-1B-H6)

**International Relationships**

41. Identify the political divisions of the world and the factors that contribute to those divisions (C-1C-H1)
42. Analyze and assess the various ways that nation-states interact (C-1C-H1)
43. Explain the role of the United Nations or other international organizations in political interactions and conflicts (C-1C-H1)
44. Analyze ways in which the interactions of nation-states or international organizations affect the United States (C-1C-H1)
45. Describe the means by which the United States upholds national security, protects its economic welfare and strategic interests, and attains its foreign policy objectives (e.g., aid, sanctions, embargos, treaties) (C-1C-H2)
46. Assess the extent to which a given U.S. foreign policy position has helped or hindered the United States' relations with the rest of the world (C-1C-H2)
47. Explain how U.S. domestic policies, constitutional principles, economic behavior, and culture affect its relations with the rest of the world (C-1C-H3)
48. Describe ways in which ideas, actions, and problems of other nations impact the United States (C-1C-H3)

**Roles of the Citizen**

49. Distinguish between personal, political, and economic rights of citizenship (C-1D-H1)
50. Describe the importance of various rights of citizenship to the individual or to society at large (C-1D-H1)
51. Analyze an amendment or law concerning the rights of citizens in terms of their effect on public policy or American life (e.g., Nineteenth Amendment, Americans with Disabilities Act) (C-1D-H1)
52. Evaluate and defend a position on a given situation or issue in terms of the personal, political, or economic rights of citizens (C-1D-H1)
53. Assess the difference between personal and civic responsibilities (C-1D-H2)
54. Describe various forms of political participation (C-1D-H3)
55. Evaluate current and past political choices that individuals, groups, and nations have made, taking into account historical context (C-1D-H3)
56. Describe the importance of political leadership to American society, and identify ways in which citizens can exercise leadership (C-1D-H4)

**Social Studies**  
**Grade-Level Expectations**

57. Identify examples of public service, and describe the importance of public service to American society (C-1D-H4)
58. Evaluate the claim that American constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry (C-1D-H4)
59. Compare and evaluate characteristics, style, and effectiveness of state and national leaders, past and present (C-1D-H4)

**Economics (Core Course: Free Enterprise)**

**Economics**

**Fundamental Economic Concepts**

1. Apply fundamental economic concepts to decisions about personal finance (E-1A-H1)
2. Define scarcity (E-1A-H1)
3. Identify factors that drive economic decisions (e.g., incentives, benefits, costs, trade-offs, consequences) (E-1A-H1)
4. Analyze an economic choice at the personal, family, or societal level to determine its opportunity cost (E-1A-H1)
5. Explain how the scarcity of natural resources leads to economic interdependence (E-1A-H1)
6. Identify the four basic economic questions (E-1A-H1)
7. Define *productivity* and characterize the relationship between productivity and standard of living (E-1A-H2)
8. Explain the role of marketing and channels of distribution in economic decisions (E-1A-H2)
9. Identify actions or conditions that increase productivity or output of the economy (E-1A-H2)
10. Explain the skills, knowledge, talents, personal characteristics, and efforts likely to enhance prospects of success in finding a job in a particular field (E-1A-H3)
11. Explain the types of jobs important to meeting the needs of Louisiana industries and an information-based society (E-1A-H3)
12. Evaluate various careers in terms of availability, educational and skill requirements, salary and benefits, and intrinsic sources of job satisfaction (E-1A-H3)
13. Compare contemporary and historic economic systems (e.g., ownership and control of production and distribution, determination of wages) (E-1A-H4)
14. Explain the advantages and disadvantages of given market structures (E-1A-H5)
15. Explain factors affecting levels of competition in a market (e.g., number of buyers and sellers, profit motive, collusion among buyers or sellers, presence of cartels) (E-1A-H5)
16. Explain the effects of competition on producers and consumers (E-1A-H5)
17. Analyze the role of various economic institutions in economic systems (E-1A-H6)
18. Explain the role of government as producer, employer, and consumer in economic systems (E-1A-H6)
19. Analyze the importance of labor-management relations and the effects of given labor and management practices on productivity or business profitability (E-1A-H6)
20. Compare and contrast characteristics of various forms of business ownership (E-1A-H6)
21. Explain ways in which businesses have changed to meet rising production costs or to compete more effectively in a global market (E-1A-H6)
22. Analyze the role of banks in economic systems (e.g., increasing the money supply by making loans) (E-1A-H7)
23. Describe the functions and purposes of the financial markets (E-1A-H7)

**Social Studies**  
**Grade-Level Expectations**

24. Compare and contrast credit, savings, and investment services available to the consumer from financial institutions (E-1A-H7)
25. Apply an economic concept to analyze or evaluate a given historical economic issue or situation (e.g., causes of the Great Depression, how the New Deal changed the role of the federal government) (E-1A-H8)
26. Interpret information about a current economic system undergoing change from a largely command or traditional system to a more mixed system (e.g., Eastern European countries, China, other developing economies) (E-1A-H8)

**Individuals, Households, Businesses, and Governments**

27. Explain, analyze, and apply principles of supply and demand, including concepts of price, equilibrium point, incentives, and profit (E-1B-H1)
28. Identify factors that cause changes in supply or demand for a product (e.g. complements, substitutes) (E-1B-H1)
29. Explain the role of *factors of production* in the economy (E-1B-H2)
30. Identify factors affecting production/allocation of goods/services and characterize their effects (E-1B-H2)
31. Identify the difference between monetary and non-monetary incentives and how changes in incentives cause changes in behavior (E-1B-H2)
32. Analyze the circular flow of goods and services and money payments from a diagram (E-1B-H2)
33. Identify various forms of taxation (E-1B-H3)
34. Describe the impact of given forms of taxation (E-1B-H3)
35. Describe the effects of governmental action or intervention in a market economy (E-1B-H3)
36. Describe major revenue and expenditure categories and their respective proportions of local, state, and federal budgets (E-1B-H3)
37. Predict how changes in federal spending and taxation would affect budget deficits and surpluses and the national debt (E-1B-H3)
38. Evaluate the impact of policies related to the use of resources (e.g., water use regulations, policies on scarce natural resources) (E-1B-H3)
39. Explain the causes of global economic interdependence (E-1B-H4)
40. Describe the worldwide exchange of goods and services in terms of its effect in increasing global interdependence and global competition (E-1B-H4)
41. Examine fundamental concepts of currency valuation and foreign exchange and their role in a global economy (E-1B-H4)
42. Explain how the economy of one country can affect the economies of other countries or the balance of trade among nations (E-1B-H4)
43. Explain the role of the International Monetary Fund in supporting world economies (E-1B-H4)
44. Identify and evaluate various types of trade barriers among nations (E-1B-H5)
45. Take and defend a position on a trade policy or issue (e.g., NAFTA, G8, European Union) (E-1B-H5)
46. Evaluate the role and importance of Louisiana ports and products in the national and international economy (E-1B-H6)

**The Economy as a Whole**

47. Explain the meaning or use of various economic indicators and their implications as measures of economic well-being (E-1C-H1)
48. Define productivity and characterize the relationship between productivity and standard of living (E-1C-H1)
49. Interpret various economic indicators used in a chart, table, or news article (E-1C-H1)

**Social Studies**  
**Grade-Level Expectations**

50. Draw conclusions about two different economies based on given economic indicators (E-1C-H1)
51. Explain how inflation and deflation are reflected in the Consumer Price Index (E-1C-H2)
52. Explain the impact of inflation/deflation on individuals, nations, and the world, including its impact on economic decisions (E-1C-H2)
53. Describe the effects of interest rates on businesses and consumers (E-1C-H2)
54. Predict the consequences of investment decisions made by individuals, businesses, and government (E-1C-H2)
55. Predict how interest rates will act as an incentive for savers and borrowers (E-1C-H2)
56. Explain various causes and consequences of unemployment in a market economy (E-1C-H3)
57. Analyze regional, national, or demographic differences in rates of unemployment (E-1C-H3)
58. Analyze the relationship between the business cycle and employment (E-1C-H3)
59. Explain the meaning of *underemployment* and analyze its causes and consequences (E-1C-H3)
60. Explain factors contributing to unequal distribution of income in a market economy (E-1C-H3)
61. Interpret a chart or graph displaying various income distributions (e.g., in the United States vs. the Third World, various groups within a country) (E-1C-H3)
62. Distinguish monetary policy from fiscal policy (E-1C-H4)
63. Explain the role of the Federal Reserve System as the central banking system of the United States (E-1C-H4)
64. Explain the role of regulatory agencies in the U.S. economy (E-1C-H4)
65. Explain the role of the Federal Deposit Insurance Corporation (FDIC) (E-1C-H4)

**History (Core Course: U.S. History)**

**History**

**Historical Thinking Skills**

1. Construct a timeline to explain and analyze historical periods in U.S. history (H-1A-H1)
2. Compare historical periods or historical conflicts in terms of similar issues, actions, or trends in U.S. history (H-1A-H1)
3. Contrast past and present events or ideas in U.S. history, demonstrating awareness of differing political, social, or economic context (H-1A-H1)
4. Analyze change or continuity in the United States over time based on information in stimulus material (H-1A-H1)
5. Describe multiple perspectives on an historical issue or event in U.S. history (H-1A-H2)
6. Analyze the point of view of an historical figure or group in U.S. history (H-1A-H2)
7. Analyze or interpret a given historical event, idea, or issue in U.S. history (H-1A-H2)
8. Debate an historical point of view, with supporting evidence, on an issue or event in U.S. history (H-1A-H2)
9. Evaluate and use multiple primary or secondary materials to interpret historical facts, ideas, or issues (H-1A-H3)
10. Determine when primary and/or secondary sources would be most useful when analyzing historical events (H-1A-H3)
11. Propose and defend alternative courses of action to address an historical or contemporary issue, and evaluate their positive and negative implications (H-1A-H4)

## **Social Studies**

### **Grade-Level Expectations**

12. Analyze and evaluate the credibility of a given historical document (e.g., in terms of its source, unstated assumptions) (H-1A-H4)
13. Analyze source material to identify opinion or propaganda and persuasive techniques (H-1A-H4)
14. Interpret a political cartoon depicting an historical event, issue, or perspective (H-1A-H4)
15. Interpret or analyze historical data in a map, table, or graph to explain historical factors or trends (H-1A-H4)
16. Construct a narrative summary of an historical speech or address (H-1A-H5)
17. Conduct historical research using a variety of resources to answer historical questions related to U.S. history and present that research in appropriate format(s) (visual, electronic, written) (H-1A-H5)
18. Analyze causes and effects in historical and contemporary U.S. events, using a variety of resources (H-1A-H6)

#### **United States History**

19. Examine the causes of industrialization and analyze its impact on production, business structures, the work force, and society in the United States (H-1B-H6)
20. Describe the emergence of big business and analyze how it changed American society in the late nineteenth century (H-1B-H6)
21. Analyze the changing relationship between the federal government and private industry (H-1B-H6)
22. Describe the phases, geographic origins, and motivations behind mass migration to and within the United States (H-1B-H7)
23. Explain the causes of the late nineteenth-century urbanization of the United States, including immigration and migration from rural areas, and discuss its impact in such areas as housing, political structures, and public health (H-1B-H7)
24. Explain the impact of legislation, federal Indian and land policies, technological developments, and economic policies on established social and migratory groups in the settlement of the western United States (e.g., Dawes Act, Chinese Exclusion Act) (H-1B-H7)
25. Analyze the role of the media, political leaders, and intellectuals in raising awareness of social problems among Americans in the United States (e.g., Muckrakers, Presidents Roosevelt, Taft, and Wilson, Jane Adams) (H-1B-H8)
26. Evaluate the Progressive movement in terms of its goals and resulting accomplishments (e.g., Sixteenth through Nineteenth Amendments, Pure Food and Drug Act, advances in land conservation) (H-1B-H8)
27. Describe problems facing farmers and laborers, the ways they sought to enact change, and the responses of the government and business community (e.g., populism, share-croppers, rise of labor unions) (H-1B-H9)
28. Locate on a world map the territories acquired by the United States during its emergence as an imperial power in the world and explain how these territories were acquired (H-1B-H10)
29. Explain the U.S. policy of imperialism and how it increased U.S. involvement in world affairs (H-1B-H10)
30. Identify causes of World War I (H-1B-H10)
31. Describe the events that led to U.S. involvement in World War I (H-1B-H10)
32. Identify and describe significant events and issues during World War I (H-1B-H10)
33. Identify and explain the consequences of World War I, in terms of changes in U.S. foreign and domestic policies during the 1920s (e.g., Treaty of Versailles, Wilson's Fourteen Points, League of Nations) (H-1B-H11)

**Social Studies**  
**Grade-Level Expectations**

34. Identify the characteristics of the 1920s and describe the cultural changes that resulted (e.g., Harlem Renaissance, prohibition, women's suffrage) (H-1B-H11)
35. Analyze the international and domestic events, interests, and philosophies that prompted threats to civil liberties in the aftermath of World War I (H-1B-H11)
36. Identify the causes of the Great Depression (e.g., over speculation, Stock Market Crash of 1929) and analyze its impact on American society (H-1B-H12)
37. Explain the expanding role of government as a result of the Great Depression and the New Deal and analyze the effects of the New Deal legislation (H-1B-H12)
38. Describe the conditions that led to the outbreak of World War II (H-1B-H13)
39. Describe the events that led the United States into World War II (H-1B-H13)
40. Describe the course of World War II, including major turning points and key strategic decisions (H-1B-H13)
41. Describe the effects of World War II on the U.S. home front and Europe, including the Holocaust (H-1B-H13)
42. Explain the consequences and impact of World War II (e.g., Cold War, United Nations, Baby Boom) (H-1B-H13)
43. Analyze the spread of Communism after World War II and its impact on U.S. foreign policy (H-1B-H14)
44. Analyze the conflicts that resulted from Cold War tensions (e.g., Vietnam War, Korean War) (H-1B-H14)
45. Describe the impact of the Cold War on American society and domestic policy (e.g., McCarthyism, Space Race) (H-1B-H14)
46. Analyze the reasons for the end of the Cold War and its impact on the world today (H-1B-H14)
47. Explain the impact of post-World War II domestic policies on life in the United States (e.g., the Great Society) (H-1B-H15)
48. Identify the primary leaders of the Civil Rights Movement and describe major issues and accomplishments (H-1B-H15)
49. Describe the effects of Watergate on the United States and its political system (H-1B-H15)
50. Identify and describe the social and cultural changes from the 1960s to the present (e.g., Women's Movement) (H-1B-H15)
51. Evaluate various means of achieving equality of political rights (e.g., civil disobedience vs. violent protest) (H-1B-H15)
52. Evaluate the effects of the mass media on American society (H-1B-H16)
53. Describe the impact of technology on American society (H-1B-H16)
54. Analyze contemporary issues in American society and suggest alternative solutions (H-1B-H17)
55. Identify recent U.S. Supreme Court decisions and describe how they impact political and social institutions (e.g., presidential election of 2000) (H-1B-H17)
56. Describe the relationship of the United States and nations of the world in the post-Cold War era (e.g., Middle East conflicts, U.S. peace keeping) (H-1B-H18)
57. Identify recent trends in the U.S. economy and explain shifts in government policy designed to address them (e.g., NAFTA, global economy) (H-1B-H18)
58. Identify and explain recent domestic issues and reform movements (e.g., terrorism, energy, environment, war on drugs, education) (H-1B-H18)

**Social Studies**  
**Grade-Level Expectations**

**History (Core Course: World History)**

**History**

**Historical Thinking Skills**

1. Construct a timeline to explain and analyze historical periods in world history (H-1A-H1)
2. Compare historical periods or historical conflicts in terms of similar issues, actions, or trends in world history (H-1A-H1)
3. Contrast past and present events or ideas in world history, demonstrating awareness of differing political, social, or economic context (H-1A-H1)
4. Analyze change or continuity in areas of the world over time based on information in stimulus material (H-1A-H1)
5. Describe multiple perspectives on an historical issue or event in world history (H-1A-H2)
6. Analyze the point of view of an historical figure or group in world history (H-1A-H2)
7. Analyze or interpret a given historical event, idea, or issue in world history (H-1A-H2)
8. Debate a historical point of view, with supporting evidence, on an issue or event in world history (H-1A-H2)
9. Evaluate and use multiple primary or secondary materials to interpret historical facts, ideas, or issues (H-1A-H3)
10. Determine when primary and/or secondary sources would be most useful when analyzing historical events (H-1A-H3)
11. Propose and defend alternative courses of action to address an historical or contemporary issue, and evaluate their positive and negative implications (H-1A-H4)
12. Analyze and evaluate the credibility of a given historical document (e.g., in terms of its source, unstated assumptions) (H-1A-H4)
13. Analyze source material to identify opinion or propaganda and persuasive techniques (H-1A-H4)
14. Interpret a political cartoon depicting an historical event, issue, or perspective (H-1A-H4)
15. Interpret or analyze historical data in a map, table, or graph to explain historical factors or trends (H-1A-H4)
16. Construct a narrative summary of an historical speech or address (H-1A-H5)
17. Conduct historical research using a variety of resources to answer historical questions related to world history and present that research in appropriate format(s) (visual, electronic, written) (H-1A-H5)
18. Analyze causes and effects in historical and contemporary world events, using a variety of resources (H-1A-H6)

**World History**

19. Explain the origins, developments, and consequences of the transatlantic slave trade between Africa and the Americas and Europe (H-1C-H6)
20. Identify major technological innovations in shipbuilding, navigation, and naval warfare, and explain how these technological advances were related to European voyages of exploration, conquest, and colonization (H-1C-H6)
21. Identify demographic, economic, and social trends in major world regions (H-1C-H7)
22. Describe key features of the Renaissance, Reformation, Scientific Revolution, and the Age of Enlightenment (H-1C-H7)
23. Describe major changes in world political boundaries between 1450 and 1770 and assess the extent and limitations of European political and military power in Africa, Asia, and the Americas as of the mid-eighteenth century (H-1C-H8)
24. Describe the development of nation-states and major world powers (H-1C-H8)



**Social Studies**  
**Grade-Level Expectations**

25. Describe the goals and consequences of European colonization in the Americas (H-1C-H9)
26. Describe the European commercial penetration of Asia and the impact on trade (H-1C-H9)
27. Identify the influence of European economic power within Africa and its impact on other parts of the world (H-1C-H9)
28. Describe the major ideas of philosophers and their effects on the world (H-1C-H10)
29. Identify causes and evaluate effects of major political revolutions since the seventeenth century (H-1C-H10)
30. Describe how the American Revolution differed from the French Revolution and the impact both had on world political developments (H-1C-H10)
31. Describe the characteristics of the agricultural revolution that occurred in England and Western Europe and analyze its effects on population growth, industrialization, and patterns of landholding (H-1C-H11)
32. Describe the expansion of industrial economies and the resulting social transformations throughout the world (e.g., urbanization, change in daily work life) (H-1C-H11)
33. Describe the motives, major events, and effects of Western European and American imperialism in Africa, Asia, and the Americas (H-1C-H12)
34. Using a map, identify the extent of European and American territorial expansion (H-1C-H12)
35. Describe the origins, major events, and peace settlements of World War I from multiple international perspectives (H-1C-H13)
36. Describe the causes and consequences of the Russian Revolution of 1917 (H-1C-H13)
37. Explain how art, literature, and intellectual thought reflect changes brought about by World War I (e.g., Freud, Einstein) (H-1C-H13)
38. Explain the causes and consequences of global depression following World War I (H-1C-H13)
39. Describe the political, social, and economic conditions leading to the rise of totalitarianism in the Soviet Union, Germany, Italy, Japan, and Spain (H-1C-H13)
40. Describe the origins, major events, and peace settlements of World War II including decisions made at wartime conferences (H-1C-H13)
41. Explain the consequences of World War II as a total war (e.g., occupation of defeated powers, Nuremberg trials, Japanese war trials, Cold War, NATO, Warsaw Pact) (H-1C-H13)
42. Explain major differences in the political ideologies and values of the Western democracies versus the Soviet bloc and how they led to development of the Cold War (H-1C-H14)
43. Describe the causes and effects of major Cold War crises and military conflicts on the world (H-1C-H14)
44. Analyze and compare the development of Communism in the Soviet Union and China (H-1C-H14)
45. Describe the end of colonial rule in Asia, Africa, the Americas, and the Middle East (H-1C-H14)
46. Describe the role of the United Nations in the contemporary world (H-1C-H14)
47. Analyze the consequences of the breakup of the Soviet Union on the world (H-1C-H15)
48. Describe terrorist movements in terms of their proliferation and impact on politics and societies (H-1C-H15)

**Social Studies**  
**Grade-Level Expectations**

49. Describe the progress and status of democratic movements and civil rights around the world (H-1C-H15)
50. Explain the political, social, and economic significance of the growing interdependence in the global economy (H-1C-H15)
51. Analyze information about current economic systems undergoing change (e.g., command economy to mixed economy, traditional economy to industrial economy, developing countries to developed countries) (H-1C-H15)
52. Describe and evaluate the significance and possible consequences of major technological innovations and trends (H-1C-H15)