

GRADE-LEVEL EXPECTATIONS (GLE) HANDBOOK

**SOCIAL STUDIES
GRADES 9–12**



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: Benchmark 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

WORLD GEOGRAPHY INTRODUCTION

Geography (Core Course: World Geography)

Recommended for Ninth Grade

For the high school World Geography course, the Grade-Level Expectations reflect the use of the five themes of Geography to study geographic ideas and concepts. Students are expected to use geographic perspective and spatial tools to study physical and human systems, places and regions, and human and environment interaction. Students also study geographic regions and issues in the world in past and present economic, historical, and political settings.

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

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

WORLD GEOGRAPHY

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
<p>G-1A-H1: using geographic representations, tools, and technologies to explain, analyze, and solve geographic problems</p>	<ol style="list-style-type: none"> 1. Identify, explain, and apply the five themes of geography (G-1A-H1) 2. Compare and contrast various types of maps (G-1A-H1) 3. Analyze or interpret a map to locate geographic information, using a variety of map elements (e.g., compass rose, symbols, distance scales, time zones, latitude, longitude) (G-1A-H1) 4. Use a city or road map to plot a route from one place to another or to identify the shortest route (G-1A-H1) 5. Construct a map based on given narrative information (e.g., location of cities, bodies of water, places of historical significance) (G-1A-H1) 6. Construct a chart, diagram, graph, or graphic organizer to display geographic information (G-1A-H1) 7. Analyze, interpret, and use information in charts, diagrams, and graphs to explain geographic issues (G-1A-H1)
<p>G-1A-H2: organizing geographic information and answering complex questions by formulating mental maps of places and regions</p>	<ol style="list-style-type: none"> 8. Use maps drawn from memory to answer geographic questions (G-1A-H2)



STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

<i>B. Places and Regions</i>	
G-1B-H1: determining how location and social, cultural, and economic processes affect the features and significance of places	<ul style="list-style-type: none"> 9. Identify and analyze the distinguishing physical or human characteristics of a given place (e.g., landforms, precipitation, ecosystems, settlement patterns, economic activities) (G-1B-H1) 10. Evaluate how location, topography, climate, natural resources, and other physical characteristics affect human activities (e.g., cultural diversity, migration, physical features, historical events, plantation, subsistence farming) or the significance of a place (G-1B-H1) 11. Draw conclusions about a place or area from its geographic or physical features (G-1B-H1)
G-1B-H2: analyzing the ways in which physical and human characteristics of places and regions have affected historic events	<ul style="list-style-type: none"> 12. Explain how topography, climate, soil, vegetation, and natural resources shape the history of a region (G-1B-H2) 13. Explain how location, physical features, and human characteristics of places influenced historical events (e.g., World War II, Cuban Missile Crisis, Vietnam, Middle East conflicts) (G-1B-H2)
G-1B-H3: analyzing the various ways in which physical and human regions are structured and interconnected	<ul style="list-style-type: none"> 14. Explain ways in which regional systems are interconnected (e.g., interstate transportation and trade, interconnecting rivers and canals) (G-1B-H3) 15. Analyze world regions in terms of given characteristics (e.g., population density, natural resources, economic activities, demography) (G-1B-H3) 16. Explain how physical or geographical characteristics (e.g., mountain ranges, interconnecting waterways) facilitate or hinder regional interactions (G-1B-H3) 17. Explain how technological advances have led to increasing interaction between regions (e.g., use of satellites for monitoring and exploration) (G-1B-H3)
G-1B-H4: explaining and evaluating the importance of places and regions to cultural identity	<ul style="list-style-type: none"> 18. Analyze how human activities and physical characteristics of regions have led to regional labels (e.g., Dust Bowl, New South, Sunbelt) (G-1B-H4) 19. Describe how physical, historical, and cultural characteristics give definition to a place or region (e.g., New South, Jerusalem) (G-1B-H4)

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

C. Physical and Human Systems

G-1C-H1: analyzing the ways in which Earth’s dynamic and interactive physical processes affect different regions of the world

20. Categorize elements of the natural environment as belonging to one of four components of Earth's physical systems: atmosphere, lithosphere, biosphere, or hydrosphere (G-1C-H1)
21. Characterize areas or regions in terms of the physical processes that affect them (e.g., Pacific Ocean “Rim of Fire,” San Andreas fault) (G-1C-H1)
22. Examine the physical effects of Earth-Sun relationships (G-1C-H1)
23. Explain the movement of wind patterns across the earth, its relationship to ocean currents, and its climatic effects on various regions of the world (G-1C-H1)
24. Examine the effects of a physical process (e.g., erosion and depository processes, global warming, El Niño) on the natural environment and societies of an area and draw conclusions from that information (G-1C-H1)

G-1C-H2: determining the economic, political, and social factors that contribute to human migration and settlement patterns and evaluating their impact on physical and human systems

25. Compare and contrast past and present trends in human migration (G-1C-H2)
26. Assess the role of environmental changes, economic scarcity, conflict, political developments, cultural factors, and prosperity in human migration (e.g., escape from persecution or famine, migration to the suburbs) (G-1C-H2)

G-1C-H3: analyzing trends in world population numbers and patterns and predicting their consequences

27. Analyze patterns of urban development in an area or region (G-1C-H3)
28. Compare, contrast, and analyze the distribution, growth rates, and other demographic characteristics of human populations in various countries or regions (G-1C-H3)
29. Analyze the current and future impact of population growth on the world (e.g., natural resources, food supply, standard of living) (G-1C-H3)
30. Analyze population pyramids and use other data, graphics, and maps to describe population characteristics of different societies and to predict future growth (G-1C-H3)

G-1C-H4: analyzing the characteristics, distribution, and interrelationships of the world’s cultures

31. Compare the role that culture plays in incidents of cooperation and conflict in the present-day world (G-1C-H4)
32. Analyze how certain cultural characteristics can link or divide regions (e.g., language, religion, demography) (G-1C-H4)



STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

<p>G-1C-H5: describing and evaluating spatial distribution of economic systems and how economic systems affect regions</p>	<p>33. Identify the geographical distribution of the different economic systems (market, command, traditional, mixed) (G-1C-H5)</p> <p>34. Distinguish between developed and developing countries, including the standard of living in these nations, GDP, and per capita income (G-1C-H5)</p>
<p>G-1C-H6: analyzing how cooperation, conflict, and self-interests impact social, political, and economic entities on Earth</p>	<p>35. Analyze ways in which the distribution of economic systems relates to regional tensions or regional cooperation (e.g., North and South Korea) (G-1C-H6)</p> <p>36. Analyze the role of differing points of view and national self-interest in disputes over territory and resources (e.g., oil, water, boundaries) (G-1C-H6)</p> <p>37. Analyze regional issues and alliances in terms of common interests related to territory and resources (e.g., oil, water, boundaries) (G-1C-H6)</p>
<p><i>D. Environment and Society</i></p>	
<p>G-1D-H1: describing and evaluating the ways in which technology has expanded the human capability to modify the physical environment</p>	<p>38. Identify technological advances that expanded human capacity to modify the environment (e.g., steam, coal, electric, nuclear power, levees) (G-1D-H1)</p>
<p>G-1D-H2: examining the challenges placed on human systems by the physical environment and formulating strategies to deal with these challenges</p>	<p>39. Describe challenges to human systems and activities posed by the physical environment or the impact of natural processes and disasters on human systems (e.g., infrastructure) (G-1D-H2)</p> <p>40. Analyze or evaluate strategies for dealing with environmental challenges (e.g., dams or dikes to control floods, fertilizer to improve crop production) (G-1D-H2)</p>

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

<p>G-1D-H3: analyzing the relationship between natural resources and the exploration, colonization, settlement, and uses of land in different regions of the world</p>	<p>41. Analyze the relationship between the development of natural resources in a region and human settlement patterns or regional variations in land use (G-1D-H3)</p> <p>42. Assess the ways in which unequal distribution of natural resources has led to exploration, colonization, and conflict (G-1D-H3)</p> <p>43. Analyze world or regional distribution of natural resources in terms of import need and export capacity (G-1D-H3)</p> <p>44. Analyze the relationship between a country's standard of living and its locally accessible natural resources (e.g., the effects of oil or natural gas reserves in a region) (G-1D-H3)</p> <p>45. Describe the impact of the scarcity of natural resources (e.g., water shortage) or pollution (e.g., air, water) (G-1D-H3)</p>
<p>G-1D-H4: evaluating policies and programs related to the use of natural resources</p>	<p>46. Assess the role of government in preserving natural resources and protecting the physical environment (G-1D-H4)</p> <p>47. Evaluate the effectiveness of policies and programs related to conservation and use of natural resources (G-1D-H4)</p> <p>48. Evaluate import and export policies in regard to a country's needs for resources (G-1D-H4)</p>
<p>G-1D-H5: developing plans to solve local and regional geographic problems related to contemporary issues</p>	<p>49. Debate a position on an environmental issue involving conservation or use of natural resources (e.g., private vs. public interest) (G-1D-H5)</p> <p>50. Evaluate options for solving a local or regional problem involving physical processes or environmental challenges (e.g., government disaster aid, environmental clean-up cost responsibility) (G-1D-H5)</p>

CIVICS INTRODUCTION

Civics

Recommended for Tenth Grade

For the high school Civics course, the Grade-Level Expectations focus on the American system of participatory government. This course serves as the culmination of the Civics instruction students have received since prekindergarten. It provides students with an in-depth study of the principles on which the U.S. system of government was founded, the structure of the U.S. government and how it functions, the domestic and international roles of the U.S. government, and how the U.S. government compares to other forms of government.

Students are also expected to analyze and evaluate U.S. domestic and foreign policies, various laws and amendments, and the importance of participating in the American constitutional democracy.

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

CIVICS

SOCIAL STUDIES

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.

A. Structure and Purposes of Government

Benchmarks	Grade-Level Expectations
<p>C-1A-H1: analyzing the necessity and purposes of politics and government and identifying examples of programs that fit within those purposes</p>	<ol style="list-style-type: none"> 1. Explain competing ideas about the purposes of politics and government and identify reasons why government is necessary (C-1A-H1) 2. Identify and describe services provided by government and assess their necessity and effectiveness (e.g., health care, education) (C-1A-H1) 3. Identify programs, institutions, and activities that fulfill a given governmental or political purpose (e.g., the court system, the military, revenue sharing, block grants) (C-1A-H1) 4. Analyze ways in which the purposes of the U.S. government, as defined in the U.S. Constitution, are achieved (e.g., protecting individual rights, providing for the general welfare) (C-1A-H1)
<p>C-1A-H2: comparing and evaluating the essential characteristics of various systems of government and identifying historical and contemporary examples of each</p>	<ol style="list-style-type: none"> 5. Compare and contrast various forms of government among nations that have been significant in U.S. history (e.g., absolute monarchy in England or France, Germany under Hitler, the Soviet Union under Stalin) (C-1A-H2)

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<p>C-1A-H3: explaining and evaluating issues related to the distribution of powers and responsibilities within the federal system</p>	<ol style="list-style-type: none"> 6. Explain the distribution of powers, responsibilities, and the limits of the U.S. federal government (C-1A-H3) 7. Categorize governmental powers as delegated, reserved, concurrent, or implied (C-1A-H3) 8. Identify powers denied to federal or state governments by the U.S. Constitution (C-1A-H3) 9. Analyze or assess issues related to the distribution of powers at the federal level (e.g., tensions among the three branches of government, roles and responsibilities of the three branches) (C-1A-H3)
<p>C-1A-H4: explaining the organization and functions of local, state, and national governments and evaluating their relationships</p>	<ol style="list-style-type: none"> 10. Explain the structure and functions of the three branches of the federal government, including regulatory and independent agencies and the court system (C-1A-H4) 11. Cite the roles, duties, qualifications, and terms of office for key elected and appointed officials (C-1A-H4) 12. Explain the structure and functions of state, parish, and local governments (C-1A-H4) 13. Discuss the advantages and disadvantages of various types of local government (C-1A-H4) 14. Examine constitutional provisions concerning the relationship between federal and state governments (C-1A-H4)
<p>C-1A-H5: evaluating the role and importance of law in the American political system and applying criteria to evaluate laws</p>	<ol style="list-style-type: none"> 15. Explain the processes and strategies of how a bill becomes a law at the federal and state levels (C-1A-H5) 16. Evaluate a specific law or court ruling on given criteria (C-1A-H5) 17. Examine the meaning, implications, or applications of the U.S. Constitution (e.g., the Bill of Rights, Fourteenth Amendment) (C-1A-H5)

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

<p>C-1A-H6: examining the major responsibilities of the national government for domestic and foreign policy</p>	<p>18. Define domestic and foreign policies (C-1A-H6)</p> <p>19. Analyze responsibilities of the federal government for domestic and foreign policy (e.g. monetary policy, national defense) (C-1A-H6)</p> <p>20. Analyze a past or present domestic or foreign policy issue from a news article or editorial (C-1A-H6)</p>
<p>C-1A-H7: explaining how government is financed through taxation</p>	<p>21. Explain how government is financed (e.g., taxation, fines, user fees, borrowing) (C-1A-H7)</p> <p>22. Identify the major sources of tax revenues at the federal, state, and local levels (C-1A-H7)</p> <p>23. Analyze or evaluate various uses of tax dollars (e.g., the public’s need for services versus the public’s resistance to taxation) (C-1A-H7)</p> <p>24. Use the rules of taxation (ability, equity, ease of payment, convenient times to pay) to analyze or evaluate a given tax practice (C-1A-H7)</p>
<p><i>B. Foundations of the American Political System</i></p>	
<p>C-1B-H1: analyzing the central ideas and historical origins of American constitutional government and evaluating how this form of government has helped to shape American society</p>	<p>25. Analyze the significance of the Magna Carta, English common law, and the English Bill of Rights in creating limited government in the United States (C-1B-H1)</p> <p>26. Explain how European philosophers (e.g., Rousseau, Locke, Montesquieu, Voltaire) helped shape American democratic ideas (C-1B-H1)</p> <p>27. Analyze central ideas in an American historical document and explain the document’s significance in shaping the U.S. Constitution (C-1B-H1)</p> <p>28. Explain the meaning and importance of principles of U.S. constitutional democracy in American society (C-1B-H1)</p> <p>29. Assess the importance of the U.S. Constitution as the Supreme Law of the Land, and ways in which U.S. constitutional government has helped shape American society (C-1B-H1)</p> <p>30. Identify and describe examples of freedoms enjoyed today but denied to earlier Americans (C-1B-H1)</p>

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

<p>C-1B-H2: explaining basic democratic beliefs and principles of constitutional democracy in American society and applying them to the analysis of issues of conflicting beliefs and principles</p>	<p>31. Explain issues involved in various compromises or plans leading to the creation of the U.S. Constitution (C-1B-H2)</p> <p>32. Interpret, analyze, or apply ideas presented in a given excerpt from any political document or material (e.g., speech, essay, editorial, court case) (C-1B-H2)</p>
<p>C-1B-H3: analyzing the nature of American political and social conflict</p>	<p>33. Analyze a given example of American political or social conflict, and state and defend a position on the issue (C-1B-H3)</p>
<p>C-1B-H4: evaluating issues related to the differences between American ideals and the realities of American social and political life</p>	<p>34. Analyze discrepancies between American ideals and social or political realities of life (e.g., equal protection vs. Jim Crow laws) (C-1B-H4)</p>
<p>C-1B-H5: evaluating the roles of political parties, campaigns, and elections in American politics</p>	<p>35. Explain the two-party system and assess the role of third parties in the election process (C-1B-H5)</p> <p>36. Assess the significance of campaigns, campaign finance, elections, the Electoral College, and the U.S. census in the U.S. political system (C-1B-H5)</p> <p>37. Analyze the use and effects of propaganda (C-1B-H5)</p> <p>38. Identify key platform positions of the major political parties (C-1B-H5)</p>
<p>C-1B-H6: analyzing the historical and contemporary roles of associations and groups in local, state, and national politics</p>	<p>39. Evaluate the role of the media and public opinion in American politics (C-1B-H6)</p> <p>40. Explain historical and contemporary roles of special interest groups, lobbyists, and associations in U.S. politics (C-1B-H6)</p>
<p><i>C. International Relationships</i></p>	
<p>C-1C-H1: analyzing how the world is organized politically and evaluating how the interaction of political entities, such as nation-states and international organizations, affects the United States</p>	<p>41. Identify the political divisions of the world and the factors that contribute to those divisions (C-1C-H1)</p> <p>42. Analyze and assess the various ways that nation-states interact (C-1C-H1)</p> <p>43. Explain the role of the United Nations or other international organizations in political interactions and conflicts (C-1C-H1)</p> <p>44. Analyze ways in which the interactions of nation-states or international organizations affect the United States (C-1C-H1)</p>

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

<p>C-1C-H2: analyzing the major foreign policy positions of the United States and evaluating their consequences</p>	<p>45. Describe the means by which the United States upholds national security, protects its economic welfare and strategic interests, and attains its foreign policy objectives (e.g., aid, sanctions, embargos, treaties) (C-1C-H2)</p> <p>46. Assess the extent to which a given U.S. foreign policy position has helped or hindered the United States' relations with the rest of the world (C-1C-H2)</p>
<p>C-1C-H3: evaluating the impact of American ideas and actions on the world and analyzing the effects of significant international developments on the United States</p>	<p>47. Explain how U.S. domestic policies, constitutional principles, economic behavior, and culture affect its relations with the rest of the world (C-1C-H3)</p> <p>48. Describe ways in which ideas, actions, and problems of other nations impact the United States (C-1C-H3)</p>
<p><i>D. Roles of the Citizen</i></p>	
<p>C-1D-H1: evaluating and defending positions on issues regarding the personal, political, and economic rights of citizens</p>	<p>49. Distinguish between personal, political, and economic rights of citizenship (C-1D-H1)</p> <p>50. Describe the importance of various rights of citizenship to the individual or to society at large (C-1D-H1)</p> <p>51. Analyze an amendment or law concerning the rights of citizens in terms of their effect on public policy or American life (e.g., Nineteenth Amendment, Americans with Disabilities Act) (C-1D-H1)</p> <p>52. Evaluate and defend a position on a given situation or issue in terms of the personal, political, or economic rights of citizens (C-1D-H1)</p>
<p>C-1D-H2: evaluating and defending positions regarding the personal and civic responsibilities of citizens in American constitutional democracy</p>	<p>53. Assess the difference between personal and civic responsibilities (C-1D-H2)</p>
<p>C-1D-H3: explaining and evaluating the various forms of political participation that citizens can use to monitor and shape the formation and implementation of public policy</p>	<p>54. Describe various forms of political participation (C-1D-H3)</p> <p>55. Evaluate current and past political choices that individuals, groups, and nations have made, taking into account historical context (C-1D-H3)</p>

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

C-1D-H4: analyzing and evaluating the importance of political leadership, public service, and a knowledgeable citizenry to American constitutional democracy

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

FREE ENTERPRISE INTRODUCTION

Economics (Core Course: Free Enterprise)

Recommended for Tenth Grade

For the high school Free Enterprise course, the Grade-Level Expectations focus on fundamental Economics concepts, the U.S. economic system, and the international economic system from a variety of viewpoints: personal, local, national, and global. Students build on the Economics concepts learned in previous grades and learn to employ economic decision-making skills as they prepare for the world of work as producers, investors, and consumers. The role of government, international trade, and global competition are also addressed in the Grade-Level Expectations.

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

FREE ENTERPRISE SOCIAL STUDIES

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
<p>E-1A-H1: analyzing the impact of the scarcity of productive resources and examining the choices and opportunity cost that result</p>	<ol style="list-style-type: none"> 1. Apply fundamental economic concepts to decisions about personal finance (E-1A-H1) 2. Define scarcity (E-1A-H1) 3. Identify factors that drive economic decisions (e.g., incentives, benefits, costs, trade-offs, consequences) (E-1A-H1) 4. Analyze an economic choice at the personal, family, or societal level to determine its opportunity cost (E-1A-H1) 5. Explain how the scarcity of natural resources leads to economic interdependence (E-1A-H1) 6. Identify the four basic economic questions (E-1A-H1)

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<p>E-1A-H2: analyzing the roles that production, distribution, and consumption play in economic decisions</p>	<ol style="list-style-type: none"> 7. Define <i>productivity</i> and characterize the relationship between productivity and standard of living (E-1A-H2) 8. Explain the role of marketing and channels of distribution in economic decisions (E-1A-H2) 9. Identify actions or conditions that increase productivity or output of the economy (E-1A-H2)
<p>E-1A-H3: applying the skills and knowledge necessary in making decisions about career options</p>	<ol style="list-style-type: none"> 10. Explain the skills, knowledge, talents, personal characteristics, and efforts likely to enhance prospects of success in finding a job in a particular field (E-1A-H3) 11. Explain the types of jobs important to meeting the needs of Louisiana industries and an information-based society (E-1A-H3) 12. Evaluate various careers in terms of availability, educational and skill requirements, salary and benefits, and intrinsic sources of job satisfaction (E-1A-H3)
<p>E-1A-H4: comparing and evaluating economic systems</p>	<ol style="list-style-type: none"> 13. Compare contemporary and historic economic systems (e.g., ownership and control of production and distribution, determination of wages) (E-1A-H4)
<p>E-1A-H5: explaining the basic features of market structures and exchanges</p>	<ol style="list-style-type: none"> 14. Explain the advantages and disadvantages of given market structures (E-1A-H5) 15. Explain factors affecting levels of competition in a market (e.g., number of buyers and sellers, profit motive, collusion among buyers or sellers, presence of cartels) (E-1A-H5) 16. Explain the effects of competition on producers and consumers (E-1A-H5)

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

<p>E-1A-H6: analyzing the roles of economic institutions, such as corporations and labor unions, that compose economic systems</p>	<p>17. Analyze the role of various economic institutions in economic systems (E-1A-H6)</p> <p>18. Explain the role of government as producer, employer, and consumer in economic systems (E-1A-H6)</p> <p>19. Analyze the importance of labor-management relations and the effects of given labor and management practices on productivity or business profitability (E-1A-H6)</p> <p>20. Compare and contrast characteristics of various forms of business ownership (E-1A-H6)</p> <p>21. Explain ways in which businesses have changed to meet rising production costs or to compete more effectively in a global market (E-1A-H6)</p>
<p>E-1A-H7: analyzing the roles of money and banking in an economic system</p>	<p>22. Analyze the role of banks in economic systems (e.g., increasing the money supply by making loans) (E-1A-H7)</p> <p>23. Describe the functions and purposes of the financial markets (E-1A-H7)</p> <p>24. Compare and contrast credit, savings, and investment services available to the consumer from financial institutions (E-1A-H7)</p>
<p>E-1A-H8: applying economic concepts to understand and evaluate historical and contemporary issues</p>	<p>25. Apply an economic concept to analyze or evaluate a given historical economic issue or situation (e.g., causes of the Great Depression, how the New Deal changed the role of the federal government) (E-1A-H8)</p> <p>26. Interpret information about a current economic system undergoing change from a largely command or traditional system to a more mixed system (e.g., Eastern European countries, China, other developing economies) (E-1A-H8)</p>
<p><i>B. Individuals, Households, Businesses, and Governments</i></p>	
<p>E-1B-H1: identifying factors that cause changes in supply and demand</p>	<p>27. Explain, analyze, and apply principles of supply and demand, including concepts of price, equilibrium point, incentives, and profit (E-1B-H1)</p> <p>28. Identify factors that cause changes in supply or demand for a product (e.g. complements, substitutes) (E-1B-H1)</p>

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

<p>E-1B-H2: analyzing how changes in supply and demand, price, incentives, and profit influence production and distribution in a competitive market system</p>	<p>29. Explain the role of <i>factors of production</i> in the economy (E-1B-H2)</p> <p>30. Identify factors affecting production/allocation of goods/services and characterize their effects (E-1B-H2)</p> <p>31. Identify the difference between monetary and non-monetary incentives and how changes in incentives cause changes in behavior (E-1B-H2)</p> <p>32. Analyze the circular flow of goods and services and money payments from a diagram (E-1B-H2)</p>
<p>E-1B-H3: analyzing the impact of governmental taxation, spending, and regulation on different groups in a market economy</p>	<p>33. Identify various forms of taxation (E-1B-H3)</p> <p>34. Describe the impact of given forms of taxation (E-1B-H3)</p> <p>35. Describe the effects of governmental action or intervention in a market economy (E-1B-H3)</p> <p>36. Describe major revenue and expenditure categories and their respective proportions of local, state, and federal budgets (E-1B-H3)</p> <p>37. Predict how changes in federal spending and taxation would affect budget deficits and surpluses and the national debt (E-1B-H3)</p> <p>38. Evaluate the impact of policies related to the use of resources (e.g., water use regulations, policies on scarce natural resources) (E-1B-H3)</p>
<p>E-1B-H4: analyzing the causes and consequences of worldwide economic interdependence</p>	<p>39. Explain the causes of global economic interdependence (E-1B-H4)</p> <p>40. Describe the worldwide exchange of goods and services in terms of its effect in increasing global interdependence and global competition (E-1B-H4)</p> <p>41. Examine fundamental concepts of currency valuation and foreign exchange and their role in a global economy (E-1B-H4)</p> <p>42. Explain how the economy of one country can affect the economies of other countries or the balance of trade among nations (E-1B-H4)</p> <p>43. Explain the role of the International Monetary Fund in supporting world economies (E-1B-H4)</p>

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

<p>E-1B-H5: evaluating the effects of domestic policies on international trade</p>	<p>44. Identify and evaluate various types of trade barriers among nations (E-1B-H5)</p> <p>45. Take and defend a position on a trade policy or issue (e.g., NAFTA, G8, European Union) (E-1B-H5)</p>
<p>E-1B-H6: analyzing Louisiana’s role in the national and world economies</p>	<p>46. Evaluate the role and importance of Louisiana ports and products in the national and international economy (E-1B-H6)</p>
<p><i>C. The Economy as a Whole</i></p>	
<p>E-1C-H1: explaining the meanings of such economic indicators as GDP, per capita GDP, real GDP, CPI, and unemployment rate</p>	<p>47. Explain the meaning or use of various economic indicators and their implications as measures of economic well-being (E-1C-H1)</p> <p>48. Define productivity and characterize the relationship between productivity and standard of living (E-1C-H1)</p> <p>49. Interpret various economic indicators used in a chart, table, or news article (E-1C-H1)</p> <p>50. Draw conclusions about two different economies based on given economic indicators (E-1C-H1)</p>
<p>E-1C-H2: explaining how interest rates, investments, and inflation/deflation impact the economy</p>	<p>51. Explain how inflation and deflation are reflected in the Consumer Price Index (E-1C-H2)</p> <p>52. Explain the impact of inflation/deflation on individuals, nations, and the world, including its impact on economic decisions (E-1C-H2)</p> <p>53. Describe the effects of interest rates on businesses and consumers (E-1C-H2)</p> <p>54. Predict the consequences of investment decisions made by individuals, businesses, and government (E-1C-H2)</p> <p>55. Predict how interest rates will act as an incentive for savers and borrowers (E-1C-H2)</p>

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

<p>E-1C-H3: analyzing the causes and consequences of unemployment, underemployment, and income distribution in a market economy</p>	<p>56. Explain various causes and consequences of unemployment in a market economy (E-1C-H3)</p> <p>57. Analyze regional, national, or demographic differences in rates of unemployment (E-1C-H3)</p> <p>58. Analyze the relationship between the business cycle and employment (E-1C-H3)</p> <p>59. Explain the meaning of <i>underemployment</i> and analyze its causes and consequences (E-1C-H3)</p> <p>60. Explain factors contributing to unequal distribution of income in a market economy (E-1C-H3)</p> <p>61. Interpret a chart or graph displaying various income distributions (e.g., in the United States vs. the Third World, various groups within a country) (E-1C-H3)</p>
<p>E-1C-H4: explaining the basic concepts of United States fiscal policy, monetary policy, and regulations and describing their effects on the economy</p>	<p>62. Distinguish monetary policy from fiscal policy (E-1C-H4)</p> <p>63. Explain the role of the Federal Reserve System as the central banking system of the United States (E-1C-H4)</p> <p>64. Explain the role of regulatory agencies in the U.S. economy (E-1C-H4)</p> <p>65. Explain the role of the Federal Deposit Insurance Corporation (FDIC) (E-1C-H4)</p>

U.S. HISTORY INTRODUCTION

History (Core Course: U.S. History)

Recommended for Eleventh Grade

In the high school U.S. History course, the Grade-Level Expectations begin with a focus on late nineteenth-century industrialization and urbanization of America and conclude with a focus on contemporary issues and challenges in the United States. Students use what they learned in grade 7 (U.S. History to 1877) as a basis for their study, understanding, and analysis of later history. The foundational historical thinking skills learned in earlier grades are still applied but with an increased emphasis on analysis and evaluation in addressing major historical topics in modern U.S. History.

Students are also expected to apply their knowledge and skills in Economics, Civics, and Geography in the study of U.S. History.

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

U.S. HISTORY

SOCIAL STUDIES

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
<p>H-1A-H1: applying key concepts, such as chronology and conflict, to explain and analyze patterns of historical change and continuity</p>	<ol style="list-style-type: none"> 1. Construct a timeline to explain and analyze historical periods in U.S. history (H-1A-H1) 2. Compare historical periods or historical conflicts in terms of similar issues, actions, or trends in U.S. history (H-1A-H1) 3. Contrast past and present events or ideas in U.S. history, demonstrating awareness of differing political, social, or economic context (H-1A-H1) 4. Analyze change or continuity in the United States over time based on information in stimulus material (H-1A-H1)
<p>H-1A-H2: explaining and analyzing events, ideas, and issues within a historical context</p>	<ol style="list-style-type: none"> 5. Describe multiple perspectives on an historical issue or event in U.S. history (H-1A-H2) 6. Analyze the point of view of an historical figure or group in U.S. history (H-1A-H2) 7. Analyze or interpret a given historical event, idea, or issue in U.S. history (H-1A-H2) 8. Debate a historical point of view, with supporting evidence, on an issue or event in U.S. history (H-1A-H2)

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

<p>H-1A-H3: interpreting and evaluating the historical evidence presented in primary and secondary sources</p>	<p>9. Evaluate and use multiple primary or secondary materials to interpret historical facts, ideas, or issues (H-1A-H3)</p> <p>10. Determine when primary and/or secondary sources would be most useful when analyzing historical events (H-1A-H3)</p>
<p>H-1A-H4: utilizing knowledge of facts and concepts drawn from history and methods of historical inquiry to analyze historical and contemporary issues</p>	<p>11. Propose and defend alternative courses of action to address an historical or contemporary issue, and evaluate their positive and negative implications (H-1A-H4)</p> <p>12. Analyze and evaluate the credibility of a given historical document (e.g., in terms of its source, unstated assumptions) (H-1A-H4)</p> <p>13. Analyze source material to identify opinion or propaganda and persuasive techniques (H-1A-H4)</p> <p>14. Interpret a political cartoon depicting an historical event, issue, or perspective (H-1A-H4)</p> <p>15. Interpret or analyze historical data in a map, table, or graph to explain historical factors or trends (H-1A-H4)</p>
<p>H-1A-H5: conducting research in efforts to analyze historical questions and issues</p>	<p>16. Construct a narrative summary of an historical speech or address (H-1A-H5)</p> <p>17. Conduct historical research using a variety of resources to answer historical questions related to U.S. history and present that research in appropriate format(s) (visual, electronic, written) (H-1A-H5)</p>
<p>H-1A-H6: analyzing cause-effect relationships</p>	<p>18. Analyze causes and effects in historical and contemporary U.S. events, using a variety of resources (H-1A-H6)</p>
<p><i>B. United States History</i></p>	
<p>H-1B-H1: analyzing the significant changes that resulted from interactions among the peoples of Europe, Africa, and the Americas</p>	
<p>H-1B-H2: summarizing the process by which the United States was colonized and later became an independent nation</p>	

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

H-1B-H3: analyzing the development of the American constitutional system	
H-1B-H4: tracing territorial expansion and reform movements in the United States	
H-1B-H5: analyzing the origins, major events, and effects of the Civil War and Reconstruction	
H-1B-H6: analyzing the development of industrialization and examining its impact on American society	<ul style="list-style-type: none"> 19. Examine the causes of industrialization and analyze its impact on production, business structures, the work force, and society in the United States (H-1B-H6) 20. Describe the emergence of big business and analyze how it changed American society in the late nineteenth century (H-1B-H6) 21. Analyze the changing relationship between the federal government and private industry (H-1B-H6)
H-1B-H7: describing the immigration and internal migration patterns that have occurred in the history of the United States and examining the cultural and social changes that have resulted	<ul style="list-style-type: none"> 22. Describe the phases, geographic origins, and motivations behind mass migration to and within the United States (H-1B-H7) 23. Explain the causes of the late nineteenth-century urbanization of the United States, including immigration and migration from rural areas, and discuss its impact in such areas as housing, political structures, and public health (H-1B-H7) 24. Explain the impact of legislation, federal Indian and land policies, technological developments, and economic policies on established social and migratory groups in the settlement of the western United States (e.g., Dawes Act, Chinese Exclusion Act) (H-1B-H7)
H-1B-H8: evaluating the significance of the Progressive Movement	<ul style="list-style-type: none"> 25. Analyze the role of the media, political leaders, and intellectuals in raising awareness of social problems among Americans in the United States (e.g., Muckrakers, Presidents Roosevelt, Taft, and Wilson, Jane Adams) (H-1B-H8) 26. Evaluate the Progressive movement in terms of its goals and resulting accomplishments (e.g., Sixteenth through Nineteenth Amendments, Pure Food and Drug Act, advances in land conservation) (H-1B-H8)

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

<p>H-1B-H9: analyzing the rise of the labor and agrarian movements</p>	<p>27. Describe problems facing farmers and laborers, the ways they sought to enact change, and the responses of the government and business community (e.g., populism, share-croppers, rise of labor unions) (H-1B-H9)</p>
<p>H-1B-H10: explaining the changing role of the United States in world affairs through World War I</p>	<p>28. Locate on a world map the territories acquired by the United States during its emergence as an imperial power in the world and explain how these territories were acquired (H-1B-H10)</p> <p>29. Explain the U.S. policy of imperialism and how it increased U.S. involvement in world affairs (H-1B-H10)</p> <p>30. Identify causes of World War I (H-1B-H10)</p> <p>31. Describe the events that led to U.S. involvement in World War I (H-1B-H10)</p> <p>32. Identify and describe significant events and issues during World War I (H-1B-H10)</p>
<p>H-1B-H11: analyzing the significant changes that evolved in the United States between World War I and the Great Depression</p>	<p>33. Identify and explain the consequences of World War I, in terms of changes in U.S. foreign and domestic policies during the 1920s (e.g., Treaty of Versailles, Wilson's Fourteen Points, League of Nations) (H-1B-H11)</p> <p>34. Identify the characteristics of the 1920s and describe the cultural changes that resulted (e.g., Harlem Renaissance, prohibition, women's suffrage) (H-1B-H11)</p> <p>35. Analyze the international and domestic events, interests, and philosophies that prompted threats to civil liberties in the aftermath of World War I (H-1B-H11)</p>
<p>H-1B-H12: analyzing the causes, developments, and effects of the Great Depression and the New Deal</p>	<p>36. Identify the causes of the Great Depression (e.g., over speculation, Stock Market Crash of 1929) and analyze its impact on American society (H-1B-H12)</p> <p>37. Explain the expanding role of government as a result of the Great Depression and the New Deal and analyze the effects of the New Deal legislation (H-1B-H12)</p>

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

<p>H-1B-H13: analyzing the origins, course, and results of World War II</p>	<p>38. Describe the conditions that led to the outbreak of World War II (H-1B-H13)</p> <p>39. Describe the events that led the United States into World War II (H-1B-H13)</p> <p>40. Describe the course of World War II, including major turning points and key strategic decisions (H-1B-H13)</p> <p>41. Describe the effects of World War II on the U.S. home front and Europe, including the Holocaust (H-1B-H13)</p> <p>42. Explain the consequences and impact of World War II (e.g., Cold War, United Nations, Baby Boom) (H-1B-H13)</p>
<p>H-1B-H14: examining and summarizing key developments and issues in foreign and domestic policies during the Cold War era</p>	<p>43. Analyze the spread of Communism after World War II and its impact on U.S. foreign policy (H-1B-H14)</p> <p>44. Analyze the conflicts that resulted from Cold War tensions (e.g., Vietnam War, Korean War) (H-1B-H14)</p> <p>45. Describe the impact of the Cold War on American society and domestic policy (e.g., McCarthyism, Space Race) (H-1B-H14)</p> <p>46. Analyze the reasons for the end of the Cold War and its impact on the world today (H-1B-H14)</p>
<p>H-1B-H15: analyzing the economic, political, social, and cultural transformation of the United States since World War II</p>	<p>47. Explain the impact of post-World War II domestic policies on life in the United States (e.g., the Great Society) (H-1B-H15)</p> <p>48. Identify the primary leaders of the Civil Rights Movement and describe major issues and accomplishments (H-1B-H15)</p> <p>49. Describe the effects of Watergate on the United States and its political system (H-1B-H15)</p> <p>50. Identify and describe the social and cultural changes from the 1960s to the present (e.g., Women’s Movement) (H-1B-H15)</p> <p>51. Evaluate various means of achieving equality of political rights (e.g., civil disobedience vs. violent protest) (H-1B-H15)</p>

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

H-1B-H16: explaining the major changes that have resulted as the United States has moved from an industrial to an information society	<p>52. Evaluate the effects of the mass media on American society (H-1B-H16)</p> <p>53. Describe the impact of technology on American society (H-1B-H16)</p>
H-1B-H17: analyzing developments and issues in contemporary American society	<p>54. Analyze contemporary issues in American society and suggest alternative solutions (H-1B-H17)</p> <p>55. Identify recent U.S. Supreme Court decisions and describe how they impact political and social institutions (e.g., presidential election of 2000) (H-1B-H17)</p>
H-1B-H18: discussing and demonstrating an understanding of recent developments in foreign and domestic policies	<p>56. Describe the relationship of the United States and nations of the world in the post-Cold War era (e.g., Middle East conflicts, U.S. peace keeping) (H-1B-H18)</p> <p>57. Identify recent trends in the U.S. economy and explain shifts in government policy designed to address them (e.g., NAFTA, global economy) (H-1B-H18)</p> <p>58. Identify and explain recent domestic issues and reform movements (e.g., terrorism, energy, environment, war on drugs, education) (H-1B-H18)</p>
<i>C. World History</i>	
<i>There are no Grade-Level Expectations for Benchmarks in this substrand.</i>	

WORLD HISTORY INTRODUCTION

History (Core Course: World History—Elective or Alternate to World Geography)

For the high school World History course, the Grade-Level Expectations begin with a focus on the period of exploration and expansion and conclude with contemporary world trends and issues. Students use what they learned in grade 6 (World History to 1500) as a starting point for their study, understanding, and analysis of later history. The foundational historical thinking skills learned in earlier grades are still applied, but with an increased emphasis on analysis and evaluation in addressing major historical topics in the modern world.

Students are also expected to apply their knowledge and skills in Economics, Civics, and Geography in the study of World History and contemporary issues.

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

WORLD HISTORY

SOCIAL STUDIES

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
<p>H-1A-H1: applying key concepts, such as chronology and conflict, to explain and analyze patterns of historical change and continuity</p>	<ol style="list-style-type: none"> 1. Construct a timeline to explain and analyze historical periods in world history (H-1A-H1) 2. Compare historical periods or historical conflicts in terms of similar issues, actions, or trends in world history (H-1A-H1) 3. Contrast past and present events or ideas in world history, demonstrating awareness of differing political, social, or economic context (H-1A-H1) 4. Analyze change or continuity in areas of the world over time based on information in stimulus material (H-1A-H1)
<p>H-1A-H2: explaining and analyzing events, ideas, and issues within a historical context</p>	<ol style="list-style-type: none"> 5. Describe multiple perspectives on an historical issue or event in world history (H-1A-H2) 6. Analyze the point of view of an historical figure or group in world history (H-1A-H2) 7. Analyze or interpret a given historical event, idea, or issue in world history (H-1A-H2) 8. Debate a historical point of view, with supporting evidence, on an issue or event in world history (H-1A-H2)



STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

<p>H-1A-H3: interpreting and evaluating the historical evidence presented in primary and secondary sources</p>	<p>9. Evaluate and use multiple primary or secondary materials to interpret historical facts, ideas, or issues (H-1A-H3)</p> <p>10. Determine when primary and/or secondary sources would be most useful when analyzing historical events (H-1A-H3)</p>
<p>H-1A-H4: utilizing knowledge of facts and concepts drawn from history and methods of historical inquiry to analyze historical and contemporary issues</p>	<p>11. Propose and defend alternative courses of action to address an historical or contemporary issue, and evaluate their positive and negative implications (H-1A-H4)</p> <p>12. Analyze and evaluate the credibility of a given historical document (e.g., in terms of its source, unstated assumptions) (H-1A-H4)</p> <p>13. Analyze source material to identify opinion or propaganda and persuasive techniques (H-1A-H4)</p> <p>14. Interpret a political cartoon depicting an historical event, issue, or perspective (H-1A-H4)</p> <p>15. Interpret or analyze historical data in a map, table, or graph to explain historical factors or trends (H-1A-H4)</p>
<p>H-1A-H5: conducting research in efforts to analyze historical questions and issues</p>	<p>16. Construct a narrative summary of an historical speech or address (H-1A-H5)</p> <p>17. Conduct historical research using a variety of resources to answer historical questions related to world history and present that research in appropriate format(s) (visual, electronic, written) (H-1A-H5)</p>
<p>H-1A-H6: analyzing cause-effect relationships</p>	<p>18. Analyze causes and effects in historical and contemporary world events, using a variety of resources (H-1A-H6)</p>
<p><i>B. United States History</i></p>	
<p><i>There are no Grade-Level Expectations for Benchmarks in this substrand.</i></p>	
<p><i>C. World History</i></p>	
<p>H-1C-H1: analyzing the development of early human communities and civilizations</p>	
<p>H-1C-H2: making generalizations about the cultural legacies of both the ancient river and the classical civilizations</p>	

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

<p>H-1C-H3: analyzing the origins, central ideas, and worldwide impact of major religious and philosophical traditions</p>	
<p>H-1C-H4: summarizing the developments and contributions of civilizations that flourished in Europe, Asia, Africa, and the Americas</p>	
<p>H-1C-H5: analyzing the consequences of the economic and cultural interchange that increasingly developed among the peoples of Europe, Asia, and Africa</p>	
<p>H-1C-H6: analyzing the impact of transoceanic linking of all major regions of the world</p>	<p>19. Explain the origins, developments, and consequences of the transatlantic slave trade between Africa and the Americas and Europe (H-1C-H6)</p> <p>20. Identify major technological innovations in shipbuilding, navigation, and naval warfare, and explain how these technological advances were related to European voyages of exploration, conquest, and colonization (H-1C-H6)</p>
<p>H-1C-H7: analyzing the political, cultural, and economic developments and trends that resulted in the transformation of major world regions</p>	<p>21. Identify demographic, economic, and social trends in major world regions (H-1C-H7)</p> <p>22. Describe key features of the Renaissance, Reformation, Scientific Revolution, and the Age of Enlightenment (H-1C-H7)</p>
<p>H-1C-H8: explaining how the emergence of territorial empires in Europe, Asia, and Africa unified large areas politically, economically, and culturally</p>	<p>23. Describe major changes in world political boundaries between 1450 and 1770 and assess the extent and limitations of European political and military power in Africa, Asia, and the Americas as of the mid-eighteenth century (H-1C-H8)</p> <p>24. Describe the development of nation-states and major world powers (H-1C-H8)</p>
<p>H-1C-H9: tracing the expansion of European power and economic influence in the world and examining the impact of this expansion on societies in Asia and the Americas</p>	<p>25. Describe the goals and consequences of European colonization in the Americas (H-1C-H9)</p> <p>26. Describe the European commercial penetration of Asia and the impact on trade (H-1C-H9)</p> <p>27. Identify the influence of European economic power within Africa and its impact on other parts of the world (H-1C-H9)</p>

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

<p>H-1C-H10: analyzing the impact that political revolutions and new ideologies had on societies around the world</p>	<p>28. Describe the major ideas of philosophers and their effects on the world (H-1C-H10)</p> <p>29. Identify causes and evaluate effects of major political revolutions since the seventeenth century (H-1C-H10)</p> <p>30. Describe how the American Revolution differed from the French Revolution and the impact both had on world political developments (H-1C-H10)</p>
<p>H-1C-H11: evaluating the economic, political, and social consequences of the agricultural and industrial revolutions on world societies</p>	<p>31. Describe the characteristics of the agricultural revolution that occurred in England and Western Europe and analyze its effects on population growth, industrialization, and patterns of landholding (H-1C-H11)</p> <p>32. Describe the expansion of industrial economies and the resulting social transformations throughout the world (e.g., urbanization, change in daily work life) (H-1C-H11)</p>
<p>H-1C-H12: analyzing the patterns of worldwide change that emerged during the era of Western military and economic domination</p>	<p>33. Describe the motives, major events, and effects of Western European and American imperialism in Africa, Asia, and the Americas (H-1C-H12)</p> <p>34. Using a map, identify the extent of European and American territorial expansion (H-1C-H12)</p>

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

<p>H-1C-H13: analyzing the causes and international consequences of World War I, the rise and actions of totalitarian systems, World War II, and other early 20th century conflicts</p>	<ol style="list-style-type: none"> 35. Describe the origins, major events, and peace settlements of World War I from multiple international perspectives (H-1C-H13) 36. Describe the causes and consequences of the Russian Revolution of 1917 (H-1C-H13) 37. Explain how art, literature, and intellectual thought reflect changes brought about by World War I (e.g., Freud, Einstein) (H-1C-H13) 38. Explain the causes and consequences of global depression following World War I (H-1C-H13) 39. Describe the political, social, and economic conditions leading to the rise of totalitarianism in the Soviet Union, Germany, Italy, Japan, and Spain (H-1C-H13) 40. Describe the origins, major events, and peace settlements of World War II including decisions made at wartime conferences (H-1C-H13) 41. Explain the consequences of World War II as a total war (e.g., occupation of defeated powers, Nuremberg trials, Japanese war trials, Cold War, NATO, Warsaw Pact) (H-1C-H13)
<p>H-1C-H14: analyzing the international power shifts and the breakup of colonial empires that occurred in the years following World War II</p>	<ol style="list-style-type: none"> 42. Explain major differences in the political ideologies and values of the Western democracies versus the Soviet bloc and how they led to development of the Cold War (H-1C-H14) 43. Describe the causes and effects of major Cold War crises and military conflicts on the world (H-1C-H14) 44. Analyze and compare the development of Communism in the Soviet Union and China (H-1C-H14) 45. Describe the end of colonial rule in Asia, Africa, the Americas, and the Middle East (H-1C-H14)

STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS

H-1C-H15: explaining the worldwide significance of major political, economic, social, cultural, and technological developments and trends

46. Describe the role of the United Nations in the contemporary world (H-1C-H14)
47. Analyze the consequences of the breakup of the Soviet Union on the world (H-1C-H15)
48. Describe terrorist movements in terms of their proliferation and impact on politics and societies (H-1C-H15)
49. Describe the progress and status of democratic movements and civil rights around the world (H-1C-H15)
50. Explain the political, social, and economic significance of the growing interdependence in the global economy (H-1C-H15)
51. Analyze information about current economic systems undergoing change (e.g., command economy to mixed economy, traditional economy to industrial economy, developing countries to developed countries) (H-1C-H15)
52. Describe and evaluate the significance and possible consequences of major technological innovations and trends (H-1C-H15)

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 16 th century to the mid-18 th 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.