

GRADE-LEVEL EXPECTATIONS (GLE) HANDBOOK

**SOCIAL STUDIES
GRADES 5–8**



LOUISIANA DEPARTMENT OF EDUCATION

**CECIL J. PICARD
STATE SUPERINTENDENT OF EDUCATION**

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GRADE-LEVEL EXPECTATIONS HANDBOOK OVERVIEW

INTRODUCTION

In 1997, rigorous K–12 content standards were approved for mathematics, English language arts, science, social studies, foreign languages, and the arts. In conjunction with the development of these content standards, the Louisiana Department of Education (LDE) developed standards-based tests in English language arts, mathematics, science and social studies for grades 4, 8, 10, and 11. These tests have served as the basis for Louisiana’s School and District Accountability System for several years. The development of Grade-Level Expectations (GLEs) in 2003 in English language arts, mathematics, science and social studies was a continuation of Louisiana’s effort to expand and extend the content standards. GLEs identify what all students should know or be able to do by the end of a given grade level from prekindergarten through grade 12 in these four content areas.

PURPOSES OF THE GLE HANDBOOKS

The Louisiana Grade-Level Expectations handbooks include grade-specific information about the GLEs. Each handbook includes introductory information for each content area contained within the handbook, a glossary, and tables that map the relationship between the standards and/or strands, benchmarks, and GLEs. Each handbook also correlates with one of fourteen GLE posters.

GRADE-LEVEL EXPECTATIONS DEVELOPMENT GUIDELINES

Each grade-level expectation is meant to further define a content standard and benchmark(s). There is a progression of specificity; the standards represent broad statements, benchmarks are more specific, and GLEs provide the most detail. Grade-level expectations have been developed from prekindergarten through grade 12.

GLEs do not represent the entire curriculum for a given grade or course. Rather, they represent the core content that should be mastered by the end of a given year by all students. For mastery to be achieved at a given level, it may be necessary for those skills to be introduced at an earlier grade. Similarly, skills will need to be maintained after mastery has occurred.

The GLEs were developed with the following goals in mind:

- to articulate learning from PreK–12
- to be appropriate for the developmental or grade level of students
- to move from the concrete to the abstract
- to attend to prerequisite skills and understandings
- to be specific, but not so specific as to be too small in “grain size” compared with other GLEs for a particular content area



GRADE-LEVEL EXPECTATIONS HANDBOOK OVERVIEW

The GLEs were developed with an effort to avoid including:

- statements of curricular activities or instructional strategies
- value-laden concepts and understandings

SUMMARY OF GLE DEVELOPMENT PROCESS

In December 2002, the LDE selected Data Recognition Corporation (DRC) as the contractor for the Grade-Level Expectations Project. The steps in the process of developing the Grade-Level Expectations for English language arts, mathematics, science, and social studies are described below.

- 1. Identifying National Consultants.** National consultants representing each content area were selected to provide a national perspective to the GLE project and to assist the LDE and DRC with various steps in the GLE development process.
- 2. Conducting Teacher Committee Meetings.** In March and April of 2003, content-area development committees, comprised of approximately 120 Louisiana classroom teachers, administrators, special populations teachers, and resource teachers chosen for their knowledge of standards and curriculum, were convened to assist with the development of the GLEs for English language arts, mathematics, science, and social studies.
- 3. Completing Initial drafts.** The draft GLEs for the four content areas were completed and prepared for further review.
- 4. Convening Focus Groups.** Two eighty-member groups of educators, nominated by their districts, reviewed the draft GLEs for horizontal and vertical alignments with the standards for English language arts, mathematics, science, and social studies and provided additional input on these initial drafts to the LDE.
- 5. Conducting an Online/Electronic Public Review.** An online/electronic public review and feedback system was developed for the GLEs and made available on the LDE Web site. The purpose of this review was to solicit a broad range of feedback on the GLEs from parents, teachers, and other stakeholders.
- 6. Completing an External Review.** With assistance from the staff of the Council of Chief State School Officers (CCSSO), twelve content specialists (three per content area) from other states or from universities or educational organizations across the nation were invited to serve on the review committee. In addition, the LDE also invited the national consultants from each content area to participate in the review meeting to answer questions about the development of the GLEs. External review committee members reviewed the GLE documents prior to the meetings, met with national consultants and LDE staff, and provided specific feedback on the GLEs via a written report.

GRADE-LEVEL EXPECTATIONS HANDBOOK OVERVIEW

7. **Conducting Final Committee Meeting.** The public comments and suggestions from the online public review were tabulated, and the additional comments and feedback from the external review committee meeting were compiled for sharing with committee members during the third and final GLE development committee meeting. The outcome of the third meeting of content-area committees consisted of suggestions for final edits that would be incorporated into the documents for presentation to the Louisiana State Board of Elementary and Secondary Education.
8. **Obtaining SBESE Board Approval of the GLEs.** In October 2003, the LDE staff presented the GLEs to the Louisiana State Board of Elementary and Secondary Education for review and approval.
9. **Conducting Preworkshops and GLE Awareness Workshops.** Two preworkshops for district supervisors in early December 2003 and fifteen GLE awareness workshops for local school personnel in late January 2004 have been conducted to inform educators about the grade-level expectations and their future role as it relates to curriculum and assessment

CONCLUSION

Louisiana's content standards and benchmarks have guided the Louisiana education reform program for several years. As an extension of the content standards and benchmarks, the GLEs provide a link among instruction, curriculum, and assessment. The primary goal is a common understanding among parents, students, teachers, and the general public about what is expected of Louisiana students as they progress from grade to grade.



SOCIAL STUDIES INTRODUCTION

INTRODUCTION

Grade-Level Expectations (GLEs) for social studies further define the knowledge and skills students are expected to master by the end of each grade level or high school course. The GLEs for each grade are developmentally appropriate, with foundational concepts being introduced in prekindergarten and expanded as students move from one grade to the next.

Social studies concepts are arranged to build the knowledge and skills students will need to meet the benchmarks. For example, the foundation needed to achieve the K-4 benchmark, “demonstrating how economic wants affect decisions about using goods and services,” is laid beginning in PreK with the GLE, “demonstrate an awareness of the uses of money in play activities.” In each subsequent elementary grade, there are GLEs that build on this foundational economic concept. Knowledge and skills related to economic decisions continue to build in middle school; in high school, students then are expected to “identify factors that drive economic decisions (e.g., incentives, benefits, costs, trade-offs, consequences).”

In addition to the goal of building knowledge and skills across the grades, the GLEs are organized so that each elementary and middle school grade has a particular focus. High school GLEs are organized around core content courses.

ELEMENTARY: PREKINDERGARTEN–GRADE 4

Prekindergarten and kindergarten students focus on identifying and understanding their roles as members of their families, class, school, community, nation, and the world. The first grade focus is on the study of the school community, family, and the local community. Second grade focuses on the local community. Third grade GLEs focus on the state of Louisiana, and fourth grade on the United States. The GLEs for Geography, Civics, Economics, and History are generally linked to the overall focus for each grade, although some social studies concepts of culture, geographic location, and trade are addressed from a global perspective. The changing focus from grade to grade reflects and reinforces students’ broadening perspective of the world around them as they move through elementary school.

MIDDLE SCHOOL: GRADES 5–8

In middle school, the GLEs reflect a shift from the elementary school concentration on the foundations of social studies to a more in-depth study of different social studies strands, historical eras, and geographical areas. Each grade has a primary historical/geographic focus. The fifth grade focus is on the early history of America from the historical beginnings to approximately 1763. In the sixth grade, the primary focus is on World History, from the earliest human activity to 1500. The seventh grade GLEs focus on U.S. History from the American Revolution through Reconstruction, while eighth grade focuses on Louisiana History through the present.



SOCIAL STUDIES INTRODUCTION

Each middle school grade also has a secondary focus. In fifth and sixth grades, the secondary focus is Geography. At these grades, students continue to broaden their perspective of the world through the study of Geography and to develop the geographic concepts that will be applied in the study of History at succeeding grades. In seventh grade, the secondary focus is Civics, as early U.S. History provides a rich context for the study of government. The secondary focus for eighth grade is Economics, in part because many of the economic concepts in the benchmarks are more developmentally appropriate for eighth graders than for younger students. Additionally, the primary eighth grade focus on Louisiana provides students a familiar context for applying and understanding economic concepts.

It is important to note that while each grade has a primary and a secondary focus, students are expected to apply their knowledge and skills from other strands in their study of History. For example, previously mastered economic concepts, such as scarcity and interdependence, are embedded in seventh grade U.S. History GLEs that address the issues of mercantilism, tariffs, and sectionalism. Similarly, Geography skills mastered at fifth and sixth grades are reinforced and applied at all succeeding grades.

HIGH SCHOOL: GRADES 9–12

The GLEs for high school were developed around five core courses in high school social studies to provide students more in-depth study of each social studies strand: Geography (Core Course: World Geography), Civics (Core Course: Civics), Economics (Core Course: Free Enterprise); and History (Core Courses: World History—since 1500 and U.S. History—since 1877). Students are expected to build on the knowledge and skills mastered at earlier grades in order to meet the high school GLEs and benchmarks. For example, in U.S. History—since 1877, students use what they learned in seventh grade U.S. History as a basis for their understanding and analysis of later history. Additionally, students' foundational knowledge and skills in Geography, Civics, and Economics are applied in the U.S. History GLEs.

HISTORICAL THINKING SKILLS

There is a set of unifying GLEs related to historical thinking skills (substrand A of the History strand) present in every grade from prekindergarten through eighth grade, and in the two high school History courses. These historical thinking skills build throughout the grades, asking students to progress from concrete skills (e.g., understanding relative chronology) to complex analytical skills (e.g., analyzing historical periods, change and continuity). These skills are embedded and applied meaningfully throughout the study of social studies and are not mastered in isolation.

SOCIAL STUDIES INTRODUCTION

STANDARDS/BENCHMARKS/GLES

Codes at the end of each GLE are used to identify a developmental profile indicator from the *Louisiana Standards for Programs Serving Four-Year-Old Children* (Table 1) and/or benchmarks from the *Louisiana Social Studies Content Standards* (Table 2). A GLE may apply to more than one benchmark, and as a result, a GLE may have more than one code.

Developmental Profile Indicator Codes: The first part is always PK, which means prekindergarten. The second part indicates the domain and content area (i.e., Cognitive Social Studies). The third part indicates the skill area (i.e., Geography, Civics, Economics, History) and skill number (e.g., 1, 2).

Table 1. Explanation of Developmental Profile Indicator Codes

Code(s)	Explanation
PK-CSS-G3	Prekindergarten, Cognitive Social Studies, Geography, Skill 3
PK-CSS-C1	Prekindergarten, Cognitive Social Studies, Civics, Skill 1
PK-CSS-E1	Prekindergarten, Cognitive Social Studies, Economics, Skill 1
PK-CSS-H1	Prekindergarten, Cognitive Social Studies, History, Skill 1

Benchmark Codes: Benchmarks codes have 3 parts. The first part identifies the strand (i.e., Geography, Civics, Economics, History). The second part gives the standard number and substrand. The third part indicates the grade cluster and benchmark number.

Table 2. Explanation of Benchmark Codes

Code(s)	Explanation
G-1A-E1	Geography, Standard 1, Substrand A, Elementary, Benchmark 1
C-1B-E2	Civics, Standard 1, Substrand B, Elementary, Benchmark 2
E-1C-M2	Economics, Standard 1, Substrand C, Middle School, Benchmark 2
H-1C-H3	History, Standard 1, Substrand C, High School, Benchmark 3

FIFTH GRADE INTRODUCTION

Fifth Grade

The Grade-Level Expectations (GLEs) for grade 5 reflect the shift from the elementary school focus on the foundations of social studies to a more in-depth focus on various social studies strands and historical eras at each grade in middle school. In Grade 5, the GLEs center on early American history, from the historical beginnings of peoples in the Americas to the rising tensions between American colonists and the British up to 1763. Students learn about peoples and cultures in the Americas prior to European exploration, as well as the causes and course of European exploration and settlement of the New World, with particular focus on the thirteen American colonies. Students continue to build on the historical thinking skills acquired in earlier grades by applying such concepts as cause and effect and point of view when learning about early American history.

Geography is the secondary focus of grade 5. More advanced map skills are expected, and students are expected to acquire and use geographic information and concepts in their study of early America and how the United States developed. While Economics and Civics concepts are imbedded in the GLEs, these two social studies strands receive greater attention in grades 7 and 8.



STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

SAMPLE PAGE AND KEY FOR SOCIAL STUDIES

Strand/
Standard

Geography—Physical and Cultural Systems: Students develop a spatial understanding of Earth’s surface and the processes that shape it, the connections between people and places, and the relationship between man and his environment.

Substrand

A. The World in Spatial Terms

Benchmarks

Benchmarks

Grade-Level Expectations

G-1A-E1: identifying and describing the characteristics and uses of geographic representations, such as various types of maps, globes, graphs, diagrams, photographs, and satellite-produced images

1. Interpret different kinds of maps using a map key/legend, compass rose, cardinal and intermediate directions, and distance scale (G-1A-E1)
2. Use a variety of images or other spatial graphics (e.g., aerial photographs, satellite images) to locate major physical and human characteristics (G-1A-E1)

G-1A-E2: locating and interpreting geographic features and places on maps and globes

3. Locate and label places on a map or globe: the seven continents, the United States and its major land forms, major bodies of water and waterways, referring to the poles, the equator, latitude, longitude and meridians (G-1A-E2)
4. Identify all U.S. states by shapes and position on map (G-1A-E2)

G-1A-E3: constructing maps, graphs, charts, and diagrams to describe geographical information and to solve problems

5. Draw, complete, and add features to a map (including such map elements as a title, compass rose, legend, and scale), based on given information (G-1A-E3)

B. Places and Regions

G-1B-E1: describing and comparing the physical characteristics of places, including land forms, bodies of water, soils, vegetation, and climate

6. Describe and compare the distinguishing characteristics of various land forms, bodies of water, climates, and forms of vegetation in the United States (G-1B-E1)
7. Identify the best place for human settlement based on a map showing physical characteristics of an area (G-1B-E1)

G-1B-E2: identifying and describing the human characteristics of places, including population distributions and culture

Grade-Level
Expectations
(GLEs)



STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

FIFTH GRADE SOCIAL STUDIES

Geography—Physical and Cultural Systems: Students develop a spatial understanding of Earth’s surface and the processes that shape it, the connections between people and places, and the relationship between man and his environment.

A. The World in Spatial Terms

Benchmarks	Grade-Level Expectations
G-1A-M1: identifying and describing the characteristics, functions, and applications of various types of maps and other geographic representations, tools, and technologies	<ol style="list-style-type: none"> 1. Describe the characteristics, functions, and applications of various types of maps (G-1A-M1) 2. Compare the uses of different types of maps, including two different types of maps of the same area (G-1A-M1)
G-1A-M2: interpreting and developing maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns	<ol style="list-style-type: none"> 3. Interpret a map, using a map key/legend and symbols, distance scale, compass rose, cardinal or intermediate directions, and latitude and longitude (G-1A-M2) 4. Locate major landforms and geographic features, places, and bodies of water/waterways on a map of the United States (G-1A-M2)
G-1A-M3: organizing and displaying information about the location of geographic features and places by using mental mapping skills	<ol style="list-style-type: none"> 5. Translate a mental map into sketch form to illustrate relative location, size, and distances between places (G-1A-M3)

B. Places and Regions

G-1B-M1: explaining and analyzing both the physical and human phenomena associated with specific places, including precipitation and settlement patterns	<ol style="list-style-type: none"> 6. Describe types of settlements and patterns of land use in Colonial America and suggest reasons for locations of cities and settlements (G-1B-M1)
G-1B-M2: identifying and describing significant physical features that have influenced historical events	<ol style="list-style-type: none"> 7. Identify ways in which location and physical features influence the development or life in a region of the United States (e.g., effects of natural barriers) (G-1B-M2)



STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

G-1B-M3: identifying criteria used to define regions and explaining how and why regions change	8. Identify physical or other criteria used to define regions and apply criteria to distinguish one region from another in the United States (G-1B-M3)
G-1B-M4: describing and explaining how personal interests, culture, and technology affect people’s perceptions and uses of places and regions	9. Explain ways in which goals, cultures, interests, inventions, and technological advances affected perceptions and uses of places or regions in Colonial America (G-1B-M4)
<i>C. Physical and Human Systems</i>	
G-1C-M1: predicting and explaining how physical features help to shape patterns and arrangements in the physical environment	
G-1C-M2: identifying key demographic concepts and using these concepts to analyze the population characteristics of a country or region	
G-1C-M3: describing the characteristics and patterns of human settlement in different regions of the world and analyzing the impact of urbanization	10. Describe the influence of location and physical setting on the founding of the original thirteen colonies (G-1C-M3)
G-1C-M4: analyzing types, patterns, and effects of human migration over time	11. Explain the reasons why Europeans chose to explore and colonize the world (G-1C-M4)
G-1C-M5: tracing local and worldwide patterns of cultural diffusion and analyzing their causes and effects	
G-1C-M6: comparing historical and contemporary patterns of economic interdependence	12. Describe the economic interdependence among the thirteen American colonies (G-1C-M6)
G-1C-M7: explaining how cooperation and conflict among people contribute to the political divisions on Earth’s surface	13. Explain how geographic differences and similarities among the thirteen American colonies contributed to political cooperation and conflict (G-1C-M7)
<i>D. Environment and Society</i>	
G-1D-M1: analyzing and evaluating the effects of human actions upon the physical environment	14. Describe the impact of human action on the physical environment of early America (G-1D-M1)

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

G-1D-M2: explaining and giving examples of how characteristics of different physical environments affect human activities	15. Explain and give examples of how Native Americans and Europeans adapted to living in a particular North American physical environment (G-1D-M2)
G-1D-M3: analyzing the worldwide distribution and utilization of natural resources	16. Identify the natural resources used by people in the United States (G-1D-M3)
G-1D-M4: identifying problems that relate to contemporary geographic issues and researching possible solutions	
Civics—Citizenship and Government: Students develop an understanding of the structure and purposes of government, the foundations of the American democratic system, and the role of the United States in the world, while learning about the rights and responsibilities of citizenship.	
<i>A. Structure and Purposes of Government</i>	
Benchmarks	Grade-Level Expectations
C-1A-M1: explaining major ideas about why governments are necessary and evaluating competing positions on the purposes government should serve	
C-1A-M2: describing the essential characteristics of various systems of government	
C-1A-M3: explaining how the powers of the government are distributed, shared, and limited by the United States and Louisiana constitutions	
C-1A-M4: explaining the purposes of state constitutions and describing the relationship of state constitutions to the federal constitution	
C-1A-M5: describing the organization and major responsibilities of local, state, and national governments	17. Compare aspects of American colonial government (e.g., local, colonial governors, role of the British parliament and Crown) to present-day U.S. local, state, and national government (C-1A-M5)



STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

C-1A-M6: identifying government leaders and representatives at the local, state, and national levels and explaining their powers and the limits on their powers	
C-1A-M7: explaining the importance of law in the American constitutional system and applying criteria to evaluate rules and laws	
C-1A-M8: explaining how public policy is formed, debated, and carried out at local, state, and national levels	
C-1A-M9: explaining the necessity of taxes and describing the purposes for which tax revenues are used	
C-1A-M10: identifying and evaluating different types of taxes	
<i>B. Foundations of the American Political System</i>	
<i>There are no Grade-Level Expectations for Benchmarks in Grade 5 for this substrand.</i>	
<i>C. International Relationships</i>	
<i>There are no Grade-Level Expectations for Benchmarks in Grade 5 for this substrand.</i>	
<i>D. Roles of the Citizen</i>	
<i>There are no Grade-Level Expectations for Benchmarks in Grade 5 for this substrand.</i>	

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

Economics—Interdependence and Decision Making: Students develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses, and governments in the United States and the world.

A. Fundamental Economic Concepts

Benchmarks	Grade-Level Expectations
E-1A-M1: describing how the scarcity of resources necessitates decision making at both personal and societal levels	
E-1A-M2: analyzing consequences of economic decisions in terms of additional benefits and additional costs	
E-1A-M3: analyzing the consequences and opportunity cost of economic decisions	
E-1A-M4: analyzing the role of specialization in the economic process	
E-1A-M5: giving examples of how skills and knowledge increase productivity and career opportunities	
E-1A-M6: describing the essential differences in the production and allocation of goods and services in traditional, command, and market systems	
E-1A-M7: describing the various institutions, such as business firms and government agencies, that make up economic systems	
E-1A-M8: differentiating among various forms of exchange and money	

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

<p>E-1A-M9: using economic concepts to help explain historic and contemporary events and developments</p>	<p>18. Describe economic activities within and among American Indian cultures prior to contact with Europeans (E-1A-M9)</p> <p>19. Use economic concepts (e.g., supply and demand, scarcity, interdependence) to identify the economic motivations for European exploration and settlement in the Americas (E-1A-M9)</p>
<p><i>B. Individuals, Households, Businesses, and Governments</i></p>	
<p><i>There are no Grade-Level Expectations for Benchmarks in Grade 5 for this substrand.</i></p>	
<p><i>C. The Economy as a Whole</i></p>	
<p><i>There are no Grade-Level Expectations for Benchmarks in Grade 5 for this substrand.</i></p>	
<p>History—Time, Continuity, and Change: Students develop a sense of historical time and historical perspective as they study the history of their community, state, nation, and world.</p>	
<p><i>A. Historical Thinking Skills</i></p>	
<p>Benchmarks</p>	<p>Grade-Level Expectations</p>
<p>H-1A-M1: describing chronological relationships and patterns</p>	<p>20. Construct a timeline of key events in American history (beginnings to 1763) (H-1A-M1)</p> <p>21. Demonstrate an understanding of relative and absolute chronology by interpreting data presented in a timeline (H-1A-M1)</p>
<p>H-1A-M2: demonstrating historical perspective through the political, social, and economic context in which an event or idea occurred</p>	<p>22. Identify different points of view about key events in early American history (H-1A-M2)</p>
<p>H-1A-M3: analyzing the impact that specific individuals, ideas, events, and decisions had on the course of history</p>	<p>23. Identify the causes, effects, or impact of a given event in early American history (H-1A-M3)</p>

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

H-1A-M4: analyzing historical data using primary and secondary sources	24. Use both a primary and secondary source to describe key events or issues in early American history (H-1A-M4)
H-1A-M5: identifying issues and problems from the past and evaluating alternative courses of action	25. Identify historical issues or problems in early America and explain how they were addressed (H-1A-M5)
H-1A-M6: conducting research in efforts to answer historical questions	26. Conduct historical research using a variety of resources to answer historical questions related to early American history (H-1A-M6)
<i>B. United States History</i>	
H-1B-M1: identifying and describing characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450	<p>27. Identify and describe indigenous cultures and groups that existed in the Americas at the beginning of European exploration (H-1B-M1)</p> <p>28. Describe the trade that connected the Americas, Western Europe, and Western Africa prior to 1620, including the origins of the West Africa-European trade connection (H-1B-M1)</p> <p>29. Compare and contrast Africans, Europeans, and Native Americans converging in the Western Hemisphere after 1492 (H-1B-M1)</p>
H-1B-M2: explaining the cultural, ecological, and economic results of early European exploration and colonization	<p>30. Explain that cultures change through cultural diffusion, invention, and innovation (H-1B-M2)</p> <p>31. Describe major early explorations and explorers and their reasons for exploration (H-1B-M2)</p> <p>32. Describe the Spanish conquests in the Americas including the impact on the Aztecs, Incas, and other indigenous peoples (H-1B-M2)</p> <p>33. Explain the course and consequences of the Columbian Exchange, including its cultural, ecological, and economic impact on Europe, the Americas, and West Africa (H-1B-M2)</p>

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

<p>H-1B-M3: describing the interactions among Native Americans, early Europeans, and Africans in the Americas</p>	<p>34. Describe the arrival of Africans in the European colonies in the seventeenth century and the increase in the importation of slaves in the eighteenth century (H-1B-M3)</p> <p>35. Explain the societal impact of the immersion of Africans in the Americas (H-1B-M3)</p> <p>36. Identify instances of both cooperation and conflict between Indians and European settlers (H-1B-M3)</p>
<p>H-1B-M4: tracing the emergence of religious freedom and changing political institutions in the English colonies</p>	<p>37. Describe and compare the various religious groups in colonial America and the role of religion in colonial communities (H-1B-M4)</p>
<p>H-1B-M5: analyzing the impact of European cultural, political, and economic ideas and institutions on life in the Americas</p>	<p>38. Describe the political, social, and economic organization and structure of the thirteen British colonies that became the United States (H-1B-M5)</p> <p>39. Describe reflections of European culture, politics, and institutions in American life (H-1B-M5)</p> <p>40. Explain why some colonists felt loyal to England due to their cultural, political, and economic ties to their homeland (H-1B-M5)</p>
<p>H-1B-M6: explaining the causes and course of the American Revolution and the reasons for the American victory</p>	
<p>H-1B-M7: explaining the impact of the American Revolution on the politics, society, and economy of the new nation</p>	
<p>H-1B-M8: relating the institutions and practices of government established during and after the American Revolution to the foundation of the American political system</p>	
<p>H-1B-M9: describing the territorial expansion of the United States and analyzing the effects on relations with Native Americans and external powers</p>	
<p>H-1B-M10: analyzing the changes and regional tensions created by Jacksonian democracy, the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement</p>	

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

H-1B-M11: explaining and giving examples of the reform movements that occurred during the antebellum period and evaluating their impact on American society	
H-1B-M12: describing the causes and course of the Civil War and examining the impact of the war on the American people	
H-1B-M13: comparing and evaluating various reconstruction plans of the post-Civil War era	
H-1B-M14: describing the impact of industrialization in the United States	
H-1B-M15: describing the significant economic, political, social, and cultural changes that have occurred in the United States during the 20th century	
H-1B-M16: identifying the causes and consequences of major world conflicts involving the United States	
H-1B-M17: describing the impact of the Great Depression and World War II on American society	
H-1B-M18: discussing significant developments and issues in contemporary United States history	
<i>C. World History</i>	
H-1C-M1: describing the earliest human communities	
H-1C-M2: explaining the emergence of agricultural societies around the world	
H-1C-M3: identifying the major characteristics of early civilizations in Mesopotamia, Egypt, and the Indus valley	
H-1C-M4: tracing the development and expansion of agricultural societies and the emergence of new states	
H-1C-M5: analyzing the political, social, and cultural consequences of population movements and militarization in Europe and Asia	

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

H-1C-M6: discussing and giving examples of technological and cultural innovation and change	
H-1C-M7: describing the classical civilizations and examining their interactions and influences	
H-1C-M8: describing and comparing the emergence of major religions and large-scale empires in the Mediterranean basin, China, and India	
H-1C-M9: tracing the expansion of major religions and cultural traditions and examining the impact on civilizations in Europe, Asia, and Africa	
H-1C-M10: analyzing the political, social, and cultural developments and changes that resulted from the rise and fall of empires and kingdoms in Europe, Asia, Africa, and the Americas	
H-1C-M11: analyzing the cultural and economic impact of the interregional system of communication and trade that developed among the peoples of Europe, Asia, and Africa	
H-1C-M12: explaining the developments and events that led to the political, social, cultural, and economic transformation of Europe	
H-1C-M13: describing the development and expansion of complex societies and empires in the Americas	41. Describe the origins, characteristics, and expansion of ancient American empires (e.g., Inca, Maya) and complex societies in the Americas (e.g., Aztec) (H-1C-M13)
H-1C-M14: explaining the political, cultural, and economic developments and trends of major world regions that resulted in the transformation of societies in the 15th through the mid-18th centuries	
H-1C-M15: determining and discussing the impact of the political, agricultural, and industrial revolutions on societies around the world	

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

H-1C-M16: describing the transformation of world societies that occurred during an era of global trade and Western domination

H-1C-M17: identifying the causes and worldwide consequences of major 20th century conflicts

H-1C-M18: identifying and discussing significant political, economic, social, cultural, and technological trends that have had an impact on the modern world

D. Louisiana History

There are no Grade-Level Expectations for Benchmarks in Grade 5 for this substrand.

SIXTH GRADE INTRODUCTION

Sixth Grade

The Grade-Level Expectations for grade 6 focus on a comprehensive study of World History from the beginnings of human activity through the fifteenth century and the period of intensified hemispheric interaction. Students learn about the rise of agriculture and early civilizations, the accomplishments and influence of such classical civilizations as Greece and the Roman Empire, the elements and spread of major religions, and the influences that led to the Renaissance, Reformation, and the Age of Exploration. Students continue to employ historical thinking skills in understanding and analyzing World History.

The study of World History is integrally linked with the secondary focus of geography at grade 6. Students are expected to use geographic information, tools, and concepts in learning about human settlement and migration, cultural diffusion, the effect of the physical environment on human activity, and the distribution and role of natural resources in world history. Students are also expected to apply Economics concepts throughout their study of world history, while Civics concepts are specifically addressed in their study of ancient Greece and the Roman Empire.

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

SIXTH GRADE SOCIAL STUDIES

Geography—Physical and Cultural Systems: Students develop a spatial understanding of Earth’s surface and the processes that shape it, the connections between people and places, and the relationship between man and his environment.

A. The World in Spatial Terms

Benchmarks	Grade-Level Expectations
G-1A-M1: identifying and describing the characteristics, functions, and applications of various types of maps and other geographic representations, tools, and technologies	
G-1A-M2: interpreting and developing maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns	1. Use latitude and longitude to determine direction or locate or compare points on a map or representation of a globe (G-1A-M2)
G-1A-M3: organizing and displaying information about the location of geographic features and places by using mental mapping skills	

B. Places and Regions

G-1B-M1: explaining and analyzing both the physical and human phenomena associated with specific places, including precipitation and settlement patterns	2. Identify land and climatic conditions conducive to human settlement in regions of the world and describe the role of these conditions (G-1B-M1)
G-1B-M2: identifying and describing significant physical features that have influenced historical events	3. Identify physical features that influenced world historical events and describe their influence (e.g., the Nile and Tigris-Euphrates as “cradles of civilization”) (G-1B-M2)
G-1B-M3: identifying criteria used to define regions and explaining how and why regions change	



STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

G-1B-M4: describing and explaining how personal interests, culture, and technology affect people’s perceptions and uses of places and regions	4. Explain ways in which goals, cultures, interests, inventions, and technological advances have affected people’s perceptions and uses of places or regions in world history (G-1B-M4)
<i>C. Physical and Human Systems</i>	
G-1C-M1: predicting and explaining how physical features help to shape patterns and arrangements in the physical environment	
G-1C-M2: identifying key demographic concepts and using these concepts to analyze the population characteristics of a country or region	
G-1C-M3: describing the characteristics and patterns of human settlement in different regions of the world and analyzing the impact of urbanization	
G-1C-M4: analyzing types, patterns, and effects of human migration over time	5. Explain reasons for different patterns of migration among early peoples (G-1C-M4)
G-1C-M5: tracing local and worldwide patterns of cultural diffusion and analyzing their causes and effects	6. Explain factors or events that have facilitated cultural diffusion (e.g., the Silk Road, Crusades) (G-1C-M5)
G-1C-M6: comparing historical and contemporary patterns of economic interdependence	7. Describe the economic interdependence among various ancient civilizations (G-1C-M6)
G-1C-M7: explaining how cooperation and conflict among people contribute to the political divisions on Earth’s surface	8. Explain how ancient civilizations established and maintained political boundaries (G-1C-M7)
<i>D. Environment and Society</i>	
G-1D-M1: analyzing and evaluating the effects of human actions upon the physical environment	
G-1D-M2: explaining and giving examples of how characteristics of different physical environments affect human activities	9. Explain how different physical environments affected human activity in ancient civilizations (G-1D-M2)

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G-1D-M3: analyzing the worldwide distribution and utilization of natural resources	10. Analyze world or regional distribution of natural resources in terms of the need to import or the capacity to export (G-1D-M3)
G-1D-M4: identifying problems that relate to contemporary geographic issues and researching possible solutions	
<p>Civics—Citizenship and Government: Students develop an understanding of the structure and purposes of government, the foundations of the American democratic system, and the role of the United States in the world, while learning about the rights and responsibilities of citizenship.</p>	
<p><i>A. Structure and Purposes of Government</i></p>	
<p><i>There are no Grade-Level Expectations for Benchmarks in Grade Six for this substrand.</i></p>	
<p><i>B. Foundations of the American Political System</i></p>	
C-1B-M1: explaining the essential ideas and historical origins of American constitutional government;	11. Identify the essential elements of Greek and Roman government that would later influence the U.S. government (C-1B-M1)
C-1B-M2: identifying and describing the historical experiences and the geographic, social, and economic factors that have helped to shape American political culture	
C-1B-M3: explaining the meaning and importance of basic principles of American constitutional democracy as reflected in core documents	
C-1B-M4: analyzing the ways in which political and social conflict can be peacefully resolved	
C-1B-M5: analyzing democratic processes used to institute change	
C-1B-M6: analyzing the importance of political parties, campaigns, and elections in the American political system	

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

C. International Relationships

There are no Grade-Level Expectations for Benchmarks in Grade Six for this substrand.

D. Roles of the Citizen

There are no Grade-Level Expectations for Benchmarks in Grade Six for this substrand.

Economics—Interdependence and Decision Making: Students develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses, and governments in the United States and the world.

A. Fundamental Economic Concepts

Benchmarks	Grade-Level Expectations
E-1A-M1: describing how the scarcity of resources necessitates decision making at both personal and societal levels	
E-1A-M2: analyzing consequences of economic decisions in terms of additional benefits and additional costs	
E-1A-M3: analyzing the consequences and opportunity cost of economic decisions	
E-1A-M4: analyzing the role of specialization in the economic process	12. Explain the role of expanding specialization in the development of world civilizations (E-1A-M4)
E-1A-M5: giving examples of how skills and knowledge increase productivity and career opportunities	
E-1A-M6: describing the essential differences in the production and allocation of goods and services in traditional, command, and market systems	



STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

E-1A-M7: describing the various institutions, such as business firms and government agencies, that make up economic systems	
E-1A-M8: differentiating among various forms of exchange and money	13. Identify the functions and characteristics of money (e.g., money as a store of value) and compare barter exchange to money exchange (E-1A-M8)
E-1A-M9: using economic concepts to help explain historic and contemporary events and developments	14. Use economic concepts (e.g., supply and demand, interdependence) to describe the economic motivations for expanding trade and territorial domination in world history (E-1A-M9)
<i>B. Individuals, Households, Businesses, and Governments</i>	
<i>There are no Grade-Level Expectations for Benchmarks in Grade Six for this substrand.</i>	
<i>C. The Economy as a Whole</i>	
<i>There are no Grade-Level Expectations for Benchmarks in Grade Six for this substrand.</i>	
History—Time, Continuity, and Change: Students develop a sense of historical time and historical perspective as they study the history of their community, state, nation, and world.	
<i>A. Historical Thinking Skills</i>	
Benchmarks	Grade-Level Expectations
H-1A-M1: describing chronological relationships and patterns	15. Construct a timeline of key developments in world history (political, social, technological, religious/cultural) (H-1A-M1) 16. Interpret data presented in a timeline to identify change and continuity in world civilizations (H-1A-M1)
H-1A-M2: demonstrating historical perspective through the political, social, and economic context in which an event or idea occurred	17. Describe the defining characteristics of major world civilizations from political, social, and economic perspectives (H-1A-M2)

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

H-1A-M3: analyzing the impact that specific individuals, ideas, events, and decisions had on the course of history	18. Describe the causes, effects, or impact of a given historical development or event in world civilizations (H-1A-M3)
H-1A-M4: analyzing historical data using primary and secondary sources	19. Use multiple primary and secondary sources to describe world civilizations (H-1A-M4)
H-1A-M5: identifying issues and problems from the past and evaluating alternative courses of action	20. Identify historical issues or problems in world civilizations and discuss how they were addressed (H-1A-M5)
H-1A-M6: conducting research in efforts to answer historical questions	21. Conduct historical research using a variety of resources to answer historical questions related to world civilizations (H-1A-M6)
<i>B. United States History</i>	
<i>There are no Grade-Level Expectations for Benchmarks in Grade Six for this substrand.</i>	
<i>C. World History</i>	
H-1C-M1: describing the earliest human communities	22. Describe features of the earliest communities (e.g., shelter, food, clothing) (H-1C-M1) 23. Describe hunter-gatherer societies, including the development of tools and the use of fire (H-1C-M1)
H-1C-M2: explaining the emergence of agricultural societies around the world	24. Explain how geographical features influenced development of early civilizations (e.g., domestication, cultivation, specialization) (H-1C-M2) 25. Explain why agricultural societies developed from hunters and gatherers (H-1C-M2) 26. Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing (H-1C-M2)
H-1C-M3: identifying the major characteristics of early civilizations in Mesopotamia, Egypt, and the Indus valley	27. Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations in Mesopotamia, Egypt, China, and the Indus valley (H-1C-M3) 28. Describe the major characteristics of early river valley civilizations (H-1C-M3)

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

<p>H-1C-M4: tracing the development and expansion of agricultural societies and the emergence of new states</p>	<p>29. Describe how early river civilizations influenced the development of other cultures through trade and cultural diffusion (H-1C-M4)</p> <p>30. Describe the development of agricultural societies and individual communities in Southwest Asia, the Mediterranean basin, and temperate Europe, including the role of plow technology (H-1C-M4)</p>
<p>H-1C-M5: analyzing the political, social, and cultural consequences of population movements and militarization in Europe and Asia</p>	<p>31. Identify the effects of migration and militarization on the politics and social fabric of Europe and Asia (H-1C-M5)</p> <p>32. Analyze the origins and influence of the Hittite, Minoan, and Mycenaean civilizations (H-1C-M5)</p>
<p>H-1C-M6: discussing and giving examples of technological and cultural innovation and change</p>	<p>33. Explain the significance of the introduction of iron tools and weapons in Southwest Asia and the Mediterranean region (H-1C-M6)</p> <p>34. Explain the significance of Phoenician trade in the Mediterranean basin (H-1C-M6)</p> <p>35. Identify forms of writing developed in early civilizations and discuss how written records changed political, legal, religious, and cultural life (H-1C-M6)</p>
<p>H-1C-M7: describing the classical civilizations and examining their interactions and influences</p>	<p>36. Describe the development of the Greek city-states, the cultural achievements of Athens, and the impact of Alexander the Great's conquests (H-1C-M7)</p> <p>37. Explain the sharing of ideas, goods, and services through trade between the Greek and Roman civilizations, and the influence of those civilizations on other cultures (H-1C-M7)</p> <p>38. Describe and compare/contrast the key characteristics of classical civilizations (e.g., Greek, Roman, Persian, Chinese) (H-1C-M7)</p>
<p>H-1C-M8: describing and comparing the emergence of major religions and large-scale empires in the Mediterranean basin, China, and India</p>	<p>39. Identify the major new religions and relate them to the empires that emerged in the Mediterranean Basin, China, and India (i.e., Christianity, Hinduism, Buddhism, Islam) (H-1C-M8)</p> <p>40. Compare and contrast the major religions in terms of leaders, key beliefs, and location (H-1C-M8)</p>

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

<p>H-1C-M9: tracing the expansion of major religions and cultural traditions and examining the impact on civilizations in Europe, Asia, and Africa</p>	<p>41. Trace the spread of major religions and cultural traditions (e.g., the migration of Jews, spread of Christianity, expansion of Islamic rule) (H-1C-M9)</p> <p>42. Identify the effect that the major religions have had on European, Asian, and African civilizations (H-1C-M9)</p>
<p>H-1C-M10: analyzing the political, social, and cultural developments and changes that resulted from the rise and fall of empires and kingdoms in Europe, Asia, Africa, and the Americas</p>	<p>43. Describe the changes and developments brought about by the emergence and collapse of major empires/kingdoms in Europe, Asia, Africa, and the Americas prior to A.D. 1000 (H-1C-M10)</p> <p>44. Describe major events, key figures, and social structure of the Early Middle Ages (e.g., the fall of Rome, Charlemagne, feudalism) (H-1C-M10)</p>
<p>H-1C-M11: analyzing the cultural and economic impact of the interregional system of communication and trade that developed among the peoples of Europe, Asia, and Africa</p>	<p>45. Identify effects of exploration and trade on the economic and cultural development of Europe, Africa, and Asia prior to 1500 (H-1C-M11)</p> <p>46. Explain how communication among regions was accomplished between AD 1000 to 1500 (H-1C-M11)</p>
<p>H-1C-M12: explaining the developments and events that led to the political, social, cultural, and economic transformation of Europe</p>	<p>47. Explain how and why Europe changed politically, socially, culturally, or economically during the period of intensified hemispheric interactions (H-1C-M12)</p> <p>48. Describe the major contributing factors that led to the Renaissance (H-1C-M12)</p> <p>49. Describe the major contributing factors that would lead to the Reformation (H-1C-M12)</p>
<p>H-1C-M13: describing the development and expansion of complex societies and empires in the Americas</p>	
<p>H-1C-M14: explaining the political, cultural, and economic developments and trends of major world regions that resulted in the transformation of societies in the 15th through the mid-18th centuries</p>	<p>50. Explain the major social, economic, political, and cultural features of European, African, and Asian societies that stimulated exploration and colonization (H-1C-M14)</p> <p>51. Identify major technological developments in shipbuilding, navigation, and naval warfare, and trace the cultural origins of various innovations (H-1C-M14)</p> <p>52. Describe the major achievements of the early Renaissance in Europe, including the impact of innovations in printing (H-1C-M14)</p>

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

H-1C-M15: determining and discussing the impact of the political, agricultural, and industrial revolutions on societies around the world	
H-1C-M16: describing the transformation of world societies that occurred during an era of global trade and Western domination	
H-1C-M17: identifying the causes and worldwide consequences of major 20th century conflicts	
H-1C-M18: identifying and discussing significant political, economic, social, cultural, and technological trends that have had an impact on the modern world	
<i>D. Louisiana History</i>	
<i>There are no Grade-Level Expectations for Benchmarks in Grade Six for this substrand.</i>	

SEVENTH GRADE INTRODUCTION

Seventh Grade

The Grade-Level Expectations for grade 7 focus on U.S. History, from its beginning through the Reconstruction. Building on their study of early America in grade 5, students learn about the American Revolution, the early Republic, and the causes, course, and aftermath of the Civil War. Students also continue to apply and expand their historical thinking skills.

The secondary focus of grade 7 is Civics, as early U.S. History provides a rich context for the study of government. Students are expected to deepen their knowledge of such core documents as the Declaration of Independence and the U.S. Constitution, as well as the rights and responsibilities of citizens. Students are also expected to learn about the role of political parties, how change is effected in a democratic society, and U.S. foreign policy and international relations.

Economics concepts are imbedded throughout the study of U.S. history, including the role of mercantilism in colonial America, the impact of technological advances, and the sectionalism leading to the Civil War. Students' geographic knowledge and skills will be applied throughout their study of the development of the United States.

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

SEVENTH GRADE SOCIAL STUDIES

Geography—Physical and Cultural Systems: Students develop a spatial understanding of Earth’s surface and the processes that shape it, the connections between people and places, and the relationship between man and his environment.

A. The World in Spatial Terms

Benchmarks	Grade-Level Expectations
G-1A-M1: identifying and describing the characteristics, functions, and applications of various types of maps and other geographic representations, tools, and technologies	
G-1A-M2: interpreting and developing maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns	1. Analyze various types of maps, charts, graphs, and diagrams related to U.S. history (G-1A-M2)
G-1A-M3: organizing and displaying information about the location of geographic features and places by using mental mapping skills	

B. Places and Regions

G-1B-M1: explaining and analyzing both the physical and human phenomena associated with specific places, including precipitation and settlement patterns	2. Explain how physical features and climate affected migration, settlement patterns, and land use in the United States through 1877 (G-1B-M1)
G-1B-M2: identifying and describing significant physical features that have influenced historical events	3. Identify and describe significant physical features that have influenced U.S. historical events (e.g., Ohio River Valley in the American Revolution) (G-1B-M2)
G-1B-M3: identifying criteria used to define regions and explaining how and why regions change	



STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

G-1B-M4: describing and explaining how personal interests, culture, and technology affect people’s perceptions and uses of places and regions	4. Explain ways in which goals, cultures, interests, inventions, and technological advances have affected perceptions and uses of places or regions in the United States (G-1B-M4)
<i>C. Physical and Human Systems</i>	
G-1C-M1: predicting and explaining how physical features help to shape patterns and arrangements in the physical environment	
G-1C-M2: identifying key demographic concepts and using these concepts to analyze the population characteristics of a country or region	
G-1C-M3: describing the characteristics and patterns of human settlement in different regions of the world and analyzing the impact of urbanization	5. Explain patterns of rural/urban migration and the positive and negative consequences of urban development in the United States (G-1C-M3)
G-1C-M4: analyzing types, patterns, and effects of human migration over time	6. Identify selected racial, ethnic, and religious groups that settled in the United States and explain the political, cultural, and economic reasons for immigration (G-1C-M4)
G-1C-M5: tracing local and worldwide patterns of cultural diffusion and analyzing their causes and effect	
G-1C-M6: comparing historical and contemporary patterns of economic interdependence	7. Compare the interdependence of Great Britain and the American colonies to the global economy today (G-1C-M6)
G-1C-M7: explaining how cooperation and conflict among people contribute to the political divisions on Earth’s surface	8. Explain how cooperation and conflict affected the changing political boundaries of the United States to 1877 (e.g., Missouri Compromise) (G-1C-M7)
<i>D. Environment and Society</i>	
G-1D-M1: analyzing and evaluating the effects of human actions upon the physical environment	
G-1D-M2: explaining and giving examples of how characteristics of different physical environments affect human activities	9. Explain how the different physical environments in the American North and South led to different economic activities (G-1D-M2)

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

G-1D-M3: analyzing the worldwide distribution and utilization of natural resources	
G-1D-M4: identifying problems that relate to contemporary geographic issues and researching possible solutions	
Civics—Citizenship and Government: Students develop an understanding of the structure and purposes of government, the foundations of the American democratic system, and the role of the United States in the world, while learning about the rights and responsibilities of citizenship.	
<i>A. Structure and Purposes of Government</i>	
Benchmarks	Grade-Level Expectations
C-1A-M1: explaining major ideas about why governments are necessary and evaluating competing positions on the purposes government should serve	10. Explain and evaluate the major purposes of government (C-1A-M1)
C-1A-M2: describing the essential characteristics of various systems of government	11. Explain the meaning of the term <i>federalism</i> (C-1A-M2) 12. Distinguish between various forms of government (e.g., monarchy, totalitarian) and describe their characteristics and organization (C-1A-M2)
C-1A-M3: explaining how the powers of the government are distributed, shared, and limited by the United States and Louisiana constitutions	13. Explain how separation of powers limits government and describe the U.S. government system of checks and balances (C-1A-M3) 14. Identify the powers of the U.S. federal government and the powers it shares with state governments according to the U.S. Constitution (C-1A-M3)
C-1A-M4: explaining the purposes of state constitutions and describing the relationship of state constitutions to the federal constitution	
C-1A-M5: describing the organization and major responsibilities of local, state, and national governments	15. Identify the structure and powers of the three branches of the federal government, the limits of those powers, and key positions within each branch (C-1A-M5)

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

<p>C-1A-M6: identifying government leaders and representatives at the local, state, and national levels and explaining their powers and the limits on their powers</p>	<p>16. Identify qualifications and terms of office for elected officials at the national level (C-1A-M6)</p> <p>17. Identify current government leaders at the national level (C-1A-M6)</p> <p>18. Describe the powers/responsibilities and limits of power for government officials at the national level (C-1A-M6)</p>
<p>C-1A-M7: explaining the importance of law in the American constitutional system and applying criteria to evaluate rules and laws</p>	<p>19. Explain how a bill becomes law at the federal level (C-1A-M7)</p> <p>20. Examine a given law or court ruling and evaluate it based on given criteria (e.g., Dred Scott decision) (C-1A-M7)</p>
<p>C-1A-M8: explaining how public policy is formed, debated, and carried out at local, state, and national levels</p>	
<p>C-1A-M9: explaining the necessity of taxes and describing the purposes for which tax revenues are used</p>	
<p>C-1A-M10: identifying and evaluating different types of taxes</p>	<p>21. Evaluate a type of tax in an historical context (e.g., Stamp Act, Tea Tax) (C-1A-M10)</p>
<p><i>B. Foundations of the American Political System</i></p>	
<p>C-1B-M1: explaining the essential ideas and historical origins of American constitutional government</p>	<p>22. Identify problems the United States faced after the American Revolution that led to the writing of the U.S. Constitution (C-1B-M1)</p> <p>23. Compare and contrast the Articles of Confederation with the U.S. Constitution (C-1B-M1)</p> <p>24. Identify the roles of the Continental Congress and the Great Compromise in forming the American constitutional government and the federal union (C-1B-M1)</p> <p>25. Identify the arguments of the Federalists and Anti-Federalists (C-1B-M1)</p> <p>26. Explain how historical English documents, such as the Magna Carta and the English Bill of Rights, influenced American democracy (C-1B-M1)</p> <p>27. Explain how ancient governments influenced American democracy and culture (C-1B-M1)</p>

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

C-1B-M2: identifying and describing the historical experiences and the geographic, social, and economic factors that have helped to shape American political culture	28. Describe historical experiences and factors that defined, influenced, and helped shape American political culture (C-1B-M2)
C-1B-M3: explaining the meaning and importance of basic principles of American constitutional democracy as reflected in core documents	29. Define and explain the ideas expressed in the Mayflower Compact and the Declaration of Independence (C-1B-M3) 30. Explain the principles of government embodied in the U.S. Constitution (C-1B-M3)
C-1B-M4: analyzing the ways in which political and social conflict can be peacefully resolved	31. Analyze methods used to institute change or resolve social conflict in U.S. history (e.g., War of 1812, states' rights theory) (C-1B-M4)
C-1B-M5: analyzing democratic processes used to institute change	32. Explain how changes are made in a democratic society (C-1B-M5)
C-1B-M6: analyzing the importance of political parties, campaigns, and elections in the American political system	33. Describe the role of political parties in the American political system (C-1B-M6)
C. International Relationships	
C-1C-M1: describing how the world is organized politically and explaining the means by which nation-states interact	34. Describe political divisions of the world (nation-states) (C-1C-M1) 35. Explain various processes/strategies nations use to interact (C-1C-M1)
C-1C-M2: explaining the formation, implementation, and impact of United States foreign policy	36. Explain how U.S. foreign policy is formed and carried out (C-1C-M2)
C-1C-M3: identifying types of foreign policy issues, using current and historical examples	37. Identify types of foreign policy issues with reference to current and historical examples (e.g., Middle East conflicts) (C-1C-M3)
D. Roles of the Citizen	
C-1D-M1: explaining the meaning of citizenship and the requirements for citizenship and naturalization in the United States	38. Identify the qualifications or requirements for U.S. citizenship, including naturalization (C-1D-M1)
C-1D-M2: identifying the rights and responsibilities of citizens and explaining their importance to the individual and to society	39. Explain the importance of various rights and responsibilities of citizenship to the individual or to society at large (e.g., Bill of Rights) (C-1D-M2)

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

C-1D-M3: discussing issues involving the rights and responsibilities of individuals in American society	40. Explain issues involving rights and responsibilities of individuals in American society (e.g., rights of individuals with disabilities, responsibility to pay taxes) (C-1D-M3)
C-1D-M4: describing the many ways by which citizens can organize, monitor, and help to shape politics and government at local, state, and national levels	
C-1D-M5: communicating the importance of knowledge to competent and responsible political participation and leadership	
Economics—Interdependence and Decision Making: Students develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses, and governments in the United States and the world.	
<i>A. Fundamental Economic Concepts</i>	
Benchmarks	Grade-Level Expectations
E-1A-M1: describing how the scarcity of resources necessitates decision making at both personal and societal levels	
E-1A-M2: analyzing consequences of economic decisions in terms of additional benefits and additional costs	
E-1A-M3: analyzing the consequences and opportunity cost of economic decisions	
E-1A-M4: analyzing the role of specialization in the economic process	
E-1A-M5: giving examples of how skills and knowledge increase productivity and career opportunities	

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

E-1A-M6: describing the essential differences in the production and allocation of goods and services in traditional, command, and market systems	
E-1A-M7: describing the various institutions, such as business firms and government agencies, that make up economic systems	
E-1A-M8: differentiating among various forms of exchange and money	
E-1A-M9: using economic concepts to help explain historic and contemporary events and developments	41. Use economic concepts (e.g., supply and demand, interdependence) to explain Mercantilism and describe its role in British colonization and the conflict between the thirteen American colonies and Great Britain (E-1A-M9)
<i>B. Individuals, Households, Businesses, and Governments</i>	
E-1B-M1: explaining the role of supply and demand in a competitive market system	
E-1B-M2: explaining the factors that affect the production and distribution of goods and services	
E-1B-M3: explaining the difference between private and public goods and services	
E-1B-M4: identifying the costs and benefits of government policies on competitive markets	
E-1B-M5: identifying different types of taxes and user fees and predicting their consequences	
E-1B-M6: determining the reasons for trade between nations, identifying costs and benefits, and recognizing the worldwide interdependence that results	42. Identify U.S. exports and imports that contributed to the U.S economic interdependence with Europe and other parts of the world during the eighteenth and nineteenth centuries (E-1B-M6)
E-1B-M7: describing historical and economic factors that have contributed to the development and growth of the national, state, and local economies	

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

C. The Economy as a Whole

There are no Grade-Level Expectations for Benchmarks in Grade 7 of this substrand.

History—Time, Continuity, and Change: Students develop a sense of historical time and historical perspective as they study the history of their community, state, nation, and world.

A. Historical Thinking Skills

Benchmarks	Grade-Level Expectations
H-1A-M1: describing chronological relationships and patterns	43. Construct a timeline of key events and key figures in U.S. history from 1763 to 1877 (H-1A-M1) 44. Interpret a timeline to identify cause-and-effect relationships among events in U.S. history (H-1A-M1)
H-1A-M2: demonstrating historical perspective through the political, social, and economic context in which an event or idea occurred	45. Explain the point of view of key historical figures and groups in U.S. history (H-1A-M2)
H-1A-M3: analyzing the impact that specific individuals, ideas, events, and decisions had on the course of history	46. Explain the causes, effects, or impact of a given historical event in U.S. history (H-1A-M3) 47. Explain how a given historical figure influenced or changed the course of U.S. history (H-1A-M3)
H-1A-M4: analyzing historical data using primary and secondary sources	48. Compare and contrast two primary sources related to the same event in U.S. history (H-1A-M4)
H-1A-M5: identifying issues and problems from the past and evaluating alternative courses of action	49. Propose and defend an alternative course of action to a given issue or problem in U.S. history (H-1A-M5)
H-1A-M6: conducting research in efforts to answer historical questions	50. Conduct historical research using a variety of resources, and evaluate those resources for reliability and bias, to answer historical questions related to U.S. history (H-1A-M6)



STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

<i>B. United States History</i>	
H-1B-M1: identifying and describing characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450	
H-1B-M2: explaining the cultural, ecological, and economic results of early European exploration and colonization	
H-1B-M3: describing the interactions among Native Americans, early Europeans, and Africans in the Americas	
H-1B-M4: tracing the emergence of religious freedom and changing political institutions in the English colonies	
H-1B-M5: analyzing the impact of European cultural, political, and economic ideas and institutions on life in the Americas	
H-1B-M6: explaining the causes and course of the American Revolution and the reasons for the American victory	<p>51. Explain the causes, course, and consequences of the American Revolutionary War (H-1B-M6)</p> <p>52. Compare and contrast the strategies and motivations of the Patriots, Loyalists, and British during the American Revolution (H-1B-M6)</p> <p>53. Explain the role of key figures in the American Revolution (H-1B-M6)</p>
H-1B-M7: explaining the impact of the American Revolution on the politics, society, and economy of the new nation	<p>54. Explain how the American Revolution affected the politics, society, and economy of the new nation (H-1B-M7)</p>
H-1B-M8: relating the institutions and practices of government established during and after the American Revolution to the foundation of the American political system	<p>55. Describe the issues involved in the creation and ratification of the U.S. Constitution (H-1B-M8)</p> <p>56. Explain the significance of the Bill of Rights and its specific guarantees (H-1B-M8)</p> <p>57. Describe major events and issues involving early presidencies (H-1B-M8)</p>

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

<p>H-1B-M9: describing the territorial expansion of the United States and analyzing the effects on relations with Native Americans and external powers</p>	<p>58. Explain Napoleon’s reasons for selling the Louisiana territory to the United States and the impact of that acquisition (H-1B-M9)</p> <p>59. Explain President Madison’s reason for declaring war in 1812, the sectional divisions over the war, and the consequences of the Native American alliance with the British (H-1B-M9)</p> <p>60. Describe provisions of the Monroe Doctrine and its influence on U.S. foreign relations (H-1B-M9)</p> <p>61. Explain westward movement of the United States, the changes it created, and its effects on relations with Native Americans (H-1B-M9)</p> <p>62. Explain Manifest Destiny and its economic, political, social, and religious roots (H-1B-M9)</p> <p>63. Describe diplomatic and political developments that led to the resolution of conflicts with Britain, Spain, and Russia from 1815 to 1850 (H-1B-M9)</p> <p>64. Identify the causes, course, and consequences of the Texas War for Independence and the Mexican-American War (H-1B-M9)</p>
<p>H-1B-M10: analyzing the changes and regional tensions created by Jacksonian democracy, the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement</p>	<p>65. Describe Jacksonian Democracy, the influence of Jackson on the U.S. political system, and Jackson’s Indian Removal Policy (H-1B-M10)</p> <p>66. Identify major technological developments related to land, water, and transportation and explain how they transformed the economy, created international markets, and affected the environment (H-1B-M10)</p> <p>67. Analyze national policies on a protective tariff, a national bank, federally funded improvements (e.g., roads, canals, railroads), and educational and prison reforms (H-1B-M10)</p> <p>68. Compare ways of life in northern and southern states and identify factors that caused rapid urbanization and the growth of slavery (H-1B-M10)</p> <p>69. Identify the causes and explain the effects of new waves of immigration prior to the Civil War (H-1B-M10)</p>

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

<p>H-1B-M11: explaining and giving examples of the reform movements that occurred during the antebellum period and evaluating their impact on American society</p>	<p>70. Explain the importance of the Second Great Awakening, the ideas of its principal leaders, and how it affected public education, temperance, women’s suffrage, and abolition (H-1B-M11)</p> <p>71. Describe fundamental beliefs of abolitionists and compare positions of those who favored gradual versus immediate emancipation (H-1B-M11)</p> <p>72. Identify the major antebellum reform movements, their leaders, and the movements’ effects on the United States (H-1B-M11)</p>
<p>H-1B-M12: describing the causes and course of the Civil War and examining the impact of the war on the American people</p>	<p>73. Describe the economic, social, and cultural differences between the North and South, including the advantages and disadvantages each had at the outbreak of the Civil War (H-1B-M12)</p> <p>74. Explain the impact of the compromises on the issue of slavery and the Dred Scott decision on increasing tensions between the North and South (H-1B-M12)</p> <p>75. Explain the immediate and long-term causes of the secession of the Southern states and the outbreak of the Civil War (H-1B-M12)</p> <p>76. Describe the course of the Civil War, including major turning points and the war’s immediate and long-term impact on the North and the South (H-1B-M12)</p> <p>77. Explain the purpose, significance, and results of Lincoln’s Emancipation Proclamation (H-1B-M12)</p> <p>78. Describe provisions of the Thirteenth Amendment and Lincoln’s reasons for advancing it, as well as the purpose and significance of the Fourteenth and Fifteenth Amendments (H-1B-M12)</p>
<p>H-1B-M13: comparing and evaluating various reconstruction plans of the post-Civil War era</p>	<p>79. Describe, compare, and evaluate various reconstruction plans of the post-Civil War South (H-1B-M13)</p> <p>80. Explain the growing conflict between Andrew Johnson and Congress, and the reasons for and consequences of his impeachment and trial (H-1B-M13)</p> <p>81. Describe the successes and failures of Reconstruction, as well as its impact on the South (H-1B-M13)</p> <p>82. Explain how the presidential election of 1876 led to the Compromise of 1877 and brought about an end to Reconstruction in the South (H-1B-M13)</p>

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

H-1B-M14: describing the impact of industrialization in the United States	
H-1B-M15: describing the significant economic, political, social, and cultural changes that have occurred in the United States during the 20th century	
H-1B-M16: identifying the causes and consequences of major world conflicts involving the United States	
H-1B-M17: describing the impact of the Great Depression and World War II on American society	
H-1B-M18: discussing significant developments and issues in contemporary United States history	
<i>C. World History</i>	
<i>There are no Grade-Level Expectations for Benchmarks in Grade 7 for this substrand.</i>	
<i>D. Louisiana History</i>	
<i>There are no Grade-Level Expectations for Benchmarks in Grade 7 for this substrand.</i>	

EIGHTH GRADE INTRODUCTION

Eighth Grade

The Grade-Level Expectations for grade 8 focus on Louisiana History from its beginnings through the present. Students are expected to build on their elementary school knowledge of Louisiana History and to be able to place Louisiana's past within the context of U.S. and World History learned in grades 5, 6, and 7. Additionally, students learn about state government and its relationship to the federal government.

The secondary focus for grade 8 is Economics, for two reasons. First, many of the economic concepts in the benchmarks are developmentally appropriate for eighth graders; secondly, the primary grade 8 focus on Louisiana provides students with a familiar context for applying and understanding economic concepts.

Additionally, students are expected to apply geographic information, tools, and concepts to study Louisiana's past, the role of Louisiana's natural resources in its development, and the challenges the state faces today.

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

EIGHTH GRADE SOCIAL STUDIES

Geography—Physical and Cultural Systems: Students develop a spatial understanding of Earth’s surface and the processes that shape it, the connections between people and places, and the relationship between man and his environment.

A. The World in Spatial Terms

Benchmarks	Grade-Level Expectations
G-1A-M1: identifying and describing the characteristics, functions, and applications of various types of maps and other geographic representations, tools, and technologies	
G-1A-M2: interpreting and developing maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns	<ol style="list-style-type: none"> 1. Use time zones in the United States or the International Date Line to interpret a map or representation of a globe and calculate current times in different places (G-1A-M2) 2. Locate major landforms and geographic features, places, and bodies of water/waterways on a map of Louisiana (G-1A-M2) 3. Construct a map based on given narrative information (G-1A-M2) 4. Construct a chart or diagram to display geographical information in an organized way (G-1A-M2)
G-1A-M3: organizing and displaying information about the location of geographic features and places by using mental mapping skills	

B. Places and Regions

G-1B-M1: explaining and analyzing both the physical and human phenomena associated with specific places, including precipitation and settlement patterns	<ol style="list-style-type: none"> 5. Describe and analyze the distinguishing physical and/or human characteristics of Louisiana regions (G-1B-M1)
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STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

G-1B-M2: identifying and describing significant physical features that have influenced historical events	6. Describe ways in which location and physical features have influenced historical events in Louisiana and the development of the state (e.g., Mississippi River/swamp in the Battle of New Orleans) (G-1B-M2)
G-1B-M3: identifying criteria used to define regions and explaining how and why regions change	7. Explain how or why specific regions are changing as a result of physical phenomena (e.g., changes in the coastal wetlands) (G-1B-M3) 8. Identify and describe factors that cause a Louisiana region to change (e.g., natural occurrences, disasters, migration) (G-1B-M3)
G-1B-M4: describing and explaining how personal interests, culture, and technology affect people’s perceptions and uses of places and regions	9. Explain ways in which goals, cultures, interests, inventions, and technological advances have affected perceptions and uses of places or regions in Louisiana (G-1B-M4)
C. Physical and Human Systems	
G-1C-M1: predicting and explaining how physical features help to shape patterns and arrangements in the physical environment	
G-1C-M2: identifying key demographic concepts and using these concepts to analyze the population characteristics of a country or region	10. Analyze the population characteristics and other demographic information about the United States and Louisiana, including rates of increase/decrease for demographic variables (G-1C-M2)
G-1C-M3: describing the characteristics and patterns of human settlement in different regions of the world and analyzing the impact of urbanization	11. Explain why humans settled and formed societies in specific regions or why immigrant groups (e.g., Acadians) settled in specific areas of Louisiana (G-1C-M3)
G-1C-M4: analyzing types, patterns, and effects of human migration over time	
G-1C-M5: tracing local and worldwide patterns of cultural diffusion and analyzing their causes and effects	12. Describe the causes and effects of cultural diffusion and the effects of cultural diversity in Louisiana (G-1C-M5)
G-1C-M6: comparing historical and contemporary patterns of economic interdependence	13. Describe factors that contribute to economic interdependence at the local, national, and global level, as related to Louisiana’s past and present (G-1C-M6)
G-1C-M7: explaining how cooperation and conflict among people contribute to the political divisions on Earth’s surface	

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

<i>D. Environment and Society</i>	
G-1D-M1: analyzing and evaluating the effects of human actions upon the physical environment	14. Analyze, evaluate, and predict consequences of environmental modifications on Louisiana landforms, natural resources, and plant or animal life (G-1D-M1)
G-1D-M2: explaining and giving examples of how characteristics of different physical environments affect human activities	15. Analyze the benefits and challenges of the Louisiana physical environments on its inhabitants (e.g., flooding, soil, climate conducive to growing certain plants) (G-1D-M2)
G-1D-M3: analyzing the worldwide distribution and utilization of natural resources	16. Analyze the distribution and uses of Louisiana’s natural resources (G-1D-M3)
G-1D-M4: identifying problems that relate to contemporary geographic issues and researching possible solutions	17. Identify a contemporary Louisiana geographic issue, and research possible solutions (G-1D-M4)
<p>Civics—Citizenship and Government: Students develop an understanding of the structure and purposes of government, the foundations of the American democratic system, and the role of the United States in the world, while learning about the rights and responsibilities of citizenship.</p>	
<i>A. Structure and Purposes of Government</i>	
Benchmarks	Grade-Level Expectations
C-1A-M1: explaining major ideas about why governments are necessary and evaluating competing positions on the purposes government should serve	
C-1A-M2: describing the essential characteristics of various systems of government	
C-1A-M3: explaining how the powers of the government are distributed, shared, and limited by the United States and Louisiana constitutions	18. Identify the powers of state government as defined in the Louisiana Constitution and compare/contrast those powers to the powers of the federal government (C-1A-M3)

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

C-1A-M4: explaining the purposes of state constitutions and describing the relationship of state constitutions to the federal constitution	19. Explain the purposes of state constitutions and describe the relationship of the Louisiana Constitution to the U.S. Constitution (C-1A-M4)
C-1A-M5: describing the organization and major responsibilities of local, state, and national governments	20. Identify the structure and powers of the three branches of the state government, the limits of those powers, and key positions within each branch (C-1A-M5) 21. Describe the various forms of local government in Louisiana (C-1A-M5)
C-1A-M6: identifying government leaders and representatives at the local, state, and national levels and explaining their powers and the limits on their powers	22. Describe the powers/responsibilities and limits of power for government officials at the local and state levels in Louisiana (C-1A-M6) 23. Identify qualifications and terms of office for key leaders/representatives at the state and local levels (C-1A-M6) 24. Identify current government leaders at the state, local, and national levels in the United States (C-1A-M6)
C-1A-M7: explaining the importance of law in the American constitutional system and applying criteria to evaluate rules and laws	25. Explain how a bill becomes law at the state level (C-1A-M7) 26. List and apply criteria for evaluating rules and laws (C-1A-M7)
C-1A-M8: explaining how public policy is formed, debated, and carried out at local, state, and national levels	27. Describe ways by which public policies are formed, including the role of lobbyists, special interest groups, and constituents (C-1A-M8)
C-1A-M9: explaining the necessity of taxes and describing the purposes for which tax revenues are used	28. Explain why taxes are needed and purposes for which tax monies/revenues are used (C-1A-M9)
C-1A-M10: identifying and evaluating different types of taxes	29. Identify types of taxes collected by the local, state, and federal government (C-1A-M10) 30. Evaluate a type of tax in a historical context (e.g., severance tax) (C-1A-M10)
<i>B. Foundations of the American Political System</i>	
C-1B-M1: explaining the essential ideas and historical origins of American constitutional government	
C-1B-M2: identifying and describing the historical experiences and the geographic, social, and economic factors that have helped to shape American political culture	

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

C-1B-M3: explaining the meaning and importance of basic principles of American constitutional democracy as reflected in core documents	31. Explain how the Louisiana Constitution reflects the principles of government set forth in the U.S. Constitution (e.g., checks and balance, separation of powers) (C-1B-M3)
C-1B-M4: analyzing the ways in which political and social conflict can be peacefully resolved	32. Describe various peaceful ways of resolving political or social conflicts, including <i>majority vote vs. consensus</i> (C-1B-M4)
C-1B-M5: analyzing democratic processes used to institute change	33. Analyze how the democratic process has been used to institute change in Louisiana (C-1B-M5)
C-1B-M6: analyzing the importance of political parties, campaigns, and elections in the American political system	34. Explain how the U.S. census is used in the political process and how it affects Louisiana representation in Congress (C-1B-M6) 35. Describe the role of the Electoral College and how Louisiana participates in that system (C-1B-M6) 36. Explain how political parties, campaigns, and elections provide opportunities for citizens to participate in government (C-1B-M6)
<i>C. International Relationships</i>	
C-1C-M1: describing how the world is organized politically and explaining the means by which nation-states interact	37. Explain the role of nation-states in various alliances and international organizations (e.g., NATO, the United Nations, OPEC) and identify effects of their decisions upon Louisiana (C-1C-M1)
C-1C-M2: explaining the formation, implementation, and impact of United States foreign policy	38. Explain how U.S. foreign policy has affected Louisiana (e.g., tariffs, NAFTA) (C-1C-M2)
C-1C-M3: identifying types of foreign policy issues, using current and historical examples	
<i>D. Roles of the Citizen</i>	
C-1D-M1: explaining the meaning of citizenship and the requirements for citizenship and naturalization in the United States	
C-1D-M2: identifying the rights and responsibilities of citizens and explaining their importance to the individual and to society	39. Identify individual rights guaranteed in the Louisiana Constitution (C-1D-M2)

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

C-1D-M3: discussing issues involving the rights and responsibilities of individuals in American society	
C-1D-M4: describing the many ways by which citizens can organize, monitor, and help to shape politics and government at local, state, and national levels	40. Describe ways by which citizens can organize, monitor, or influence government and politics at the local, state, and national levels (C-1D-M4)
C-1D-M5: communicating the importance of knowledge to competent and responsible political participation and leadership	41. Explain the importance of being an informed citizen on public issues, recognizing propaganda, and knowing the voting issues (C-1D-M5)
Economics—Interdependence and Decision Making: Students develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses, and governments in the United States and the world.	
<i>A. Fundamental Economic Concepts</i>	
Benchmarks	Grade-Level Expectations
E-1A-M1: describing how the scarcity of resources necessitates decision making at both personal and societal levels	42. Analyze situations involving scarcity (limited resources) at the individual, group, and societal levels to determine the need for choices or what is gained/lost by a decision (E-1A-M1)
E-1A-M2: analyzing consequences of economic decisions in terms of additional benefits and additional costs	43. Explain how effective economic decisions (e.g., determining the best level of consumption) require comparing the additional costs of alternatives with additional benefits (E-1A-M2)
E-1A-M3: analyzing the consequences and opportunity cost of economic decisions	44. Explain choice/trade-offs, cost/benefits, and opportunity costs related to making personal economic decisions (E-1A-M3)
E-1A-M4: analyzing the role of specialization in the economic process	45. Analyze the role of specialization in Louisiana’s economy (E-1A-M4)

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

<p>E-1A-M5: giving examples of how skills and knowledge increase productivity and career opportunities</p>	<p>46. Use a variety of resources to research education and training for jobs and careers (E-1A-M5)</p> <p>47. Cite examples of how skills/knowledge and technical training increase personal productivity and career opportunities, and which skills/knowledge would enhance particular career prospects (E-1A-M5)</p>
<p>E-1A-M6: describing the essential differences in the production and allocation of goods and services in traditional, command, and market systems</p>	<p>48. Characterize and analyze the use of productive resources in an economic system (E-1A-M6)</p> <p>49. Describe how the four basic economic questions are answered in <i>traditional vs. command vs. market</i> economies (E-1A-M6)</p>
<p>E-1A-M7: describing the various institutions, such as business firms and government agencies, that make up economic systems</p>	<p>50. Describe institutions (e.g., banks, government agencies, large companies, small businesses) that make up economic systems (E-1A-M7)</p>
<p>E-1A-M8: differentiating among various forms of exchange and money</p>	
<p>E-1A-M9: using economic concepts to help explain historic and contemporary events and developments</p>	<p>51. Use economic concepts (e.g., scarcity, opportunity cost) to explain historic and contemporary events and developments in Louisiana (E-1A-M9)</p>
<p><i>B. Individuals, Households, Businesses, and Governments</i></p>	
<p>E-1B-M1: explaining the role of supply and demand in a competitive market system</p>	<p>52. Explain how supply and demand affect prices (E-1B-M1)</p>
<p>E-1B-M2: explaining the factors that affect the production and distribution of goods and services</p>	<p>53. Explain and analyze factors affecting production and allocation of goods/services in Louisiana and the United States (E-1B-M2)</p>
<p>E-1B-M3: explaining the difference between private and public goods and services</p>	<p>54. Explain the difference between private goods/services and public goods/services and give examples of each (E-1B-M3)</p>
<p>E-1B-M4: identifying the costs and benefits of government policies on competitive markets</p>	<p>55. Identify the costs and benefits of a given government policy (e.g., trade agreements, minimum wage) on a competitive market (E-1B-M4)</p>
<p>E-1B-M5: identifying different types of taxes and user fees and predicting their consequences</p>	<p>56. Identify various types of taxes and user fees and predict their consequences (E-1B-M5)</p>

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

E-1B-M6: determining the reasons for trade between nations, identifying costs and benefits, and recognizing the worldwide interdependence that results	57. Explain reasons for trade between nations and the impact of international trade (E-1B-M6)
E-1B-M7: describing historical and economic factors that have contributed to the development and growth of the national, state, and local economies	58. Describe historical and economic factors influencing the economic growth, interdependence, and development of Louisiana and the nation (e.g., mass production, oil boom and decline) (E-1B-M7)
C. The Economy as a Whole	
E-1C-M1: explaining the meaning of economic indicators that help to describe economies	59. Explain the meaning of various economic indicators that help describe the state of an economy (e.g., GDP, CPI, stock market indices, rate of unemployment or inflation) (E-1C-M1)
E-1C-M2: describing the influences of inflation, unemployment, and underemployment on different groups of people	60. Define <i>inflation</i> and <i>unemployment</i> in terms of an economic system as a whole (E-1C-M2) 61. Describe the influence/impact of inflation or unemployment on different groups of people (e.g., consumers, business owners) (E-1C-M2)
History—Time, Continuity, and Change: Students develop a sense of historical time and historical perspective as they study the history of their community, state, nation, and world.	
A. Historical Thinking Skills	
Benchmarks	Grade-Level Expectations
H-1A-M1: describing chronological relationships and patterns	62. Construct a timeline of key events in Louisiana history (H-1A-M1) 63. Interpret data presented in a timeline correlating Louisiana, U.S., and world history (H-1A-M1)
H-1A-M2: demonstrating historical perspective through the political, social, and economic context in which an event or idea occurred	64. Compare and contrast events and ideas from Louisiana’s past and present, explaining political, social, or economic contexts (H-1A-M2)



STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

H-1A-M3: analyzing the impact that specific individuals, ideas, events, and decisions had on the course of history	65. Analyze the causes, effects, or impact of a given historical event in Louisiana (H-1A-M3) 66. Analyze how a given historical figure influenced or changed the course of Louisiana’s history (H-1A-M3)
H-1A-M4: analyzing historical data using primary and secondary sources	67. Analyze given source material to identify opinion, propaganda, or bias (H-1A-M4) 68. Interpret a political cartoon (H-1A-M4)
H-1A-M5: identifying issues and problems from the past and evaluating alternative courses of action	69. Propose and defend potential solutions to past and current issues in Louisiana (H-1A-M5)
H-1A-M6: conducting research in efforts to answer historical questions	70. Conduct historical research using a variety of resources, and evaluate those resources, to answer historical questions related to Louisiana history (H-1A-M6)
<i>B. U.S. History</i>	
<i>There are no Grade-Level Expectations for Benchmarks in Grade Eight for this substrand.</i>	
<i>C. World History</i>	
<i>There are no Grade-Level Expectations for Benchmarks in Grade Eight for this substrand.</i>	
<i>D. Louisiana History</i>	
H-1D-M1: describing the contributions of people, events, movements, and ideas that have been significant in the history of Louisiana	71. Describe major early explorers and explorations significant to Louisiana or early settlers in Louisiana (H-1D-M1) 72. Describe leaders who were influential in Louisiana’s development (H-1D-M1) 73. Describe and explain the importance of major events and ideas in the development of Louisiana (H-1D-M1) 74. Describe the causes and effects of various migrations into Louisiana (H-1D-M1) 75. Describe the contributions of ethnic groups significant in Louisiana history (H-1D-M1)
H-1D-M2: tracing the development of the various governments that have been established in Louisiana throughout its history	76. Trace and describe various governments in Louisiana’s history (H-1D-M2)

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

H-1D-M3: identifying and discussing the major conflicts in Louisiana's past	77. Describe major conflicts in context of Louisiana history (e.g., Rebellion of 1768, the French and Indian War) (H-1D-M3)
H-1D-M4: locating and describing Louisiana's geographic features and examining their impact on people past and present	78. Describe and analyze the impact of Louisiana's geographic features on historic events, settlement patterns, economic development, etc. (H-1D-M4) 79. Explain how Louisiana's natural resources have shaped its history (e.g., petroleum) (H-1D-M4)
H-1D-M5: tracing the development and growth of Louisiana's economy throughout history	80. Trace the state's economic development and growth toward economic diversity (e.g., fur trade, tourism, technology) (H-1D-M5)
H-1D-M6: examining folklore and describing how cultural elements have shaped our state and local heritage	81. Explain cultural elements that have shaped Louisiana's heritage (e.g., festivals, music, dance, food, languages) (H-1D-M6)

GLOSSARY

SOCIAL STUDIES GLOSSARY

Absolute Chronology	Chronology is the sequencing of events by time, from earliest to most recent. Absolute chronology is the sequencing of events according to the exact date (day, month, and/or year) that an event occurred.
Atmosphere	The several layers of gases that surround Earth and separate our planet from space.
Biosphere	The part of Earth and its atmosphere in which plant or animal life exists or is possible.
Capital Resources	One of three types of resources, natural, human, and capital, used in the production of goods and services. Capital resources are human-made products, such as tools, equipment, buildings, and machines that are used to produce other goods and services.
Cardinal Directions	The four primary points on the compass: north, south, east, and west.
Choice/Trade-off	An economic choice requires choosing among alternatives. The result of making a choice is that something is given up to get something else. The result of a choice is a trade-off.
Command Economy	An economic system in which the government regulates the economy and answers the four basic economic questions (i.e., “what to produce,” “how to produce,” “how much to produce,” and “for whom to produce”). In a command economy, the central government or authority determines both supply and price.
Complements	Goods or services that are usually consumed or used together (e.g., hot dogs/hot dog buns). A change in demand for one complement causes a similar change in demand for the other complement. Also known as complementary goods.
Concurrent Powers	Powers that may be exercised by both the national (federal) government and state governments (e.g., the power to tax).
Consumer	A person who satisfies a want or need by buying or using a good or service.

GLOSSARY

Cost/Benefit	All predicted costs weighed against the predicted benefits of an economic choice. The process and outcome of weighing costs and benefits is known as cost/benefit analysis.
Culture, Elements of	Cultural elements include the customary beliefs, social forms, and material traits of a racial, religious, or social group. These elements may be spread from group to group through direct and indirect contact. See also cultural diffusion .
Cultural Diffusion	The process of spreading cultural elements (e.g., music, religious beliefs/practices, clothing) from society to society through indirect or direct contact among groups.
Cultural Diversity	The variety of human cultures represented in a specific group, institution, or region.
Delegated Powers	Powers granted to the national (federal) government under the U.S. Constitution, including expressed and implied powers, as enumerated in Articles I, II and III (e.g., declaring war).
Demographic Variables	The statistical data variables of a population (e.g., age, gender, income, location, employment, education).
Demographics	The characteristics or statistical data of a population as classified by age, gender, income, location, employment, or education.
Division of Labor	The division of an entire production process into a number of simpler tasks, each one of which is undertaken by a different individual who typically specializes in one task. See also specialization .
Economic Institution	Any institution that has evolved in a market economy to help individuals and/or groups accomplish their goals. Banks, labor unions, corporations, legal systems, and not-for-profit organizations are examples of economic institutions that are essential to a market economy.
Equilibrium Point	The price when the supply of goods matches demand. Also known as equilibrium price.

GLOSSARY

- European Union (EU)** An economic and political association of European countries founded by the Treaty of Rome in 1957 as a common market for six nations. It was known as the European Community until January 1, 1994, and is currently comprised of 15 European countries—Austria, Belgium, Denmark, Finland, France, Germany, Great Britain, Greece, Ireland, Italy, Luxembourg, the Netherlands, Portugal, Spain, and Sweden. The EU’s goals are a single market for goods and services without any economic barriers, and a common currency—the euro—with one monetary authority.
- Federalism** A form of political organization in which governmental power is divided among a central government and territorial subdivisions (e.g., states, or provinces).
- Five Themes of Geography, The** *Location* (position on Earth's surface), *region* (the basic unit of geographic study), *place* (the human and physical characteristics that give meaning and character to a place and distinguish it from other places), *movement* (humans interacting on Earth), and *human/environment interaction* (the positive and negative effects of people interacting with their surroundings).
- G8** The G8 (Group of Eight) is comprised of the heads of state/government of the major industrialized democracies who meet annually to deal with international trade and other economic and political issues facing their nations or the international community as a whole. The meetings began in 1975 with a Group of Six (France, Germany, Great Britain, Italy, Japan, and the United States). Canada joined in 1976; Russia became a full participant in 1998.
- Goods and Services** A good is an object, such as a toy, a box of cereal, or a computer, that can be used to satisfy a person’s want or need. A service, such as waiting on a table or providing dental care, is an action that can be used to satisfy a person’s want or need.
- Human Characteristics** In geography, features or patterns of features on Earth’s surface created by humans.
- Human Resources** One of three types of resources, natural, human, and capital, used in the production of goods and services. Human resources are people, such as teachers, truck drivers, and factory workers, who work to produce goods or provide services.

GLOSSARY

Human Systems	The processes, patterns, and functions of human settlement, structures, and competition for control of Earth's surface.
Hydrosphere	The water realm of Earth, which includes water contained in the oceans, lakes, rivers, ground, snowfields, glaciers, and water vapor in the atmosphere.
Implied Powers	Powers that are not specifically enumerated for the national (federal) government, but are "implied" in Article I, Section 8, Clause 18 of the U.S. Constitution. This clause, also known as the elastic clause, or the necessary and proper clause, gives Congress the authority to "make all laws which shall be necessary and proper for carrying into execution the foregoing powers and all other powers vested by the Constitution in the government of the United States, or in any department or officer thereof." An early example of Congress exercising its implied powers was the establishment of a national bank in 1791.
Inflation	An increase in the general level of prices consumers pay for goods and services. This is equivalent to a fall in the value or purchasing power of money. The Consumer Price Index is a common measure of inflation.
Interdependence	The situation which occurs when individuals and businesses rely on each other for production of goods or providing services to satisfy wants and needs due to specialization or division of labor. See also division of labor , specialization .
Intermediate Directions	The points on the compass that fall between the four primary points (north, south, east, and west). The intermediate directions are northeast, northwest, southeast, and southwest.
International Monetary Fund	An international financial organization that was established in 1946 to stabilize the international monetary system. It manages the global financial system and provides loans to its member states to help alleviate balance of payments problems. Part of its mission is to help countries that experience serious economic difficulties. In return, the countries who are helped are obliged to enact certain reforms, such as privatization.
Laws	Regulations that are issued and enforced by a government or other authority and that bind every member of society.

GLOSSARY

- Limited Government** A government in which a constitution, statement of rights, or other laws define the limits of those in power. Everyone, including all authority figures, must obey the laws. The United States has a limited government with powers delegated to different branches of government by the U.S. Constitution and its amendments.
- Lithosphere** The uppermost portion of the solid Earth, including the soil, land, and geologic formations.
- Market Economy** An economic system in which individuals answer the four basic economic questions (i.e., “what to produce,” “how to produce,” “how much to produce,” and “for whom to produce”) based on supply, demand, and prices. This economic system is also known as free enterprise, and has the following characteristics: private ownership of goods and the factors of production, freedom of individuals to make economic choices, the use of prices to allocate resources, and a limited economic role for government.
- Mental Map** A map that represents the mental image a person has of an area. A mental map includes geographic features and spatial relationships, as well as a person's perceptions and attitudes regarding the place. Also known as a cognitive map.
- Mercantilism** An economic doctrine/system prevalent in Europe from the 16th century to the mid-18th century. This doctrine held that the economic interests of a nation could be strengthened by tariffs, increased foreign trade, monopolies, and a balance of exports over imports. This economic doctrine influenced the British attitude and policies towards its American colonies (i.e., the colonies were held for the economic benefit of the mother country).
- Migration** The process of people moving to a new place with the intent of staying at the destination permanently or for a relatively long period of time.
- Militarization** Act of assembling and putting into readiness for war or other emergency.
- NAFTA** The North American Free Trade Agreement which was signed by the United States, Canada, and Mexico in 1992 and became effective on January 1, 1994. It created a free trade zone among the three countries and immediately removed trade barriers and tariffs on most goods. Certain tariffs on such goods as textiles and automobiles were planned to be gradually eliminated over a 15-year timetable.

GLOSSARY

Nation	A nation is a group of people sharing aspects of their language, culture, religion, and/or ethnicity (e.g., Cherokee Nation). A nation may exist within more than one state (i.e., across political boundaries). The term nation is sometimes applied to a group of people organized under a single government, country, or to the government of a sovereign state. See also nation-state .
Nation-State	Often refers to a political unit of people living in a defined territory, with government authority in their economy, political organization, and external security. Thus, the term nation-state is often used interchangeably with the term state. However, nation-state more properly refers to a state in which a single nation (i.e., group of people sharing aspects of their language, culture, religion, and/or ethnicity) is dominant. See also nation .
Natural Disasters	Calamitous events resulting in great material damage, loss, and distress. They are the result of natural phenomena such as floods, hurricanes, tornadoes, earthquakes, etc.
Natural Resources	One of three types of resources, natural, human, and capital, used in the production of goods and services. Natural resources are not made by humans. They are found in and on Earth, such as water, oil, and trees.
Opportunity Cost	The value of the next best (second best) alternative that must be given up when a choice is made.
Patterns of Land Use	The societal patterns of exploiting the land for agricultural, industrial, residential, or other purposes.
Physical Characteristics	In geography, traits that are used to describe the natural environment of a place. Physical characteristics may be related to climate, vegetation, soil, landform, or body of water.
Physical Systems	Physical processes that shape Earth's surface and interact with plant and animal life to create, sustain, and modify ecosystems.
Primary Sources	Documents produced by a person who participated in or observed an event, or artifacts, such as photographs produced by a person who lived during the time period being studied.
Producer	A person or business that uses resources to make goods or provide services.

GLOSSARY

Productivity	The relationship between input (workers, machines, materials, and capital) and output (goods and services), e.g., the number of loaves of bread a particular bakery can make in a single day.
Profit	The amount of money left over after all of the costs of production have been paid (revenues minus costs).
Region	An area of Earth that has physical or human characteristics that make it distinctive from other areas.
Relative Chronology	Chronology is the sequencing of events by time, that is from earliest to most recent. Relative chronology is the sequencing of events, individuals, or time periods in relation to each other (e.g., which came first). Relative chronology does not rely on knowing the exact date (day, month, and/or year) that an event occurred.
Relative Location	A position that is described solely in relation to another position(s); where a place is in relation to other places.
Reserved Powers	The powers not delegated to the national (federal) government by the U.S. Constitution, nor prohibited to the states. These powers are reserved to the states (e.g., creating a school system) or the people.
Risk	In economics, risk is the potential loss when a choice is made. For example, in choosing to finance the production of a good, there is the risk that product sales will not generate sufficient revenues to cover production expenses.
Rural Areas	Areas that are sparsely settled and are distinct from more densely populated urban and suburban areas. Rural areas are also distinct from unsettled, or wilderness, areas.
Scarcity	The condition that occurs when there are not enough resources (goods and services) to satisfy wants and needs.
Secondary Sources	Summaries or interpretations of historical events produced by people who did not observe or participate in the events.

GLOSSARY

Specialization	At a broad level, specialization means the production of a limited variety of goods or services by a business, region, or nation. At an individual level, specialization usually refers to a worker who produces only one part of a final product, rather than producing the entire product (e.g., an autoworker who only installs engines in automobiles). There may also be specialization within providing services (e.g., one person may sort the mail and another may deliver it). See also division of labor .
Substitutes	Goods or services that can be used or consumed interchangeably (i.e., they satisfy the same want). Also known as substitute goods.
Suburban Area	A residential, or largely residential, area located on the outskirts of a city.
Supply and Demand	Supply is the quantity of a good or service that producers are willing and able to offer for sale at various prices at any given time. Demand is the quantity of a good or service that consumers are willing and able to buy at various prices at any given time. These two forces combined result in the law of supply and demand: more will be bought at lower prices and less at higher prices, and more will be produced at higher prices than will be produced at lower prices.
Technology	A broad and encompassing term that includes any tool, instrument, machine, system, or process that humans develop to solve human problems and/or assist in living in or managing the physical environment.
Topography	The shape or configuration of Earth's surface, including relief and position of natural and human-made features.
Trade-off	See choice/trade-off .
Traditional Economy	An economic system in which customs, habits, and religious beliefs determine how the four basic economic questions (i.e., "what to produce," "how to produce," "how much to produce," and "for whom to produce") are answered. In a traditional economy most goods and services are produced by and for a family, with little surplus for sale or barter.
Unemployment	In economic terms, the measure of the number of workers that want to work but do not have jobs.

GLOSSARY

Unlimited Government

A government in which control is held solely by the ruler and his or her appointees, and there are no limits imposed on the ruler's authority.

Urban Area

A geographical area constituting a city or town.

World in Spatial Terms, The

Refers to understanding and interpreting the world in terms of geographic representations.