

Louisiana STUDENT STANDARDS SOCIAL STUDIES

Summary and Design Considerations

This **DRAFT** of a revised set of Louisiana social studies standards was created by workgroups of Louisiana educators following the goals outlined by BESE in December 2020:

- *Shift to an **inquiry-based approach** with a balanced focus between acquisition of knowledge and disciplinary skills.
- *Create a more **coherent sequence of content**, so students are better able to build and retain knowledge over time.
- ***Strengthen instruction at the elementary level** to ensure students are prepared for secondary and post-secondary coursework.
- *Better integrate the historical **perspectives of people from all different backgrounds**.
- *Provide students with opportunities to utilize **strong critical thinking skills** to evaluate and synthesize information.

Design decisions were informed by reviews of current evidence-based practices, and public and teacher comments regarding the 2011 Louisiana Standards for Social Studies. In this draft, standards are organized into either inquiry or content standards. This design is intended to convey the importance of both conceptual knowledge and understanding within four core disciplines of social studies (civics, geography, economics and history) as well as the development of inquiry practices (questioning, gathering and evaluating sources, developing claims using evidence, communicating conclusions, taking informed action). The complexity of the standards progresses from kindergarten through high school.

This draft outlines the minimum standards Louisiana students should learn in each grade level kindergarten through eighth grade and high school. The standards address a foundational framework of what is to be learned, but do not address how learning experiences are to be designed or what resources should be used. A standard represents a goal or outcome of an educational program; standards are vertically aligned expected outcomes for all students. The standards do not dictate the design of a lesson plan or how units should be organized. The standards establish a statewide baseline of what students should know and be able to do at the conclusion of a grade or grade-span. The instructional program should emphasize the development of students' abilities to acquire and apply the standards. The curriculum must ensure that appropriate accommodations are made for diverse populations of students found within Louisiana's schools. This draft of standards is not a set of instructional or assessment tasks, but rather statements of what students should be able to master after instruction. Decisions on how best to help students meet these program goals are left to local school districts and teachers. Curriculum includes the vast array of instructional materials, readings, learning experiences and local mechanisms of assessment, including the full body of content knowledge to be covered, all of which are to be selected at the local level.

Inquiry Standards

This draft of inquiry standards are organized into four grade bands; K-2, 3-5, 6-8, and 9-12, with proficiency expected by the end of each grade band (2nd, 5th, 8th and 12th grades)

The draft of inquiry standards is also organized into five anchor categories to help clarify the "arc of inquiry". These categories are:

- *Developing compelling and supporting questions
- *Gathering and evaluating sources
- *Developing claims and using evidence
- *Communicating and critiquing conclusions
- *Taking informed action

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Anchor Category	K-2	3-5	6-8	9-12
Developing Compelling Questions and Supporting Questions	K-2.1 Explain why/how a question is important to a topic or issue in social studies.	3-5.1 Develop compelling questions about social studies topics.	6-8.1 Develop compelling questions based on disciplinary concepts in social studies.	9-12.1 Develop compelling questions that reflect enduring issues in social studies.
	K-2.2 Determine what supporting questions are needed to answer a compelling question in social studies.	3-5.2 Develop supporting questions for a compelling question in social studies.	6-8.2 Develop supporting questions for a compelling question in social studies.	9-12.2 Develop supporting questions for a compelling question in social studies.
Gathering and Evaluating Sources	K-2.3 Determine what resources would be relevant to answer compelling or supporting questions.	3-5.3 Determine the credibility variety of sources by examining the following: A. How the author's identity influenced perspective provided B. Whether a source is primary, secondary, or tertiary C. Who created the source, when they created it, where they	6-8.3 Evaluate the credibility of a variety of sources by examining the following: A. How the author's identity influenced perspective provided B. Whether a source is primary, secondary, or tertiary C. Who created the source, when they created it, where they	9-12.3 Evaluate the credibility of a variety of sources including those located through self directed research by examining the following: A. How the author's identity influenced perspective provided B. Whether a source is primary, secondary, or tertiary C. The origin, structure, and context of the source's creation along with
	<i>Begins in 3-5</i>	3-5.4 Describe how the inclusions, exclusion, or omission of sources affects historical interpretations.	6-8.4 Describe how the inclusion, exclusions, and omission of sources affect historical interpretations.	9-12.4 Evaluate how inclusion, exclusion and omission of sources affect historical interpretation and narrative.
	K-2.4 Determine the meaning of content-specific terms and phrases as used in historical contexts.	3-5.5 Determine the meaning of content-specific terms and phrases as used in historical contexts.	6-8.5 Determine the meaning of content-specific terms and phrases as used in historical context and how the words and phrases contribute to the author's reliability and credibility.	9-12.5 Analyze and evaluate how the meaning of content-specific terms and phrases as used in historical context and how that language contributes to the author's reliability and credibility.
Developing Claims and Using Evidence	K-2.5 Identify appropriate evidence from a variety of sources in response to compelling and supporting questions.	3-5.6 Utilize appropriate evidence that draws information from multiple perspectives and a variety of sources to support claims.	6-8.6 Analyze evidence from multiple perspectives and a variety of sources to support claims and counterclaims.	9-12.6 Use relevant evidence from a variety of sources that represent multiple perspectives to support claims and counterclaims and evaluate evidentiary strengths and weaknesses.
	K-2.6 Construct responses using relevant examples and supporting evidence	3-5.7 Construct claims using relevant examples, supporting evidence and reasoning.	6-8.7 Construct claims and counterclaims with strong evidence and clear reasoning.	9-12.7 Construct and refine claims and counterclaims that are valid and evaluate the strengths and limitations of the claims and counterclaims.
Communicating and Critiquing Conclusions	K-2.7 Construct questions, answers and explanations that are clear and complete.	3-5.8 Construct arguments using claims that are valid, supported with relevant evidence from multiple sources, and sound reasoning and explanations.	6-8.8 Construct arguments using claims that are valid, supported with relevant evidence from multiple sources, and sound reasoning and explanations that acknowledge counterclaims.	9-12.8 Construct arguments using claims that are valid, supported with relevant evidence from multiple sources, and sound reasoning and explanations that acknowledge counterclaims and evidentiary weakness.
	K-2.8 Present a summary of arguments and explanations to others.	3-5.9 Present a summary of arguments and explanations to others using print and oral technologies.	6-8.9 Communicate arguments and explanations that feature ideas and perspectives on issues and topics that will interest a range of audience, including people outside of the classroom using a variety methods and technologies	9-12.9 Communicate arguments and explanations that feature compelling ideas and perspectives on issues and topics to reach a range of audiences, including venues outside the classroom using a variety of methods and technologies.
	K-2.9 Examine responses that answer compelling or supporting questions and determine their effectiveness.	3-5.10 Critique the strength of claims and the evidence used to support them.	6-8.10 Critique and analyze the validity, relevance, and potential bias of others' claims.	9-12.10 Evaluate the validity, credibility, and relevance of multiple claims by considering a variety of potential influences (e.g. cultural, social, economic, political, geographical, and historic).
Taking Informed Action	K-2.10 Participate in listening, building consensus, and voting to identify ways to take action on relevant classroom, school or community problems or issues.	3-5.11 Apply a range of deliberative and democratic procedures to make decisions and take action in the classroom, school, and out-of-school civic contexts.	6-8.11 Apply a range of deliberative and democratic procedures to make decisions and take action in the classroom, school, and out-of-school civic contexts.	9-12.11 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, school, and out-of-school contexts.
	K-2.11 Evaluate different approaches people can take to address local, regional, national and global problems.	3-5.12 Evaluate different approaches people can take to address local, regional, national and global problems.	6-8.12 Evaluate individual and collective capacities to take action to address local, regional, national and global issues, taking into account a range of possible levers of power, strategies, and potential outcomes; create an action plan to address the issue and demonstrate evidence of implementation.	9-12.12 Evaluate individual and collective capacities to take action to address local, regional, national and global issues, taking into account a range of possible levers of power, strategies, and potential outcomes; create an action plan to address the issue and demonstrate evidence of implementation.
	K-2.12 Analyze challenges and opportunities when taking action to address problems, including predicting possible results.	3-5.13 Analyze challenges and opportunities when taking action to address problems, including predicting possible results.	6-8.13 Analyze how a specific issue or problem manifests at the local, regional, national and global levels over time, explaining its characteristics, causes, and the challenges and opportunities faced by those trying to address it and critique solutions.	9-12.13 Analyze the characteristics and causes of local, regional, national and global issues, specific instances of such issues; in multiple contexts; and challenges and opportunities faced by those trying to address these issues over time and place; and critique solutions

Content Standards

The draft content standards are organized into fifteen disciplinary concepts. These concepts are the lenses students use in their inquiries and the consistent and coherent application of them throughout the grades should lead to deeper and more enduring understandings. To balance between broad standards that facilitate deep investigations, while also highlighting specific, and sometimes ignored content; the workgroups have added examples that follow many of the standards. These examples are italicized, and are not meant to be exhaustive. Below are definitions of each of the disciplinary concepts used in this draft.

Discipline	Disciplinary Concepts Overview	
History	Change, Continuity, and Context	Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present. It also involves understanding how a change in one area of life relates to a change in other areas, thus bringing together political, economic, intellectual, social, cultural and other factors.
	Cultural Identities with Varying Perspectives	History is interpretive. Even if they are eyewitnesses, people construct different accounts of the same event, which are shaped by their perspectives—their ideas, attitudes, and beliefs. Historical understanding requires recognizing this multiplicity of points of view in the past, which makes it important to seek out a range of sources on any historical question rather than simply use those that are easiest to find. It also requires recognizing that perspectives change over time, so that historical understanding requires developing a sense of empathy with people in the past whose perspectives might be very different from those of today.
	Cause and Effect	Cause and effect is layered, involving both long-term ideologies, institutions and conditions and short-term motivations, actions, and events. Causes offered for any particular event may differ based on the scale of the topic and the approaches of the scholar.
	Louisiana History	Louisiana has influenced and has been influenced by the history of the United States and world. Standards in this category are meant to highlight Louisiana's history and its connections to both U.S. and world history.
Civics	Civic and Political Institutions	Knowledge of law, politics, and government are essential to understanding the important institutions of society and the principles these institutions are intended to reflect.
	Civic and Democratic Principles	Understanding democratic principles, such as equality, freedom, liberty and respect for individual rights, and how they apply to both official institutions and informal interactions among citizens is a fundamental concept of being a citizen in a democratic republic. Learning civic virtues and democratic principles requires obtaining factual knowledge of written provisions found in important texts, such as the founding documents of the United States.
	Louisiana Government	Louisiana's government influenced the history and culture of the citizens of Louisiana. These standards promote understanding of the functions of local and state government where applicable.
Economics	Microeconomics	Through the study of microeconomics, the significance of how decisions are made and how these decisions impact resource use will be examined. Opportunities will be afforded to understand how to make more productive decisions while examining the interactions that occur among individuals, households, firms and/or businesses.
	Macroeconomics	Through the study of macroeconomics, how an economy functions as a whole will be studied by looking at topics such as inflation, gross domestic product (GDP), and government policy and regulations.
	Specialization, Trade and Interdependence	Assessing economic interdependence of regions and countries through understanding specialization and trade is critical for understanding how societies function in an international marketplace.
	Louisiana Economics	Louisiana's economy is driven by the goods and services produced in the state. These standards promote economic skills and reasoning where applicable to Louisiana.
Geography	The World in Spatial Terms	Refers to understanding the location, scale, patterns and trends of the geographic and temporal relationships among data, phenomena and issues. Creating maps and using geospatial technologies requires a process of answering geographic questions by gathering relevant information, organizing and analyzing the information, and using effective means to communicate the findings.
	Human-Environment Interaction	Human-environment interactions happen both in specific places and across broad regions. Earth's human systems and physical systems are in constant interaction and have reciprocal influences among them. These interactions result in a variety of spatial patterns that require careful observation, investigation, analysis and explanation.
	Human Interactions and Interconnections	Interconnections occur in both human and physical systems. All of these interconnections create complex spatial patterns at multiple scales that continue to change over time. Human interactions and interconnections speed the diffusion of ideas and innovations, intensifying spatial integration and transforming regions.
	Louisiana Geography	The promotion of geographic knowledge and skills specific to Louisiana is essential to understand the places and environments throughout Louisiana. These standards promote investigative and problem solving skills both inside and outside of the classroom where applicable.

In the kindergarten Introduction to Social Studies course, students will learn about themselves, their school, and communities around the world. Students will have opportunities to study the communities and cultures of their own and others while also comparing life in the past with that in the present. Students will engage with the content in a way that integrates history, civics, geography, and economics and encourages grade-appropriate, disciplinary inquiry. This course coherently leads to and helps students build the necessary knowledge, skills, and abilities for the next level of study.

Disciplinary Concept	Draft Standard
Change, Continuity, and Context (History)	K.1 Describe how communities can change over time.
	K.2 Compare life in the communities of the past to life today.
Cultural Identities with Varying Perspectives (History)	K.3 Compare traditions in various communities, including those from diverse backgrounds.
	K.4 Explain the importance of diversity in building a strong and equitable community.
	K.5 Describe ways in which students and families are alike and different across diverse cultures.
Cause and Effect (History)	K.6 Compare different accounts of the same historical event.
	K.7 Identify the cause and effect of significant events in a community.
Louisiana History (History)	K.8 Explain why certain events, ideas and individuals are celebrated.
	K.9 Identify the influence of various ethnic groups on communities in Louisiana.
Civic and Political Institutions (Civics)	K.10 Identify the influence of history on the structure of a communities in Louisiana.
	K.11 Explain the purpose of local governments.
	K.12 Describe organizations within the community that help solve issues.
	K.13 Identify rules and give examples of how rules in our community help people work together.
Civic and Democratic Principles (Civics)	K.14 Describe the consequences of not following rules.
	K.15 Explain how people work together in a community to make decisions
Louisiana Government	K.16 Identify roles and responsibilities of self and others in school, home or in a community.
	K.17 Identify leaders in a local community and describe their roles.
Microeconomics (Economics)	K.18 Define goods and services and explain why people purchase them.
	K.19 Describe and compare reasons to save and spend money.
Macroeconomics (Economics)	K.20 Identify places in the community that provide goods and services.
	K.21 Define trade and explain why trade is necessary in a community.
	K.22 Differentiate between wants and needs.
Specialization, Trade, and Interdependence (Economics)	K.23 Describe the concept of scarcity using examples from within a community.
	K.24 Identify goods and services produced in a local community in Louisiana.
Louisiana Economics (Economics)	K.25 Identify a route, map or model of a familiar area such as a classroom, school or area in the community.
	K.26 Describe locations within a school and community using relative directions.
	K.27 Identify basic landforms in a variety of visual representations including maps and globes.
The World In Spatial Terms (Geography)	

Human-Environment Interaction (Geography)	K.28 Identify ways humans interact with their environment in a local community.
	K.29 Identify rural, suburban and urban communities.
	K.30 Explain how weather impacts daily life and choices.
Human Interactions and Interconnections (Geography)	K.31 Identify examples of different cultures in a local community.
	K.32 Explain why people move from place to place.
Louisiana Geography (Geography)	K.33 Explain how the physical environment has positive and negative effects on communities in Louisiana.

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In the first grade Introduction to Social Studies course, students will learn about their state and others. Students will have opportunities to study the geographic features, diverse cultures, government, leadership, and economic activities of Louisiana. They will also have opportunities to compare life in Louisiana with other places and life in the past with that in the present. Students will engage with the content in a way that integrates history, civics, geography, and economics and encourages grade-appropriate, disciplinary inquiry. This course coherently leads to and helps students build the necessary knowledge, skills, and abilities for the next level of study.

Disciplinary Concept	Draft Standard
Change, Continuity, and Context (History)	1.1 Create a chronological sequence of events using appropriate vocabulary.
	1.2 Compare life in the communities of the past to life today.
	1.3 Describe how events, people and innovations of the past affect the present.
Cultural Identities with Varying Perspectives (History)	1.4 Compare the lives of people today in various communities, including those from diverse backgrounds.
	1.5 Compare perspectives of people in the past to those of people in the present.
	1.6 Describe a historical event from a variety of cultural perspectives.
	1.7 Explain the contributions of racially and ethnically diverse individuals and groups on the development of Louisiana. <i>Including but not limited to: American Indians, Black Americans, Latinos, Asian Americans</i>
Cause and Effect (History)	1.8 Describe causes and effects of significant events in Louisiana history.
	1.9 Describe the causes and effects of migration to and within Louisiana.
Louisiana History (History)	1.10 Describe the influence of American Indians in Louisiana's past and present culture.
	1.11 Identify the cultural elements of Louisiana. <i>For example: holidays, languages, architecture, traditions, and people</i>
	1.12 Identify the different countries that ruled Louisiana and how they changed Louisiana.
Civic and Political Institutions (Civics)	1.13 Explain why refugees have relocated into Louisiana in the past and present.
	1.14 Describe the purpose of Louisiana government.
	1.15 Describe the responsibilities of each three branches of Louisiana's government: legislative, judicial and executive.
Civic and Democratic Principles (Civics)	1.16 Explain the purpose and both positive and negative consequences of rules and laws in Louisiana.
	1.17 Identify state symbols and landmarks.
Louisiana Government (Civics)	1.18 Describe civic virtues. 1.19 Describe democratic principles. <i>For example: equality, freedom, liberty, and respect for individual rights.</i> 1.20 Compare Louisiana leaders at various levels of government and explain their roles and responsibilities.

Microeconomics (Economics)	1.21 Differentiate between producers and consumers.
	1.22 Identify examples of an economic cost or benefit of a decision or event.
Macroeconomics (Economics)	1.23 Describe how different jobs, in both public and private institutions, help people in the community.
	1.24 Describe how Louisiana's economy benefits society-at-large. <i>For example: Oil refined in Louisiana is used to make plastics.</i>
Specialization, Trade, and Interdependence (Economics)	1.25 Explain why goods and services are produced and traded.
	1.26 Describe how scarcity requires a person to make choices.
Louisiana Economics (Economics)	1.27 Identify and describe what goods and services are produced in different places and regions in Louisiana.
	1.28 Describe how both supply and demand affect Louisiana's economy.
	1.29 Describe the importance of natural resources in Louisiana.
The World In Spatial Terms (Geography)	1.30 Create maps or model of familiar areas, such as the classroom, school, and communities using key components of a map. <i>For example: compass rose, key</i>
	1.31 Describe the location of self and objects relative to other locations in the classroom and school using spatial terms and cardinal directions.
	1.32 Using a map, explain how and why people, goods, and ideas move from place to place.
Human-Environment Interaction (Geography)	1.33 Describe ways people change their environment to meet their needs.
	1.34 Identify and describe environmental and cultural characteristics that influence places and regions within the community and state. <i>For example: floods, levees, Louisiana's disappearing coastline, oil spill, wetlands loss, sea level rise.</i>
	1.35 Identify possible solutions to the problems related to the environment in Louisiana.
Human Interactions and Interconnections (Geography)	1.36 Describe how culture and experience influence the cultural landscape of places and regions within their community and state.
	1.37 Identify the interactions of Louisiana with organizations around the world. <i>For example: Immersion programs, international festivals, international organizations.</i>
Louisiana Geography (Geography)	1.38 Compare both the physical and cultural characteristics of communities throughout Louisiana.
	1.39 Explain how the physical landscape of Louisiana impacted the settlement of Indigenous people and early settlers.
	1.40 Identify where Louisiana is in the world and within the United States.
	1.41 Identify communities in Louisiana using the cardinal points and maps.

In the second grade Introduction to Social Studies course, students will learn about their country and others. Students will have opportunities to study the geographic features, diverse cultures, government, leadership, and economic activities of the United States. They will also have opportunities to compare life in the United States with other places around the world and life in the past with that in the present. Students will engage with the content in a way that integrates history, civics, geography, and economics and encourages grade-appropriate, disciplinary inquiry. This course coherently leads to and helps students build the necessary knowledge, skills, and abilities for the next level of study.

Disciplinary Concept	Draft Standard
Change, Continuity, and Context (History)	2.1 Create a chronological sequence of events using appropriate vocabulary.
	2.2 Compare life in the communities of the past to life today.
	2.3 Describe how events, people and innovations of the past affect the community, state, and nation in the present.
Cultural Identities with Varying Perspectives (History)	2.4 Compare perspectives of people in the past to those of people in the present.
	2.5 Explain historical events from the perspective of a variety of cultural groups.
	2.6 Describe the contributions of racially and ethnically diverse individuals and groups on the development of the United States. <i>Including but not limited to: American Indians, Black Americans, Latinos, Asian Americans</i>
Cause and Effect (History)	2.7 Describe the causes and effects of significant events in United States history.
	2.8 Describe the causes and effects of technological and scientific innovation.
Louisiana History (History)	2.9 Explain how significant events in United States history impacted Louisiana.
	2.10 Explain how the diverse cultural makeup of the United States influences Louisiana.
Civic and Political Institutions (Civics)	2.11 Describe the purpose and need for political and civic institutions in the United States.
	2.12 Explain how an effective government creates order, establishes justice and meets the needs of citizens.
	2.13 Describe the (structure and) responsibilities of each three branches of the United States government: legislative, judicial and executive.
	2.14 Explain the purpose and both positive and negative consequences of rules and laws in the United States.
Civic and Democratic Principles (Civics)	2.15 Identify national symbols and landmarks.
	2.16 Describe how civic virtues guide governments, societies, and communities.
Louisiana Government (Civics)	2.17 Evaluate how democratic principles guide governments, societies and communities.
Microeconomics (Economics)	2.18 Explain how Louisiana's laws change over time.
	2.19 Identify how people use natural, human and capital resources to provide goods and services.
	2.20 Explain the effects of supply and demand on goods and services in an economic market.
Macroeconomics (Economics)	2.21 Describe how people are both producers and consumers.
Specialization, Trade, and Interdependence (Economics)	2.22 Describe examples of goods and services the government provides and how they are paid for.
	2.23 Explain why people specialize in the production of goods and services.
Louisiana Economics (Economics)	2.24 Provide examples of each of the factors of production in Louisiana.
	2.25 Describe how Louisiana's economy benefits the United States.

The World In Spatial Terms (Geography)	2.26 Create geographic representations to identify the location of familiar places, and unfamiliar places.
	2.27 Describe geographic features of places in the United States, using a variety of geographic data, including maps, photos, and other geographic tools.
	2.28 Locate the United States and significant locations within the country using various geographic representations.
	2.29 Using maps, globes and models, describe the movement of people, goods, and services.
Human-Environment Interaction (Geography)	2.30 Describe why and how people in the United States have modified their environment in the past and present.
	2.31 Describe the impact human activity has had on the environment of North America and the importance of conservation and preservation.
	2.32 Describe the cultural and economic regions of the United States.
Human Interactions and Interconnections (Geography)	2.33 Describe the ways various cultural groups connect and interact within the United States.
	2.34 Explain voluntary and involuntary migration to the United States and its impact on the nation.
Louisiana Geography (Geography)	2.35 Identify the importance of the natural resources in Louisiana.
	2.36 Identify the natural processes that have shaped the current physical characteristics of Louisiana.
	2.37 Describe the cultural and economic characteristics of the regions of Louisiana.

In the third grade World Studies course, students will learn about prehistory through first civilizations and develop their chronological and spatial understanding. Students will engage with the content in a way that integrates history, civics, geography, and economics and emphasizes disciplinary inquiry. Students will analyze a variety of sources and participate in meaningful dialogue about relevant topics, such as migration and settlement patterns, the development of agriculture, characteristics of civilizations, and achievements of the earliest civilizations. This course coherently leads to and helps students build the necessary knowledge, skills, and abilities for the next level of study.

Disciplinary Concept	Draft Standard
Change, Continuity, and Context (History)	3.1 Create and use a chronological sequence of related events to compare developments that happened at the same time. <i>For example: Compare Olmec construction of pyramids with canal construction in ancient China in the 9th century BC.</i>
	3.2 Describe early human migration out of Africa, first to Europe and Asia, then to the Americas and Australia.
	3.3 Define the characteristics of civilization and compare the origins and development of early cradles of civilization. <i>For example: Olmec, Sumerian, Egyptian, Harappan, and the Shang Dynasty in China.</i>
Cultural Identities with Varying Perspectives (History)	3.4 Interpret historical events from a variety of historical and cultural perspectives.
	3.5 Analyze historical events from the perspectives of marginalized or underrepresented groups. <i>For example: enslaved or conquered peoples, women, nomadic and pastoral peoples</i>
Cause and Effect (History)	3.6 Explain historically accepted causes and effects of significant historical events. <i>For example: the neolithic revolution, development of city-states, development of different belief systems.</i>
Louisiana History (History)	3.7 Explain the settlement and development of complex societies in what would become Louisiana. <i>For example: Settlement in Louisiana between the Paleoindian - Late Archaic. San Patrice, Evans, and Watson Brake cultures.</i>
Civic and Political Institutions (Civics)	3.8 Explain the origins, functions and structures of governments in early civilizations.
	3.9 Explain connections between governments and religion in early civilizations. <i>For example: Pharaohs and Mesopotamian kings deriving authority from divine sources.</i>
Civic and Democratic Principles (Civics)	3.10 Explain the purpose and both positive and negative consequences of rules and laws in early civilizations. <i>For example: Hammurabi's code and class-based punishment.</i>
	3.11 Compare and contrast the roles and rights and privileges of individuals in different early civilizations to those in the United States today. <i>For example: military service, voting, civic engagement, decision making, leadership</i>
Louisiana Government (Civics)	3.12 Compare and contrast the roles and rights of individuals in ancient civilizations to those in Louisiana today. <i>For example: military service, voting, civic engagement, decision making, leadership</i>

Microeconomics (Economics)	3.13 Define and explain supply, demand, scarcity, trade, bartering, producers and consumers in the context of early civilizations.
	3.14 Describe how products are produced and sold through a supply chain. <i>For example: reeds (natural resource) on the Nile processed (human resource) into papyrus and baskets (brought to market to be traded).</i>
	3.15 Predict and analyze the benefits of economic decisions and opportunity costs.
Macroeconomics (Economics)	3.16 Explain the ways in which governments pay for the goods and services it provides. <i>For example: in-kind taxation, corvee labor.</i>
	3.17 Explain how market conditions and economic activity affected the growth of early civilizations.
Specialization, Trade, and Interdependence (Economics)	3.18 Compare and contrast the markets of early civilizations.
	3.19 Explain how trade leads to increasing economic interdependence among nations. <i>For example: trade between Egypt and Kush.</i>
	3.20 Explain how the interaction between producers and consumers satisfied economic wants and needs within and across early civilizations. <i>For example: Research the various resources that were utilized as mediums of exchange like animals, cowry shells, gold, and porcelain; bartering</i>
Louisiana Economics (Economics)	3.21 Explain the economic factors involved in the development of trade at Poverty Point and in other locations in the Mississippi River Valley.
The World In Spatial Terms (Geography)	3.22 Utilize maps and images to explain and analyze regional, environmental and cultural characteristics in early civilizations. <i>For example: Location and density of settlements in Ancient Egypt in relation to the Nile.</i>
	3.23 Identify and illustrate the location of the first cities, civilizations and empires and the reasoning for their locations. <i>For example: river valley civilizations, Tigris/Euphrates, Yellow, Indus, Nile, early cities, Babylon, Memphis, Ur, proximity to fertile alluvial soil, source of fresh water, deposits of copper and iron.</i>
Human-Environment Interaction (Geography)	3.24 Explain how the cultural and physical characteristics of places and regions influence how people modify and adapt to their environments. <i>For example: Irrigation, levees, terraces, fertile soils, mechanized agriculture, changes in land use, clothing, sewage systems, scarcity of resources.</i>
	3.25 Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how they change over time.
Human Interactions and Interconnections (Geography)	3.26 Analyze and explain how the cultural aspects of a region spread beyond its borders. <i>For example: belief systems, food, language, practices, religion, traditions, values</i>
	3.27 Explain how various changes in transportation, communication, and technology influence the movement of people, goods and ideas. <i>For example: the wheel, roads, aqueducts, canals effect on movement of goods and ideas</i>

Louisiana Geography (Geography)

3.28 Explain how geographical features impact the development of cultural groups in Louisiana. *For example: mound building, trade routes along waterways*

3.29 Analyze the reasons for similarities and differences between the settlement patterns of early civilizations and settlements in prehistoric Louisiana.

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In the fourth grade World Studies course, students will learn about second wave civilizations around the world and develop their chronological and spatial understanding. Students will engage with the content in a way that integrates history, civics, geography, and economics and emphasizes disciplinary inquiry. Students will analyze a variety of sources and participate in meaningful dialogue about relevant topics, such as the development and characteristics of civilizations in Europe, Africa, Asia, and the Americas from 600 BC to 700 AD. This course coherently leads to and helps students build the necessary knowledge, skills, and abilities for the next level of study.

Disciplinary Concept	Draft Standard
Change, Continuity, and Context (History)	4.1 Create and use a chronological sequence of related events to compare developments that happened at the same time. <i>For example: compare the development and decline of the Roman Empire and Han China.</i>
	4.2 Define the characteristics, origins and development of civilizations and empires from 600 BC - 700 AD. <i>For example: Greco-Roman, Mauryan, Qin and Han dynasties, Nubian and East African Civilizations (Meroe, Aksum), and Mayan civilization</i>
	4.3 Describe the development and spread of early world religions in early River Valley Civilizations and Classical Empires.
Cultural Identities with Varying Perspectives (History)	4.4 Interpret historical events from a variety of historical and cultural perspectives. <i>For example: Romans or Han Chinese vs “barbarians”, conquerors vs the conquered</i>
	4.5 Analyze historical events from the perspectives of marginalized or underrepresented groups. <i>For example: inclusion of non-Eurasian civilizations and what happened to the under represented during the rise of the majority</i>
Cause and Effect (History)	4.6 Analyze the causes and effects of the rise and decline of various civilizations and empires between 600 BC- 700 AD.
	4.7 Explain historically accepted causes and effects of significant historical events between 600 BC - 700 AD.
Louisiana History (History)	4.8 Explain the settlement and development of complex societies in what would become Louisiana. <i>For example: Settlement in Louisiana between the Woodland and the Late Mississippian Period.</i>
Civic and Political Institutions (Civics)	4.9 Explain the origins, functions and structures of governments in second wave civilizations.
	4.10 Identify and define different types of governments in second wave civilizations. <i>For example: tribal, monarchy, democracy, republic, theocracy, and oligarchy.</i>
	4.11 Explain connections between governments and religion in complex societies and empires between 600 BC - 700 AD. <i>For example: Rome’s adoption of Christianity as a state religion.</i>
	4.12 Explain the purpose and positive and negative consequences of rules and laws. <i>For example: Twelve Tables, Legalism, Greek Democracy, Analects of Confucius, Upanishads.</i>
	4.13 Describe ways individuals participated in the political process in early civilizations. <i>For example: tribal/family institutions, city-states, voting, public officers, decision making, leadership</i>

Civic and Democratic Principles (Civics)	4.14 Analyze how historical, economic, geographic and cultural characteristics influence social and government structures in civilizations and empires between 600 BC - 700 AD. <i>For example: Confucian influence on the Han dynasty bureaucracy and examination system</i>
	4.15 Evaluate the rights, roles, responsibilities and limitations of the concept of citizenship in Classical Greece and Rome. <i>For example: Rights and responsibilities of citizens in classical Greece and Rome and how they were limited by qualifications like gender, class or property ownership.</i>
Louisiana Government (Civics)	4.16 Compare and contrast the roles and rights of individuals in second-wave civilizations to those in Louisiana today. <i>For example: military service, voting, civic engagement, decision making, leadership, individual freedoms</i>
Microeconomics (Economics)	4.17 Define and explain abundance, opportunity costs, incentives, trade, and competition in the context of second-wave civilizations.
	4.18 Compare the benefits and costs of economic decisions.
	4.19 Explain how the interaction between producers and consumers satisfied economic wants and needs within and across early civilizations and empires between 600 BC - 700 AD. <i>For example: Roman demand for silk and Chinese production.</i>
Macroeconomics (Economics)	4.20 Explain the ways in which governments pay for the goods and services it provides. <i>For example: in-kind taxation, corvee labor</i>
	4.21 Analyze how governmental decisions impact economic well-being. <i>For example: Under threat of constant invasion, Chinese dynasties built sections of the Great Wall, costs of maintaining legions to defend borders in the late Roman Empire.</i>
Specialization, Trade, and Interdependence (Economics)	4.22 Compare specialization in two or more civilizations or empires. <i>For example: Silk production in China and Cotton in Maurya India.</i>
	4.23 Explain how new knowledge, technology and specialization increases productivity.
	4.24 Explain how trade leads to increasing economic interdependence among nations. <i>For example: Interdependent trade in the ancient Mediterranean.</i>
Louisiana Economics (Economics)	N/A
The World In Spatial Terms (Geography)	4.25 Utilize and construct maps and images to explain and analyze regional, environmental and cultural characteristics of different civilizations and empires.
	4.26 Identify and illustrate the location of the various civilizations and empires and the reasoning for their locations. <i>For example: proximity to fertile alluvial soil, source of fresh water, deposits of copper and iron</i>

Human-Environment Interaction (Geography)	4.27 Analyze how physical environments shaped the development of civilizations and empires between 600 BC - 700 AD. <i>For example: Irrigation, levees, terraces, fertile soils, mechanized agriculture, changes in land use, clothing, sewage systems, scarcity of resources</i>
	4.28 Explain how civilizations and empires impacted the environment, both positively and negatively, between 600 BC and 700 AD. <i>For example: Deforestation in Rome and Han China.</i>
Human Interactions and Interconnections (Geography)	4.29 Explain how population changes in civilizations and empires affect land use between 600 BC - 700 AD. <i>For example: Rural vs urban, major waterways, pandemics, slavery.</i>
	4.30 Analyze the impact of interactions between various civilizations and empires between 600 BC - 700 AD.
	4.31 Explain how various changes in transportation, communication, and technology influence the movement of people, goods and ideas. <i>For example: the wheel, roads, aqueducts, canals effect on movement of goods and ideas</i>
Louisiana Geography (Geography)	4.32 Analyze the reasons for similarities and differences between the settlement patterns of civilizations and empires between 600 BC and 700 AD and settlements in prehistoric Louisiana.

In the fifth grade World Studies course, students will learn about historical civilizations and empires around the world and develop their chronological and spatial understanding of the world. Students will engage with the content in a way that integrates history, civics, geography, and economics and emphasizes disciplinary inquiry. Students will analyze a variety of sources and participate in meaningful dialogue about relevant topics, such as the development and characteristics of societies and empires in Europe, Africa, Asia, and the Americas from 700 to 1600 AD. This course coherently leads to and helps students build the necessary knowledge, skills, and abilities for the next level of study.

Disciplinary Concept	Draft Standard
Change, Continuity, and Context (History)	5.1 Create and use a chronological sequence of related events to compare developments that happened at the same time. <i>For example: European Crusades and the growth of Mongolian Empire.</i>
	5.2 Describe changes resulting from increased interactions and connections between Afro-Eurasia (The Old World) and the Americas between 1450-1600 AD. <i>For example: development of transatlantic slave trade; Spanish, Portuguese, and French colonization of South and North America.</i>
Cultural Identities with Varying Perspectives (History)	5.3 Explain various motivations for expansion among multiple civilizations and empires between 700 and 1600 AD. <i>For example: Mongol conquest dynasties in Asia and Western Europe, Bantu-States in Africa, Spain and Portugal in North and South America.</i>
	5.4 Analyze historical events from the perspectives of marginalized or underrepresented groups. <i>For example: Taino and Aztec perspectives on Spanish colonization, indigenous perspective on encomienda system.</i>
Cause and Effect (History)	5.5 Analyze the causes and effects of the expansion of belief systems, events and ideological shifts. <i>For example: the Islamic Golden Age, Renaissance, Scientific Revolution.</i>
	5.6 Evaluate the political, geographic, economic and social impact of the expansion of empires and nation-states between 700 - 1600 AD. <i>For example: The Great Dying, colonization of the Americas</i>
	5.7 Explain how religion influenced state-building, trade and cultural interactions between 700 - 1600 AD. <i>For example: The Holy Roman Empire, Islamic Caliphates, Buddhism in Tang China, Mexica (Aztec) Empire. Vodou (African)</i>
Louisiana History (History)	5.8 Describe the causes and effects of early French exploration and colonization efforts in the Americas. <i>For example: Cartier, Bethancourt, and any others prior to 1600.</i>
	5.9 Describe the development of indigenous societies in the lower Mississippi River valley. <i>To include but not limited to: Plaquemine culture, Natchez, Taensa, Caddoan, Choctaw, Chitimacha, Atakapa and Tunica peoples.</i>
Civic and Political Institutions (Civics)	5.10 Compare political institutions and their impacts on people in and outside of empires between 700 - 1600 AD. <i>For example: monarchies, bureaucracies, tax collection, court systems, education systems</i>
	5.11 Assess the effectiveness of law codes to create order, establish justice and meet the needs of their people between 700 - 1600 AD. <i>For example: the significance of the Magna Carta and its effect on the English legal system, development of Islamic law, The Tang code</i>
	5.12 Explain the purpose and positive and negative consequences of rules and laws in various societies between 700 and 1600 AD.

Civic and Democratic Principles (Civics)	5.13 Describe the methods used by non-democratic governments to create order, establish justice, and meet the needs of their subjects between 700 - 1600 AD. <i>For example: limited democratic elements in the Republic of Venice, Byzantine Empire, Islamic Mediterranean, Feudal Europe, Medieval Japan, individual vs. collective punishments in various societies, Teccallii Courts in Aztec empire.</i>
	5.14 Compare rights, roles, responsibilities and limitations of people in empires between 700 - 1600 AD with those of citizens in modern countries. <i>For example: compare the feudal hierarchy in medieval Europe to rights in a modern democratic-republic.</i>
Louisiana Government (Civics)	5.15 Compare and contrast the roles and rights of individuals in various civilizations and societies from 700 - 1600 AD to those in Louisiana today.
Microeconomics (Economics)	5.16 Analyze the role of consumers and products in various markets.
	5.17 Describe how products are interdependent in the production of goods and services.
Macroeconomics (Economics)	5.18 Explain how the interaction between producers and consumers satisfied economic wants and needs within and across early civilizations and empires between 700 - 1600 AD. <i>For example: development of the Columbian Exchange</i>
	5.19 Compare how different economic systems choose to allocate the production, distribution and consumption of resources. <i>For example: Chinampas vs encomienda system, Incan system of centralized production and distribution</i>
Specialization, Trade, and Interdependence (Economics)	5.20 Analyze the impact of supply and demand. <i>For example: the emergence of global markets, demand for luxury goods following the Crusades.</i>
	5.21 Analyze the impact of specialization upon the cost of goods and services.
	5.22 Explain how growing interdependence and advances in technology can improve standards of living.
Louisiana Economics (Economics)	5.23 Analyze the interregional trading systems of the Americas, Africa, Asia and Europe between 700 - 1600 AD.
The World In Spatial Terms (Geography)	5.24 Analyze and describe systems of trade within and between various Native American societies in the Mississippi River Valley between 700-1600 AD.
	5.25 Analyze the spatial organization of people, places, and environments found in the societies and empires of Afro-Eurasia and the Americas between 700 - 1600 AD.
Human-Environment Interaction (Geography)	5.26 Utilize maps and other geographic representations, geospatial technologies, and spatial thinking to interpret the relationships between humans and their environment.
	5.27 Analyze how physical geography influenced societies and empires of Afro-Eurasia and the Americas between 700 - 1600 AD. <i>For example: physical geography influences the development of silk road trade routes through the Gansu corridor.</i>
	5.28 Explain how societies and empires of Afro-Eurasia and the Americas between 700 - 1600 AD impacted the environment in a variety of ways. <i>For example: salinization, pollution, decreasing soil fertility.</i>

Human Interactions and Interconnections (Geography)	5.29 Describe how cooperation and conflict within and among the societies and empires of Afro-Eurasia and the Americas between 700 - 1600 AD influenced the division and control of land and resources. <i>For example: Ghana, Mali and Songhai control over much of the world's gold supply, military conflict between Aztec and Inca empires with Spain.</i>
	5.30 Analyze ways in which one culture can both positively and negatively influence another through cultural diffusion, trade relationships, expansion and exploration and colonization. <i>For example: Economic growth in Europe following exploration and colonization, devastation of indigenous populations due to smallpox and other European diseases.</i>
Louisiana Geography (Geography)	5.31 Explain the significance of the location and settlement of Indigenous societies in the lower Mississippi River valley. <i>For example: Plaquemine culture, Natchez, Taensa, Caddoan, Choctaw, Chitimacha, and Tunica peoples.</i>

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In the sixth grade U.S. History and Louisiana Studies course, students will learn about key ideas, events, and people from colonization of North America through the founding of the United States and ratification of the Constitution. Students will engage with the content in a way that integrates history, civics, geography, and economics and emphasizes disciplinary inquiry. Students will analyze a variety of sources and participate in meaningful dialogue about relevant topics, such as interactions among groups including Indigenous people, European colonists and enslaved Africans, as well as regional, economic, political, social, cultural, and environmental characteristics of the American colonies, colonial Louisiana, and the new nation from 1600 to 1791. This course coherently leads to and helps students build the necessary knowledge, skills, and abilities for the next level of study.

Disciplinary Concept	Draft Standard
Change, Continuity, and Context (History)	6.1 Describe the progression of historical events in the history of the Americas and the United States from 1600 to 1791.
	6.2 Analyze the cycles of conflict and compromise that occurred in America during the convergence of the Europeans, American Indians, and Africans after 1600. <i>For example: Indigenous societies in North America prior to and after European colonization, African societies prior to and after the trans-Atlantic slave trade, British colonial America prior to and after the American Revolution</i>
	6.3 Analyze connections between events and developments in United States history from 1600 to 1791 and global historical events and developments. <i>For example: The Iroquois War (Beaver Wars) and the demand for fur in Europe, events in Europe and the Americas prior to and during European exploration and colonization.</i>
Cultural Identities with Varying Perspectives (History)	6.4 Analyze how historical events affected differing perspectives of individuals and groups. <i>For example: French and Indian War, Declaring Independence from Great Britain, American Revolution</i>
	6.5 Analyze the contributions and experiences of culturally, racially, and ethnically diverse people to the formation of the United States, including the roles played by both free and enslaved groups, from 1600 to 1791.
Cause and Effect (History)	6.6 Explain multiple causes and effects of events and developments from 1600 to 1791 such as colonization, French and Indian War, American Revolution, founding documents of the United States, First and Second Continental Congress, and the Constitution.
Louisiana History (History)	6.7 Analyze the economic, political, and social impact of Louisiana in United States history and world history during the period 1600 to 1791 through major events including but not limited to exploration and colonization of the Louisiana territory, French and Indian War.
	6.8 Analyze varying perspectives of and contributions of various groups in Louisiana during the period 1600 to 1791. <i>For example Indigenous groups including the Houma, Tunica-Biloxi, Chitimacha and Choctaw, enslaved people, and immigrants.</i>

Civic and Political Institutions (Civics)	6.9 Identify and describe the different systems of government. <i>For example: monarchy, federal, confederate, representative democracy, tribal</i>
	6.10 Analyze the relationship between the U.S. government and foreign governments to determine the impact of foreign policies between Britain, Spain, France, and various Indigenous groups.
	6.11 Analyze the origins, functions and structure of the United States government, with reference to the Articles of Confederation, U.S. Constitution, Bill of Rights, Supreme Court decisions, and other founding documents and principles.
Civic and Democratic Principles (Civics)	6.12 Explain how principles (inalienable rights, consent of the governed) in the Declaration of Independence became unifying ideas of American Democracy (life, liberty, pursuit of happiness).
	6.13 Analyze debates that took place in the framing and ratification of the U.S. Constitution and how civic and democratic principles were included. <i>For example: the Bill of Rights</i>
	6.14 Explain the roles, rights, and responsibilities of citizenship in the United States.
Louisiana Government (Civics)	6.15 Analyze Spanish and French influences on the colonial governments of Louisiana. <i>For example: Iberville, LaSalle, Bienville, Galvez</i>
Microeconomics (Economics)	6.16 Describe patterns of change and continuity in the development of economic systems in British North America. <i>For example: role of mercantilism in the growth of agriculture, early industry, shipping and trade, and slavery in the British colonies</i>
Macroeconomics (Economics)	6.17 Describe the economic impact war has on the economy, locally, nationally, and globally.
Specialization, Trade, and Interdependence (Economics)	6.18 Explain how economic interdependence and trade developed between regions of the United States and with foreign countries from 1600 to 1791.
Louisiana Economics (Economics)	6.19 Identify imports and exports of colonial Louisiana.
	6.20 Describe the importance of the development of the Port of New Orleans on the Louisiana economy over time.
The World In Spatial Terms (Geography)	6.21 Analyze and construct maps, charts, and graphs to represent the physical and political changes in America from 1600 to 1791.
	6.22 Explain how the geography of North America shaped the development of American Indian societies.
Human-Environment Interaction (Geography)	6.23 Analyze the diverse ways people or groups of people impacted, modified, or adapted to the environment of America from 1600 to 1791.
	6.24 Explain how changes in population distribution patterns and migration affected changes in land use and natural resource use in British colonial America.
Human Interactions and Interconnections (Geography)	6.25 Analyze how and why cultural characteristics diffuse and blend with migration and settlement.

Louisiana Geography (Geography)	6.26 Explain the importance of Louisiana's rivers, including the Mississippi River, as it relates to the development of American Indian settlements and colonial settlements in the Louisiana territory.
	6.27 Analyze and predict consequences of environment modifications on Louisiana and its inhabitants.
	6.28 Compare Louisiana's time zone in relation to time zones around the world using maps.

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In the seventh grade U.S. History and Louisiana Studies course, students will learn about key ideas, events, and people from the founding of the new nation through post-Reconstruction. Students will engage with the content in a way that integrates history, civics, geography, and economics and emphasizes disciplinary inquiry. Students will analyze a variety of sources and participate in meaningful dialogue about relevant topics, such as the economic, political, social, and cultural development of the United States and Louisiana from the 1789 to the 1898. This course coherently leads to and helps students build the necessary knowledge, skills, and abilities for the next level of study.

Disciplinary Concept	Draft Standard
Change, Continuity, and Context (History)	7.1 Describe the progression of historical events in the history of the Americas and the United States from 1789 to 1898. <i>For example: Whiskey Rebellion, Indian Removal Act, Fugitive Slave Act, Reconstruction Amendments, Reforms</i>
	7.2 Analyze foreign and domestic challenges faced by leaders during 1789 to 1898. <i>For example: Washington precedents, Alien and Sedition Acts, LA Purchase, War of 1812, Monroe Doctrine</i>
	7.3 Analyze connections between events and developments in United States history from 1789 to 1898 and global historical events and developments. <i>For example: the Civil War with in the context of sectionalism and slavery; the Napoleonic Wars and the War of 1812; westward expansion</i>
Cultural Identities with Varying Perspectives (History)	7.4 Analyze multiple factors that influenced the perspectives of people during 1789 to 1898.
	7.5 Analyze the cultural, political, and economic influence and limitations placed on diverse groups in the development of the United States from 1789 to 1898.
Cause and Effect (History)	7.6 Explain multiple causes and effects of events and developments from 1789 to 1898 such as the presidencies and events of the Early Republic, War of 1812, Industrial Revolution, social reform movements, westward expansion until 1860, Mexican-American War, Civil War, Reconstruction, and Post-Reconstruction until 1898.
Louisiana History (History)	7.7 Analyze the economic, political, and social impact on Louisiana in United States history and world history during the period 1789 to 1898 through major events including but not limited to the Louisiana Purchase, the War of 1812, the Civil War, Reconstruction, and Post-Reconstruction.
	7.8 Analyze varying perspectives of and contributions of various groups in Louisiana during the period 1789 to 1898.
Civic and Political Institutions (Civics)	7.9 Describe the different political, civil, reform, and religious organizations that impacted United States history from 1789 to 1898.
	7.10 Analyze foreign and domestic policies and developments in the United States from 1789 to 1898. <i>For example: Louisiana Purchase, Embargo Act 1807, Monroe Doctrine</i>

Civic and Democratic Principles (Civics)	7.11 Analyze the expansions and restriction of citizenship, rights, and political power on diverse groups in the United States from 1789 to 1898.
	7.12 Explain the role of political and military leaders in domestic and foreign affairs, conflicts, and policies during the period from 1789 to 1898.
	7.13 Evaluate the social, political, and economic changes that have impacted the interpretation of the Constitution and evolution of law during the period from 1789 to 1898. <i>For example: Supreme Court cases.</i>
Louisiana Government (Civics)	7.14 Evaluate the foundation, function, and powers of Louisiana's Constitutions from 1812 to 1898. <i>For example: the Napoleonic Code, Siete Partidas</i>
Microeconomics (Economics)	7.15 Analyze the social, economic, and cultural impacts of technology and innovation within regions in the United States in the period 1789 to 1898.
	7.16 Evaluate the impact of technology, innovation, and supply and demand on the development of the U.S. economy. <i>For example: mass production and interchangeable parts</i>
Macroeconomics (Economics)	7.17 Compare and contrast the effects of economic development, including interdependence, in the northern and southern regions of the United States prior to 1850.
	7.18 Evaluate multiple factors that have impacted the U.S. economy from 1789 to 1898. <i>For example: Hamilton's economic plan, The First and Second Bank of the United States, the role of money and banking,</i>
Specialization, Trade, and Interdependence (Economics)	7.19 Analyze the economic relationship, including interdependence and trade, between the United States and foreign nations in the period 1789 to 1898.
Louisiana Economics (Economics)	7.20 Explain how regional trends and policies impacted Louisiana's economy prior to the Civil War.
	7.21 Explain how the availability of natural resources led to the development of Louisiana's economy from 1789 to 1898.
The World In Spatial Terms (Geography)	7.22 Analyze information from a variety of sources to construct maps and other geographic representations and use them to explain how the United States expanded and interacted with the world in the period 1789 to 1898.
	7.23 Analyze and construct maps and other geographic representations to interpret the relationships between humans and their environment in the United States from 1789 to 1898.
Human-Environment Interaction (Geography)	7.24 Analyze effects of advancements in technology on the physical environment in places and regions over time in the period 1789 to 1898. <i>For example: transcontinental railroad, steamboats</i>
	7.25 Analyze how natural resources and economic incentives influenced how people interacted with their environments in the United States from 1789 to 1898. <i>For example: gold rushes</i>
	7.26 Analyze and explain the physical and environmental characteristics of places and regions in the United States from 1789 to 1898 and how these affected the lives of the people who lived here.

Human Interactions and Interconnections (Geography)	7.27 Analyze the impact of communication and transportation technology on the development of U.S. culture and the distribution and movement of people, goods, and ideas. <i>For example: telegraph, Manifest Destiny, roads, canals, and geographic barriers</i>
Louisiana Geography (Geography)	7.28 Analyze push-pull factors for migration and settlement patterns of Louisiana's inhabitants.
	7.29 Analyze the impact of Louisiana's geography, including the Mississippi River, on major events. <i>For example: War of 1812, Civil War</i>

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In the eighth grade U.S. History and Louisiana Studies course, students will learn about key ideas, events, and people from the American Indian wars through the civil rights movement. Students will engage with the content in a way that integrates history, civics, geography, and economics and emphasizes disciplinary inquiry. Students will analyze a variety of sources and participate in meaningful dialogue about relevant topics, such as the motivations and influence of rights and reform movements, as well as regional, economic, political, social, cultural, and environmental characteristics of the United States and Louisiana from 1860 to 1975. This course coherently leads to and helps students build the necessary knowledge, skills, and abilities for the next level of study.

Disciplinary Concept	Draft Standard
Change, Continuity, and Context (History)	8.1 Analyze factors leading to and effects of demographic and cultural changes in the period 1860 to 1975.
	8.2 Analyze the impact of science, technology, innovations, and media and explain how these developments have altered society from 1860 to 1975.
	8.3 Evaluate connections, change and continuity between events and developments in United States history with global historical events and developments from 1860 to 1975. <i>For example: the Civil Rights movement in the context of Jim Crow, the United States entry into World War II and events in Europe</i>
Cultural Identities with Varying Perspectives (History)	8.4 Analyze differing perspectives of events and ideologies and in the history of the Americas and the United States from 1860 to 1975 and how they change over time. <i>For example: American Indian perspectives regarding U.S. assimilation policies.</i>
	8.5 Analyze the perspectives of, contributions of, and limitations placed on diverse groups. <i>For example: women, Latinos, American Indians, Black Americans, European immigrants, Asian immigrants, and other various groups in the United States from 1860 to 1975.</i>
Cause and Effect (History)	8.6 Explain multiple causes and effects of events and developments from 1860 to 1975 such as Industrialization, American Indian Wars, American Imperialism, Progressivism, World War I, Great Depression, World War II and Civil Rights.
Louisiana History (History)	8.7 Analyze the economic, political, and social impact of Louisiana in United States history and world history during the period 1860 to 1975 through major events including but not limited to World War I, the Great Depression, World War II, and the Civil Rights movement.
Civic and Political Institutions (Civics)	8.8 Explain the reasons for and responses to political corruption in the late 1865 to 1975. <i>For example: political machines during the Gilded Age</i>
	8.9 Explain the role of government actions, processes, legislation, executive orders, and laws in United States history from 1867 to 1975.
	8.10 Analyze the effect of various cultural movements on society in the United States in the period 1867-1975, including but not limited to the Harlem Renaissance.
	8.11 Evaluate the origins, purposes, and impact of proclamations, policies, treaties, and international agreements relating to foreign policy in the United States from 1867 to 1975. <i>For example: the Roosevelt Corollary to the Monroe Doctrine</i>

Civic and Democratic Principles (Civics)	8.12 Evaluate the social, political, and economic changes that have impacted the interpretation of the Constitution and evolution of law during the period from 1867 to 1975. <i>For example: Supreme Court cases.</i>
	8.13 Compare how individual rights, freedoms, and responsibilities have evolved over time from the period 1860-1975.
	8.14 Explain the role of political and military leaders in domestic and foreign affairs, conflicts, and policies during the period from 1867 to 1975.
Louisiana Government (Civics)	8.15 Analyze the influence of Louisiana and United States politics on each other in the period from 1867 to 1975.
Microeconomics (Economics)	8.16 Evaluate the impact of technology, science and innovation on American society, economy and culture. <i>For example: consumerism, assembly line production</i>
Macroeconomics (Economics)	8.17 Evaluate multiple factors that have impacted the U.S. economy from 1867 to 1975. <i>For example: trade, resources, labor, and monetary policy.</i>
	8.18 Analyze the effects of policies and actions of the United States government on the economy of the United States from 1860 until 1975.
Specialization, Trade, and Interdependence (Economics)	8.19 Evaluate the role of economic interdependence and international trade in events in the United States history from 1898 to 1975.
Louisiana Economics (Economics)	8.20 Evaluate economic issues in Louisiana from 1865-1975 such as the oil crisis, tariffs, scarcity of natural resources, specialization.
	8.21 Analyze historical factors influencing the economic growth, interdependence, and development of Louisiana such as the Great Depression or the Great Flood of 1927.
The World In Spatial Terms (Geography)	8.22 Analyze information from a variety of sources to construct maps and other geographic representations and use them to explain how the United States expanded and interacted with the world in the period 1860 to 1975.
	8.23 Analyze and construct maps and other geographic representations to interpret the relationships between humans and their environment in the United States from 1860 to 1975.
Human-Environment Interaction (Geography)	8.24 Explain the role of natural resources in national and international conflict. <i>For example: the American Indian Wars, Spanish American War, World War I</i>
	8.25 Analyze political, economic, environmental effects of natural and man-made disasters in the history of the United States. <i>For example: 1900 Hurricane in Galveston, Dust Bowl, Great Flood of 1927, Hurricane Audrey</i>
	8.26 Analyze and explain the physical and environmental characteristics of places and regions in the United States from 1860 to 1975 and how these affected the lives of the people who lived here.
	8.27 Evaluate the purposes and efficacy of U.S. government environmental policies and regulations from 1860 to 1975.

Human Interactions and Interconnections (Geography)	8.28 Evaluate the reasons for immigration to the United States and how it has affected the cultural identity of immigrants as well the population of the United States in the years 1860 to 1975. <i>For example: increases in European immigration in the late 19th and early 20th centuries; the Great Migration</i>
Louisiana Geography (Geography)	8.29 Evaluate ways people have adapted to the natural environment in Louisiana from 1860 to 1975. <i>For example: the creation of the levee system</i>

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In the high school Civics course, students will learn about the U.S. government, politics, and the economy. Students will engage with the content in a way that integrates history, civics, geography, and economics and emphasizes disciplinary inquiry. Students will analyze a variety of sources and participate in meaningful dialogue about relevant topics, such as the foundations and principles of American democracy; the purposes, structures, and powers of government; the unique processes of local, state, and national institutions; U.S. foreign and domestic policy; civil rights; and civic participation. This course helps students build the necessary knowledge, skills, and abilities for the next level of study and civic life.

Disciplinary Concept	Draft Standard
Change, Continuity, and Context (History)	C.1 Evaluate continuity and change in the application of civil rights, liberties, and citizenship for various groups of people over the course of United States history.
Cultural Identities with Varying Perspectives (History)	C.2 Analyze the contributions of racially and ethnically diverse individuals and groups on the development of the United States and Louisiana. <i>Including but not limited to: American Indians, Black Americans, Latinos, Asian Americans</i>
	C.3 Evaluate varying perspectives and critiques of government, political, and civic issues, including different systems and structures of government.
Cause and Effect (History)	C.4 Analyze causes and effects of events—political, social, economic, industrial and technological—in U.S. history that influenced the development of laws, processes, and civic participation.
	C.5 Explain the progression and expansion of rights, liberties, and opportunities for groups experiencing discrimination in the United States from 1789 to present.
Louisiana History (History)	C.6 Analyze the influence of ideas, events, and people at many levels—local, state, national, and global—on Louisiana in government, political, and civic issues over time.
Civic and Political Institutions (Civics)	C.7 Evaluate the powers and responsibilities of local, state, tribal, national, and international civic, government, and political institutions and how citizens interact within them.
	C.8 Analyze the development and implementation of domestic and foreign policy, including the influence of arguments on major issues. <i>Including but not limited to: health care, education, immigration, naturalization, regulation of business and industry, foreign aid, intervention abroad</i>
	C.9 Analyze the election process at the local, state, and national levels, including the checks and balances provided by qualifications and procedures for voting. <i>Including but not limited to: electoral college, qualifications to run for office, term of office, civic participation, public hearings, forums, at large voting, petition, local initiatives, local referendums, voting amendments, types of elections.</i>
	C.10 Analyze the role of government and economic institutions in developing and implementing economic policies in the United States.
	C.11 Evaluate the advantages and disadvantages of technologies and innovations in politics and government, including how they affect the influence of media, civic discourse, and credibility of sources. <i>Including but not limited to: websites, blogs, video-sharing platforms, digital apps, social media, and media literacy.</i>

Civic and Democratic Principles (Civics)	C.12 Analyze the origins, fundamental principles, and structure of the U.S. system of government and its formation into a republic. <i>Including but not limited to: Magna Carta, English Bill of Rights, Declaration of Independence, the Constitution of the United States</i>
	C.13 Evaluate the U.S. Constitution as a “living document,” including the amendment process and how the Constitution have been interpreted throughout time by the executive, legislative, and judicial branches. <i>Including but not limited: precedents, rule of law, stare decisis, judicial review, supremacy, equal protections, “establishment clause,” symbolic speech, due process, right to privacy.</i>
	C.14 Evaluate the reasoning for Supreme Court decisions and their political, social, and economic effects. <i>Including but not limited to: Marbury v. Madison (1803), McCulloch v. Maryland (1819), Cherokee Nation v. Georgia (1831), Plessy v. Ferguson (1896), Schenck v. United States (1919), Korematsu v. United States (1944), Brown v. Board of Education (1954), Baker v. Carr (1962), Engel v. Vitale (1962), Gideon v. Wainwright (1963), Miranda v. Arizona (1966), Loving v. Virginia (1967), Tinker v. Des Moines (1969), New York Times Co. v. United States (1971), Wisconsin v. Yoder (1972), Roe v. Wade (1973), United States v. Nixon (1974), Shaw v. Reno (1993), United States v. Lopez (1995), Bush v. Gore (2000), McDonald v. Chicago (2010), Citizens United v. Federal Election Commission (2010)</i>
	C.15 Analyze the roles of citizens of Louisiana and the United States in terms of responsibilities, participation, engagement, advocacy, and civic life, and criteria for membership or admission. <i>Including but not limited to: voting, jury duty, lobbying, interacting successfully with government agencies, organizing and working in civic groups, volunteering, petitioning, picketing, running for political office, residency.</i>
	C.16 Explain the importance of civic values to a well-functioning democracy. <i>Including but not limited to: conviction vs. compromise, majority rule vs. minority rights, state interests vs. individual interests, rights vs. responsibilities, and other related topics.</i>
	C.17 Analyze issues of inequity in the United States with regards to traditionally marginalized groups and their role in a changing society. <i>Including but not limited to: diverse racial and ethnic groups, women, people with disabilities, immigrants, refugees, and LGBT people</i>
	C.18 Analyze how local, state, and national governments disenfranchised groups throughout United States history and its effects.
	C.19 Compare and contrast provisions of the Louisiana State Constitution and the U.S Constitution.
Louisiana Government (Civics)	C.20 Analyze major issues, legislation, and policies in Louisiana politics over time.
	C.21 Explain the historical connections between Civil Law, the Napoleonic Code, and Louisiana’s system of laws.

Microeconomics (Economics)	C.22 Apply economic principles to make sound personal financial decisions, including in regards to income, money management, spending and credit, and savings and investing.
	C.23 Analyze the factors that influence production and distribution of goods by individuals and businesses operating in a market system. <i>Including but not limited to: market structures (perfect competition, monopolistic competition, oligopoly and monopoly), roles of consumers and producers, supply and demand, goods, services, labor, credit, price, foreign currencies, economic indicators, property, and the rule of law</i>
Macroeconomics (Economics)	C.24 Explain the pros and cons of government policies to improve market outcomes, including both intended and unintended consequences.
	C.25 Analyze ways in which competition and government regulation influences what is produced and allocated in an economy, including unintended national and global consequences.
	C.26 Evaluate how advancements in technology, innovations, and investments in physical and human capital affect the economy and society.
Specialization, Trade, and Interdependence (Economics)	C.27 Explain causes of globalization and how globalization trends and policies affect economic growth, international trade, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.
	C.28 Explain the effect of specialization and trade on production, distribution, and consumption of goods and services for individuals, businesses, and societies.
Louisiana Economics (Economics)	C.29 Analyze how issues, events, systems, and structures at the local, state, national, and global levels affect Louisiana's economy.
The World In Spatial Terms (Geography)	C.30 Create, interpret, and utilize demographic data and geospatial representations to explain gerrymandering, redistricting, and patterns of regional political ideology and voting trends.
Human-Environment Interaction (Geography)	C.31 Compare and contrast the movement of people, goods, ideas, and cultural patterns in the United States, considering past, present, and future trends.
Human Interactions and Interconnections (Geography)	C.32 Analyze how environmental issues and events, such as natural and human-made disasters, have affected elections, policies, and laws.
Louisiana Geography (Geography)	C.33 Evaluate the processes for drawing Louisiana's congressional districts and their impact on statewide and national elections.

In the high school U.S. History course, students will learn about key ideas, events, and people from American Imperialism to 2010. Students will engage with the content in a way that integrates history, civics, geography, and economics and emphasizes disciplinary inquiry. Students will analyze a variety of sources and participate in meaningful dialogue about relevant topics, such as domestic issues and events; international relationships; social and civil rights movements; and the effects of technological innovations from 1898 until 2010. This course helps students build the necessary knowledge, skills, and abilities for the next level of study and civic life.

Disciplinary Concept	Draft Standard
Change, Continuity, and Context (History)	US.1 Evaluate factors leading to and effects of demographic and cultural changes in the period 1898 until 2010.
	US.2 Explain the evolution of the United States' relationships with other countries and how these interactions have affected both the United States and other countries in the period 1898 until 2010.
	US.3 Evaluate the impact of science, technology, innovations, and media and explain how these developments have altered society until 2010.
	US.4 Analyze change and or continuity in the progression of historical events in the history of the United States from 1898 to 2010. <i>For example: changes and continuities prior to and after the Civil Rights movement; changes and continuities during war or conflicts; changes and continuities before and after the end of the Cold War</i>
Cultural Identities with Varying Perspectives (History)	US.5 Evaluate historical events from a variety of historical and cultural perspectives in the period 1898 to 2010, including but not limited to: imperialists vs. Indigenous groups, positions of power, political and economic ideologies, class, race, ethnicity, and gender.
	US.6 Analyze the role, major contributions of, and limitations placed on marginalized groups from various racial, ethnic, and religious backgrounds in the United States from 1898 until 2010.
Cause and Effect (History)	US.7 Explain multiple causes and effects of events and developments, from 1898 to 2010 such as American Imperialism, World War I, Great Depression, World War II, the Civil Rights movement, the Cold War, social and cultural movements, and domestic and foreign policies.
Louisiana History (History)	US.8 Evaluate the contributions of Louisiana peoples and analyze Louisiana's influence throughout major historical events in the period from 1898 to 2010. <i>For example: Birthplace of Jazz, Higgins Boats in WWII</i>
Civic and Political Institutions (Civics)	US.9 Evaluate the impact and critiques of various government institutions and programs on the social, economic, and political structure of the United States in the period from 1898 to 2010.
	US.10 Evaluate causes and effects of U.S. foreign policies, conflicts, and international relationships on other regions and countries in the period 1898 until 2010.
	US.11 Analyze the effect of various cultural movements on society in the United States in the period 1898 to 2010, including but not limited to the Harlem Renaissance.
	US.12 Analyze the goals, strategies, and effects of social movements in the period 1898 to 2010, including but not limited to the Civil Rights movement.

	US.13 Explain the role of political and military leaders in domestic and foreign affairs, conflicts, and policies during the period 1898 to 2010.
Civic and Democratic Principles (Civics)	US.14 Evaluate the social, political, and economic changes that have impacted the interpretation of the Constitution and evolution of law during the period 1898 to 2010. <i>For example: Supreme Court cases</i>
	US.15 Evaluate whether or not the United States applied democratic principles justly, at home and abroad, during various historical events in the period 1898 to 2010.
	US.16 Analyze the causes and effects of domestic and foreign terrorism on the United States in the period 1898 to 2010.
Louisiana Government (Civics)	US.17 Evaluate the influence of Louisiana and United States politics on one another in the period from 1898 to 2010.
Microeconomics (Economics)	US.18 Evaluate the impact of inventions and technology on the rise of consumerism and the availability of credit starting in the 1920s.
Macroeconomics (Economics)	US.19 Explain how the U.S. government financed, managed the economy, and directed public support throughout major domestic and international events. <i>For example: Great Recession, WWII, the role of tariffs and embargoes)</i>
	US.20 Evaluate the role of private and public economic institutions and economic trends on events in the history of the United States from 1898 to 2010. <i>For example: the Federal Reserve, the Stock Market, stagflation</i>
Specialization, Trade, and Interdependence (Economics)	US.21 Analyze how globalization affects the economic development of the United States in the period 1898 to 2010. <i>For example: NAFTA</i>
Louisiana Economics (Economics)	US.22 Explain how federal and global economic policies affected Louisiana’s economic development until 2010.
The World In Spatial Terms (Geography)	US.23 Use maps, geospatial technologies, satellite images, photographs, demographic data, and other geographic representations and data to interpret historical events in the United States from 1898 to 2010.
Human-Environment Interaction (Geography)	US.24 Analyze and explain the physical and environmental characteristics of places and regions in the United States from 1898 to 2010 and explain how these affected the lives of the people who lived here.
	US.25 Analyze how key technology, natural resources, and economic incentives influenced how people interacted with their environments in the United States from 1898 to 2010. <i>For example: causes of the Dust Bowl</i>
	US.26 Evaluate the purposes and efficacy of United States government environmental policies and regulations, including international agreements, in the period 1898 to 2010.
	US.27 Analyze the political, economic, environmental, and human effects of natural and man-made disasters in the United States until 2010. <i>For example: the Dust Bowl, Hurricane Katrina; BP Oil Spill</i>

Human Interactions and Interconnections (Geography)	US.28 Analyze the causes and effects of migration within and to the United States in the period 1898 to 2010.
Louisiana Geography (Geography)	US.29 Evaluate ways people have adapted to the natural environment in Louisiana from 1898 to the 2010s. <i>For example: flood mitigation measures such as the levee system or pump stations</i>

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In the high school World History course, students will learn about empires and modern states and nation-states from 1500 AD through the recent past. Students will engage with the content in a way that integrates history, civics, geography, and economics and emphasizes disciplinary inquiry. Students will analyze a variety of sources and participate in meaningful dialogue about relevant topics, such as the development and characteristics of societies throughout the world; cooperation and conflict among nations; and the effects of revolutionary ideas and events. This course helps students build the necessary knowledge, skills, and abilities for the next level of study and civic life.

Disciplinary Concept	Draft Standard
Change, Continuity, and Context (History)	WH.1 Analyze how national and global changes have both caused, and resulted from, conflict.
	WH.2 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
Cultural Identities with Varying Perspectives (History)	WH.3 Analyze the impact of various aspects of culture that have diffused globally such as religion or language
	WH.4 Evaluate how nations and international organizations respond to diversity and value and protect human rights.
	WH.5 Analyze how different groups have struggled to gain freedom, equality, and social justice at the national and international levels.
Cause and Effect (History)	WH.6 Analyze causes and effects of political revolutions in multiple global regions.
	WH.7 Analyze the political, social and economic causes and effects of industrialization in Europe, North America, and the world.
	WH.8 Analyze the causes and effects of imperialism from multiple perspectives.
	WH.9 Describe the causes of the global conflicts and their global effects between 1900 and 1945.
	WH.10 Analyze the causes of decolonization, methods of gaining independence and geopolitical impacts of new nation-states from 1945 to present.
Louisiana History (History)	WH.11 Analyze the impact of individuals and groups in Louisiana history on world history, including Higgins Industries.
	WH.12 Analyze the impact of Louisiana in world history through major events including World War I, the Great Depression, World War II, and the Civil Rights movement.
Civic and Political Institutions (Civics)	WH.13 Describe various systems, laws, and policies of governance across world history in the period from 1500 to the 2010s including but not limited to: monarchies, absolutism, democracies/republics, empires, and constitutional democracy and their methods of maintaining power.
	WH.14 Analyze the origins and emergence of various economic principles, including capitalism and communism, and their impacts on world history from 1500 to the 2010s.
	WH.15 Analyze the roles and post-Cold War international agreements and organizations.
	WH.16 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions to address social and political problems.
	WH.17 Explain the relationship between people and their governments in the context of the social contract.

Civic and Democratic Principles (Civics)	WH.18 Analyze actions taken by individuals, groups, and governments that have increased or decreased access to human rights in the period from 1500 to the 2010s.
	WH.19 Analyze ideals and principles that contributed to political revolutions of the 18th and 19th centuries throughout the world. <i>For example: the French Revolution, Haitian Revolution, and American Revolution</i>
	WH.20 Analyze ideals and principles that contributed to the rise of nationalist movements in India, Africa, and Southeast Asia. <i>For example: the Indian independence movement</i>
	WH.21 Analyze methods used by state and non-state actors seeking to alter the global order which emerged during the post-World War period, including protests, social media campaigns, non-violent actions, boycotts, terrorism, guerilla warfare, and other methods from 1945-present
Louisiana Government (Civics)	WH.22 Describe how global, national, and regional economic policies impact individual life decisions over time.
Microeconomics (Economics)	WH.23 Analyze various economic philosophies that influenced the development of world economies.
Macroeconomics (Economics)	WH.24 Analyze the impact of various fiscal policies, including government taxation and spending policies on national economies.
	WH.25 Analyze examples of conflict created by global expansionist policies and actions between 1750-2000
	WH.26 Describe the ways in which trade, commerce, and industrialization affected societies from 1500-2000
Specialization, Trade, and Interdependence (Economics)	WH.27 Assess demographic, social and cultural consequences of forced migration and the expansion of plantation-based slavery into the Americas between 1500-1863.
Louisiana Economics (Economics)	WH.28 Analyze the impact of natural, historical, and human resources on the development of the Louisiana economy within the context of global interdependence
The World In Spatial Terms (Geography)	WH.29 Create, interpret, and utilize maps, satellite images, photographs, and other representations that display and explain the geo-spatial patterns of cultural, economic, political, and environmental characteristics.
Human-Environment Interaction (Geography)	WH.30 Assess the impact that humans have had on the environment in terms of resources, migration patterns, and climate change.
Human Interactions and Interconnections (Geography)	WH.31 Assess how inter- and intra-regional interactions shaped the development of empires and cultural fusion in multiple global regions between 1500-2000.
	WH.32 Assess the effectiveness of institutions designed to foster collaboration, compromise and development from the post-Napoleonic era to present.
	WH.33 Analyze how advancements in communication, technology, and trade impact global interactions from 1900-2010.
	WH.34 Analyze methods used by state and non-state actors seeking to alter the global order which emerged during the post-World War period, including protests, social media campaigns, non-violent actions, boycotts, terrorism, guerilla warfare, and other methods from 1945-present.

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In the high school World Geography course, students will learn about the basic concepts, fundamental questions, and global perspectives of geography. Students will examine relationships between people, places, and environments and use geographic skills to apply spatial perspectives to past and present issues. Students will engage with the content in a way that integrates history, civics, geography, and economics and emphasizes disciplinary inquiry. Students will analyze a variety of sources and participate in meaningful dialogue about relevant topics, such as physical processes; natural resources and their use; population and migration; economic development and interdependence; and urbanization. This course helps students build the necessary knowledge, skills, and abilities for the next level of study and civic life.

Disciplinary Concept	Draft Standard
Change, Continuity, and Context (History)	WG.1 Explain how economic, social, political, and environmental sectors have historically evolved across various regions of the world.
	WG.2 Explain the degree to which spatial patterns and relationships have progressed throughout various historical periods among the world regions.
	WG.3 Analyze, recognize, and evaluate patterns of continuity and change over time to contextualize geographic themes.
Cultural Identities with Varying Perspectives (History)	WG.4 Explain how landscape features, land, and resource use reflect cultural beliefs and identities.
	WG.5 Evaluate how historical processes impact current cultural practices including diffusion, colonialism, imperialism, trade, migration.
	WG.6 Analyze how people from varying regions have responded to diversity and struggled to gain freedom, equality, and protect human rights.
Cause and Effect (History)	WG.7 Analyze various scales of analysis to determine the impact that colonialism and imperialism had on various world regions.
	WG.8 Analyze the economic, social, political, and environmental causes and effects of industrialization in various scales of analysis.
Louisiana History (History)	WG.9 Analyze how historical and contemporary migration patterns impact Louisiana’s religion practices, languages, and ethnicities.
	WG.10 Analyze the economic impact that Louisiana has on other world regions.
	WG.11 Analyze the impact that globalization has on Louisiana's trade and technology sectors.
Civic and Political Institutions (Civics)	WG.12 Compare various systems of government in terms of delegation of power, economic ideologies, and power structure.
	WG.13 Evaluate the purpose of political institutions at various levels and distinguish their roles, powers, and limitations (local to supranational).
	WG.14 Analyze how maps and data illustrate territorial divisions and regional classification of earth’s surface.
	WG.15 Analyze the role of the Universal Declaration of Human Rights (UDHG) and non-governmental organizations in how human rights issues have been addressed in different countries.

Civic and Democratic Principles (Civics)	WG.16 Evaluate how economic, social, political and environmental factors solidify or challenge state sovereignty.
	WG.17 Analyze actions taken by individuals, groups, regional governments, and supranational organizations to protect human rights.
Louisiana Government(Civics)	WG.18 Determine how historical and contemporary processes led to the political organization of Louisiana's regions.
Microeconomics (Economics)	WG.19 Describe social and economic measures of development including the Gross Domestic Product, Gross National Product, Gender Inequality Index (GDI), and Human Development Index (HDI).
Macroeconomics (Economics)	WG.20 Analyze various economic philosophies that influenced the development of world economies
Specialization, Trade, and Interdependence (Economics)	WG.21 Analyze how the allocation of resources can impact the distribution of wealth and income across various world regions.
	WG.22 Evaluate how the acquisition of resources leads to competition among world regions.
	WG.23 Analyze how access and consumption of resources differs between developed and developing countries.
	WG.24 Analyze the role of supranational organizations. <i>For example: UN, NAFTA, NATO</i>
Louisiana Economics (Economics)	WG.25 Analyze Louisiana's economic system and its relationship with other world regions within the context of global interdependence
The World In Spatial Terms (Geography)	WG.26 Interpret maps, images, and other forms of media to analyze geographic patterns and changes over time.
	WG.27 Analyze patterns to answer geographic questions through various maps and media.
	WG.28 Explain how geospatial technologies are used for a variety of purposes.
Human-Environment Interaction (Geography)	WG.29 Analyze various scales of analysis to determine the impact that humans have had on the environment in terms of resources, migration patterns, and climate change.
	WG.30 Explain how changes in human behavior can impact the world on various scales of analysis.
Human Interactions and Interconnections (Geography)	WG.31 Evaluate intended and unintended consequences of globalization and the acceleration of communication and ideologies.
	WG.32 Evaluate the factors that contribute to cooperation and conflict at various regional scales of analysis including economic, social, demographic, political and environmental sectors.
	WG.33 Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications.
	WG.34 Evaluate the economic, social, political, and environmental impact of major international migrations throughout various time periods.
Louisiana Geography (Geography)	WG.35 Evaluate actions Louisiana has taken to combat global environmental issues.