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Part CXXI. Bulletin 1964—Louisiana Content Standards, Benchmarks, and Grade Level Expectations for Social Studies

Chapter 1. General

§101. Introduction

A. Preparation for the office of citizen is the crucial purpose of American education, according to Thomas Jefferson. The vitality of American constitutional democracy depends on competent citizens. Full literacy for the 21st century demands a challenging education with adequate attention to all academic disciplines. Effective social studies education reinforces the democratic principles and ideals of citizenship. A solid base of social studies knowledge and skills develops civic competence by focusing on rights, responsibilities, and respect.

B. The Louisiana framework for social studies rests on the foundation of four core disciplines, or strands, from the social sciences: geography, civics, economics, and history. Each of these disciplines offers a distinct perspective for examining the world. Other social sciences, such as anthropology and sociology, are incorporated within these strands.

C. In this document, each of the strand titles names a traditional field of scholarly study, with a phrase explaining the underlying themes. For each strand, a focus paragraph explains the discipline's importance to the overall education of the students. A standard statement then gives a general description of what students should know and be able to do as a result of the study of that strand. Following each standard, specific benchmarks are listed for Grades K-4, 5-8, and 9-12. For organizational purposes, these benchmarks are categorized according to appropriate content standards.

D. This document is intended to be used as a blueprint for local curricular decisions. The rigorous framework promotes local flexibility in curricular design, course sequence, assessment methods, and instructional strategies. The social studies curriculum should expand students' thinking across the boundaries of separate academic subjects. A reasonable balance between breadth of content and depth of inquiry must be achieved.

E. Through mastery of the key concepts and process skills outlined in this document, students will become accomplished problem solvers and informed decision makers. They will be able to assume their places in the economic work force as effective producers and consumers. Civic competence for Louisiana's citizens will be achieved with the implementation of these rigorous and challenging content standards.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17:24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2801 (November 2005).

§103. Louisiana Content Standards Foundation Skills

A. The Louisiana Content Standards Task Force has developed the following foundational skills which should apply to all students in all disciplines.

1. Communication—a process by which information is exchanged and a concept of "meaning" is being created and shared between individuals through a common system of symbols, signs, or behavior. Students should be able to communicate clearly, fluently, strategically, technologically, critically, and creatively in society and in a variety of workplaces. This process can best be accomplished through use of the following skills: reading, writing, speaking, listening, viewing, and visually representing;

2. Problem Solving—the identifying of an obstacle or challenge and the application of knowledge and thinking processes which include reasoning, decision making, and inquiry in order to reach a solution using multiple pathways, even when no routine path is apparent;

3. Resource Access and Utilization—the process of identifying, locating, selecting, and using resource tools to help in analyzing, synthesizing, and communicating information. The identification and employment of appropriate tools, techniques, and technologies are essential to all learning processes. These resource tools include pen, pencil, and paper; audio/video material, word processors, computers, interactive devices, telecommunication, and other emerging technologies;

4. Linking and Generating Knowledge—the effective use of cognitive processes to generate and link knowledge across the disciplines and in a variety of contexts. In order to engage in the principles of continual improvement, students must be able to transfer and elaborate on these processes. Transfer refers to the ability to apply a strategy or content knowledge effectively in a setting or context other than that in which it was originally learned. Elaboration refers to monitoring, adjusting, and expanding strategies into other contexts; and

5. Citizenship—the application of the understanding of the ideals, rights, and responsibilities of active participation in a democratic republic that includes working respectfully and productively together for the benefit of the individual and the community; being accountable for one's choices and actions and understanding their impact on oneself and others; knowing one's civil, constitutional, and

statutory rights; and mentoring others to be productive citizens and lifelong learners.

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17:24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2802 (November 2005).

§105. Information Literacy Model for Lifelong Learning

A. Students must become competent and independent users of information to be productive citizens of the 21st Century. They must be prepared to live in an information-rich and changing global society. Due to the rapid growth of technology, the amount of information available is accelerating so quickly that teachers are no longer able to impart a complete knowledge base in a subject area. In addition, students entering the workforce must know how to access information, solve problems, make decisions, and work as part of a team. Therefore, information literacy, the ability to recognize an information need and then locate, evaluate, and effectively use the needed information, is a basic skill essential to the 21st century workplace and home. Information literate students are self-directed learners who, individually or collaboratively, use information responsibly to create quality products and to be productive citizens. Information literacy skills must not be taught in isolation; they must be integrated across all content areas, utilizing fully the resource of the classroom, the school library media center, and the community. The Information Literacy Model for Lifelong Learners is a framework that teachers at all levels can apply to help students become independent lifelong learners.

1. Defining/Focusing. The first task is to recognize that an information need exists. Students make preliminary decisions about the type of information needed based on prior knowledge.

2. Selecting Tools and Resources. After students decide what information is needed, they then develop search strategies for locating and accessing appropriate, relevant sources in the school library media center, community libraries and agencies, resource people, and others as appropriate.

3. Extracting and Recording. Students examine the resources for readability, currency, usefulness, and bias. This task involves skimming or listening for key words, "chunking" reading, finding main ideas, and taking notes.

4. Processing Information. After recording information, students must examine and evaluate the data in order to utilize the information retrieved. Students must interact with the information by categorizing, analyzing, evaluating, and comparing for bias, inadequacies, omissions, errors, and value judgments. Based on their findings, they either move on to the next step or do additional research.

5. Organizing Information: Students effectively sort, manipulate, and organize the information that was retrieved. They make decisions on how to use and communicate their findings.

6. Presenting Findings. Students apply and communicate what they have learned (e.g., research report, project, illustration, dramatization, portfolio, book, book report, map, oral/audio/visual presentation, game, bibliography, hyperstack).

7. Evaluating Efforts. Throughout the information problem solving process, students evaluate their efforts. This assists students in determining the effectiveness of the research process. The final product may be evaluated by the teacher and also other qualified or interested resource persons.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2802 (November 2005).

§107. Louisiana Social Studies Content Strands

A. Geography: Physical and Cultural Systems

1. The world in spatial terms
2. Places and regions
3. Physical and human systems
4. Environment and society

B. Civics: Citizenship and Government

1. Structure and purposes of government
2. Foundations of the American political system
3. International relationships
4. Roles of the citizen

C. Economics: Interdependence and Decision Making

1. Fundamental economic concepts
2. Individuals, households, businesses, and governments
3. The economy as a whole

D. History: Time, Continuity, and Change

1. Grades K-4
 - a. Historical thinking skills
 - b. Families and communities
 - c. Louisiana and United States history
 - d. World history
2. Grades 5-8
 - a. Historical thinking skills
 - b. United States history
 - c. World history

- d. Louisiana history
- 3. Grades 9-12
 - a. Historical thinking skills
 - b. United States history
 - c. World history

NOTE: Grade clusters are listed under the History strand to identify the specific categories emphasized at each level.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17:24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2803 (November 2005).

§109. Louisiana Social Studies Strands

A. Geography: Physical and Cultural Systems: Strand One

1. 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.

B. Civics: Citizenship and Government: Strand Two

1. Students develop and 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.

C. Economics: Interdependence and Decision Making: Strand Three

1. 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.

D. History: Time, Continuity, and Change: Strand Four

1. Students develop a sense of historical time and historical perspective as they study the history of their community, state, nation, and world.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17:24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2803 (November 2005).

Chapter 3. Geography: Strand One

§301. Physical and Cultural Systems

A. Focus. Geography, the study of the spatial aspects of human existence, enables students to find answers to questions about the world around them. A geographically informed person sees, understands, and appreciates the connections among people, places, and environments. Understanding these connections requires an acute awareness of space, which can be identified in terms of location, distance, direction, pattern, shape, and arrangement. With a strong grasp of geography, students will

be prepared to understand issues and solve problems in the contemporary world. The standards and benchmarks contained in this strand should be applied throughout the social studies curriculum.

B. Standard. 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.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2803 (November 2005).

§303. Benchmarks K-4

A. In Grades K-4, what students know and are able to do includes:

1. The World in Spatial Terms

a. 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, 3, 4);

b. G-1A-E2: Locating and interpreting geographic features and places on maps and globes (1, 2, 3, 4);

c. G-1A-E3: Constructing maps, graphs, charts, and diagrams to describe geographical information and to solve problems (1, 3, 4);

2. Places and Regions

a. G-1B-E1: Describing and comparing the physical characteristics of places, including land forms, bodies of water, soils, vegetation, and climate (1, 3, 4);

b. G-1B-E2: Identifying and describing the human characteristics of places, including population distributions and culture (1, 3, 4);

c. G-1B-E3: Describing how the physical and human characteristics of places change over time (1, 3, 4);

d. G-1B-E4: Defining and differentiating regions by using physical characteristics, such as climate and land forms, and by using human characteristics, such as economic activity and language (1, 3, 4);

3. Physical and Human Systems

a. G-1C-E1: Describing how physical processes help to shape features and patterns on Earth's surface (1, 3, 4);

b. G-1C-E2: Describing and comparing the types of settlement and patterns of land use in local communities, the United States, and world regions (1, 2, 3, 4);

c. G-1C-E3: Describing and explaining the characteristics, distribution, and migration of human populations (1, 3, 4);

d. G-1C-E4: Identifying and comparing the cultural characteristics of different regions and people (1, 2, 3, 4);

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e. G-1C-E5: Locating and explaining the spatial distribution of economic activities (1, 3, 4);

f. G-1C-E6: Identifying and describing types of territorial units, such as parishes or counties, states, and countries (1, 3, 4, 5);

4. Environment and Safety

a. G-1D-E1: Identifying and explaining ways in which people depend upon and modify the physical environment (1, 2, 3, 4);

b. G-1D-E2: Describing how humans adapt to variations in the physical environment (1, 2, 3, 4);

c. G-1D-E3: Describing the locations, causes and effects of natural disasters on the environment and society (1, 2, 3, 4);

d. G-1D-E4: Describing the use, distribution, and importance of natural resources (1, 2, 3, 4, 5).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

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§305. Benchmarks 5-8

A. As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:

1. The World in Spatial Terms

a. G-1A-M1: Identifying and describing the characteristics, functions, and applications of various types of maps and other geographic representations, tools, and technologies (1, 2, 3, 4);

b. G-1A-M2: Interpreting and developing maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns (1, 2, 3, 4);

c. G-1A-M3: Organizing and displaying information about the location of geographic features and places by using mental mapping skills (1, 2, 3, 4);

2. Places and Regions

a. G-1B-M1: Explaining and analyzing both the physical and human phenomena associated with specific places, including precipitation and settlement patterns (1, 2, 3, 4);

b. G-1B-M2: Identifying and describing significant physical features that have influenced historical events (1, 2, 3, 4);

c. G-1B-M3: Identifying criteria used to define regions and explaining how and why regions change (1, 2, 3, 4);

d. G-1B-M4: Describing and explaining how personal interests, culture, and technology affect people's perceptions and uses of places and regions (1, 2, 3, 4);

3. Physical and Human Systems

a. G-1C-M1: Prediction and explaining how physical features help to shape patterns and arrangements in the physical environment (1, 2, 3, 4);

b. G-1C-M2: Identifying key demographic concepts and using these concepts to analyze the population characteristics of a country or region (1, 2, 3, 4);

c. G-1C-M3: Describing the characteristics and patterns of human settlement in different regions of the world and analyzing the impact of urbanization (1, 2, 3, 4);

d. G-1C-M4: Analyzing types, patterns, and effects of human migration over time (1, 2, 3, 4);

e. G-1C-M5: Tracing local and worldwide patterns of cultural diffusion and analyzing their causes and effects (1, 3, 4);

f. G-1C-M6: Comparing historical and contemporary patterns of economic interdependence (1, 2, 3, 4);

g. G-1C-M7: Explaining how cooperation and conflict among people contribute to the political divisions on Earth's surface (1, 2, 4);

4. Environment and Society

a. G-1D-M1: Analyzing and evaluating the effects of human actions upon the physical environment (1, 2, 3, 4, 5);

b. G-1D-M2: Explaining and giving examples of how characteristics of different physical environments affect human activities (1, 2, 3, 4, 5);

c. G-1D-M3: Analyzing the worldwide distribution and utilization of natural resources (1, 2, 3, 4, 5);

d. G-1D-M4: Identifying problems that relate to contemporary geographic issues and researching possible solutions (1, 2, 3, 4, 5).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2804 (November 2005).

§307. Benchmarks 9-12

A. As students in Grades 9-12 extend and refine their knowledge, what they know and are able to do includes:

1. The World in Spatial Terms

a. G-1A-H1: Using geographical representations, tools, and technologies to explain, analyze, and solve geographic problems (1, 2, 3, 4);

b. G-1A-H2: Organizing geographic information and answering complex questions by formulating mental maps of places and regions (1, 2, 3, 4);

2. Places and Regions

a. G-1B-H1: Determining how location and social, cultural, and economics processes affect the features and significance of places (1, 2, 3, 4);

b. G-1B-H2: Analyzing the ways in which physical and human characteristics of places and regions have affected historic events (1, 2, 3, 4);

c. G-1B-H3: Analyzing the various ways in which physical and human regions are structured and interconnected (1, 2, 3, 4);

d. G-1B-H4: Explaining and evaluating the importance of places and regions to cultural identity (1, 2, 3, 4, 5);

3. Physical and Human Systems

a. G-1C-H1: Analyzing the ways in which Earth's dynamic and interactive physical processes affect different regions of the world (1, 2, 3, 4);

b. G-1C-H2: Determining the economics, political, and social factors that contribute to human migration and settlement patterns and evaluating their impact on physical and human systems (1, 2, 3, 4);

c. G-1C-H3: Analyzing trends in world population numbers and patterns and predicting their consequences (1, 2, 3, 4);

d. G-1C-H4: Analyzing the characteristics, distribution, and interrelationships of the world's cultures (1, 2, 3, 4, 5);

e. G-1C-H5: Describing and evaluating spatial distributions of economics systems and how economic systems affect regions (1, 3);

f. G-1C-H6: Analyzing how cooperation, conflict, and self-interests impact social, political, and economic entities on Earth (1, 2, 3, 4, 5);

4. Environment and Society

a. G-1D-H1: Describing and evaluating the ways in which technology has expanded the human capability to modify the physical environment (1, 2, 3, 4, 5);

b. G-1D-H2: Examining the challenges placed on human systems by the physical environment and formulating strategies to deal with these challenges (1, 2, 3, 4, 5);

c. G-1D-H3: Analyzing the relationship between natural resources and the exploration, colonization, settlement, and uses of land in different regions of the world (1, 2, 3, 4, 5);

d. G-1D-H4: Evaluating policies and programs related to the use of natural resources (1, 2, 3, 4, 5);

e. G-1D-H5: Developing plans to solve local and regional geographic problems related to contemporary issues (1, 2, 3, 4, 5).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

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Chapter 5. Civics: Strand Two

§501. Citizenship and Government

A. Focus. In order for citizens to exercise their rights and fulfill their responsibilities as members of a self-governing society, they must acquire the knowledge and skills necessary for informed, responsible participation in political life. A commitment to the fundamental principles of American constitutional democracy is essential to its preservation and progression. Because a democratic society must rely on the knowledge, skills, and virtues of its citizens, the study of civics is central to the purpose of American education. The standards and benchmarks contained in this strand should be applied throughout the social studies curriculum.

B. Standard. 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.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2805 (November 2005).

§503. Benchmarks K-4

A. In Grades K-4, what students know and are able to do includes:

1. Structure and Purposes of Government

a. C-1A-E1: Describing government in terms of the people and groups who make, apply, and enforce rules and laws in the home, school, community, and nation (1, 3, 4, 5);

b. C-1A-E2: Explaining the necessity and basic purposes of government (1, 5);

c. C-1A-E3: Comparing limited governments to unlimited governments (1, 3);

d. C-1A-E4: Identifying and describing some of the major responsibilities of local, state, and national governments (1, 3, 5);

e. C-1A-E5: Identifying key members of government at the local, state, and national levels and describing their powers and the limits on their powers (1, 3, 5);

f. C-1A-E6: Explaining how officials in government acquire the authority to exercise political power (1, 5);

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g. C-1A-E7: Explaining the purposes and importance of rules and laws (1, 2, 3, 5);

2. Foundations of the American Political System

a. C-1B-E1: Identifying basic principles of American constitutional democracy and explaining how the constitutions of the United States and Louisiana reflect these principles (1, 3, 4, 5);

b. C-1B-E2: Discussing the importance of citizens' sharing and supporting the principles of American constitutional democracy (1, 3, 4, 5);

3. International Relationships

a. C-1C-E1: Explaining that the world is divided into different nations and describing the major ways that these nations interact (1, 3, 4, 5);

4. Roles of the Citizen

a. C-1D-E1: Explaining the meaning of citizenship and the means by which individuals become citizens of the United States (1, 3, 5);

b. C-1D-E2: Describing the rights and responsibilities of citizenship in a democratic society (1, 5);

c. C-1D-E3: Identifying and discussing civic traits that are important to the preservation and improvement of American constitutional democracy (1, 4, 5);

d. C-1D-E4: Describing the many ways that citizens can participate in and contribute to their communities and to American society (1, 2, 4, 5);

e. C-1D-E5: Discussing issues related to citizenship and public service (1, 3, 5).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17:24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2805 (November 2005).

§505. Benchmarks 5-8

A. As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:

1. Structure and Purposes of Government

a. C-1A-M1: Explaining major ideas about why governments are necessary and evaluating competing positions on the purposes government should serve (1, 2, 4, 5);

b. C-1A-M2: Describing the essential characteristics of various systems of government (1, 3, 4, 5);

c. C-1A-M3: Explaining how the powers of the government are distributed, shared, and limited by the United States and Louisiana constitutions (1, 3, 5);

d. C-1A-M4: Explaining the purposes of state constitutions and describing the relationship of state constitutions to the federal constitution (1, 3, 5);

e. C-1A-M5: Describing the organization and major responsibilities of local, state, and national governments (1, 3, 5);

f. 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 (1, 3, 5);

g. C-1A-M7: Explaining the importance of law in the American constitutional system and applying criteria to evaluate rules and laws (1, 2, 3, 4, 5);

h. C-1A-M8: Explaining how public policy is formed, debated, and carried out at local, state, and national levels (1, 3, 4, 5);

i. C-1A-M9: Explaining the necessity of taxes and describing the purposes for which tax revenues are used (1, 3, 4, 5);

j. C-1A-M10: Identifying and evaluating different types of taxes;

2. Foundations of the American Political System

a. C-1B-M1: Explaining the essential ideas and historical origins of American constitutional government (1, 4, 5);

b. C-1B-M2: Identifying and describing the historical experiences and the geographic, social, and economic factors that have helped to shape American political culture (1, 3, 4, 5);

c. C-1B-M3: Explaining the meaning and importance of basic principles of American constitutional democracy as reflected in core documents (1, 3, 4, 5);

d. C-1B-M4: Analyzing the ways in which political and social conflict can be peacefully resolved (1, 2, 4, 5);

e. C-1B-M5: Analyzing democratic processes used to institute change (1, 2, 5);

f. C-1B-M6: Analyzing the importance of political parties, campaigns, and elections in the American political system (1, 2, 3, 4, 5);

3. International Relationships

a. C-1C-M1: Describing how the world is organized politically and explaining the means by which nation-states interact (1, 3, 4);

b. C-1C-M2: Explaining the formation, implementation, and impact of United States foreign policy (1, 3, 5);

c. C-1C-M3: Identifying types of foreign policy issues, using current and historical examples (1, 2, 3, 4, 5);

4. Roles of the Citizen

a. C-1D-M1: Explaining the meaning of citizenship and the requirements for citizenship and naturalization in the United States (1, 5);

b. C-1D-M2: Identifying the rights and responsibilities of citizens and explaining their importance to the individual and to society (1, 4, 5);

c. C-1D-M3: Discussing issues involving the rights and responsibilities of individuals in American society (1, 2, 4, 5);

d. 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 (1, 2, 3, 4, 5);

e. C-1D-M5: Communicating the importance of knowledge to competent and responsible political participation and leadership (1, 4, 5);

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17:24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2806 (November 2005).

§507. Benchmarks 9-12

A. As students in Grades 9-12 extend and refine their knowledge, what they know and are able to do includes:

1. Structure and Purposes of Government

a. C-1A-H1: Analyzing the necessity and purposes of politics and government and identifying examples of programs that fit within those purposes (1, 2, 4, 5);

b. C-1A-H2: Comparing and evaluating the essential characteristics of various systems of government and identifying historical and contemporary examples of each (1, 2, 3, 4, 5);

c. C-1A-H3: Explaining and evaluating issues related to the distribution of powers and responsibilities within the federal system (1, 2, 4, 5);

d. C-1A-H4: Explaining the organization and functions of local, state, and national governments and evaluating their relationships (1, 2, 3, 4, 5);

e. C-1A-H5: Evaluating the role and importance of law in the American political system and applying criteria to evaluate laws (1, 2, 3, 4, 5);

f. C-1A-H6: Examining the major responsibilities of the national government for domestic and foreign policy (1, 3, 4, 5);

g. C-1A-H7: Explaining how government is financed through taxation (1, 3, 4, 5);

2. Foundations of the American Political System

a. C-1B-H1: Analyzing the central ideas and historical origins of American constitutional government and evaluating how this form of government has helped to shaped American society (1, 2, 3, 4, 5);

b. 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 (1, 2, 3, 4, 5);

c. C-1B-H3: Analyzing the nature of American political and social conflict (1, 2, 3, 4, 5);

d. C-1B-H4: Evaluating issues related to the differences between American ideals and the realities of American social and political life (1, 2, 4, 5);

e. C-1B-H5: Evaluating the roles of political parties, campaigns, and elections in American politics (1, 2, 3, 4, 5);

f. C-1B-H6: Analyzing the historical and contemporary roles of associations and groups in local, state, and national politics (1, 2, 3, 4, 5);

3. International Relationships

a. 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 (1, 2, 3, 4, 5);

b. C-1C-H2: Analyzing the major foreign policy positions of the United States and evaluating their consequences (1, 2, 3, 4, 5);

c. 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 (1, 2, 3, 4, 5);

4. Roles of the Citizen

a. C-1D-H1: Evaluating and defending positions on issues regarding the personal, political, and economics rights of citizens (1, 2, 3, 4, 5);

b. C-1D-H2: Evaluating and defending positions regarding the personal and civic responsibilities and citizens in American constitutional democracy (1, 2, 3, 4, 5);

c. 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 (1, 2, 4, 5);

d. C-1D-H4: Analyzing and evaluating the importance of political leadership, public service, and a knowledgeable citizenry to American constitutional democracy (1, 2, 4, 5);

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17:24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2806 (November 2005).

Chapter 7. Economics: Strand Three

§701. Interdependence and Decision Making

A. Focus. Effective economic education in our schools is the key to preparing young people for economic decisions in

their personal lives and as citizens in a democratic society. An economically literate work force is critical to the well-being of our state and nation. Students need to understand and apply basic economic concepts in order to make reasoned judgments in a complex and changing world. With economic knowledge and decision-making skills, students will be ready to live and work productively in the 21st century. The standards and benchmarks contained in this strand should be applied throughout the social studies curriculum.

B. Standard. 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.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17:24.4; R.S. 17:154.

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§703. Benchmarks K-4

A. In Grades K-4, what students know and are able to do includes:

1. Fundamental Economic Concepts

- a. E-1A-E1: Recognizing that limited resources require people to make decisions (1, 2, 4);
- b. E-1A-E2: Identifying what is gained and lost when individuals or groups make decisions (1, 3, 4, 5);
- c. E-1A-E3: Demonstrating how economic wants affect decisions about using goods and services (1, 2, 4);
- d. E-1A-E4: Discussing and determining the process for making economic decisions (1, 2, 3, 4, 5);
- e. E-1A-E5: Explaining the relationships among producers and consumers (1, 4);
- f. E-1A-E6: Describing how natural resources, human resources, and capital (human-made) resources have been used and are combined in the production of goods and services (1, 3, 4);
- g. E-1A-E7: Describing how specialization affects productivity and contributes to the need for interdependence among producers and consumers (1, 4);
- h. E-1A-E8: Determining how the development of skills and knowledge relates to career opportunity and economic well-being (1, 4, 5);
- i. E-1A-E9: Identifying different methods for the distribution of goods and services, including the concept of markets (1, 4, 5);
- j. E-1A-E10: Identifying some of the economic institutions, such as households and banks, that make up the economy (1, 4);

k. E-1A-E11: Explaining and demonstrating why people participate in voluntary exchanges and how money helps in the process (1, 2, 4, 5);

2. Individuals, Households, Businesses, and Governments

- a. E-1B-E1: Describing how prices are determined by the interactions of buyers and sellers (1, 3, 4);
- b. E-1B-E2: Explaining how the changes in prices affect incentives to produce, consume, and save (1, 3, 4);
- c. E-1B-E3: Identifying and explaining economic concepts, such as profit as an incentive for people to take economic risk (1, 2, 4);
- d. E-1B-E4: Explaining why some goods and services are provided by the government through taxing, charging user fees, and borrowing (1, 3, 4, 5);
- e. E-1B-E5: Identifying the major goods and services produced in the local community and state (1, 3, 5).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

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§705. Benchmarks 5-8

A. As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:

1. Fundamental Economic Concepts

- a. E-1A-M1: Describing how the scarcity of resources necessitates decision making at both person and societal levels (1, 2, 4, 5);
- b. E-1A-M2: Analyzing consequences of economic decisions in terms of additional benefits and additional costs (1, 2, 4);
- c. E-1A-M3: Analyzing the consequences and opportunity cost of economic decisions (1, 2, 3, 4);
- d. E-1A-M4: Analyzing the role of specialization in the economic process (1, 2, 4);
- e. E-1A-M5: Giving examples of how skills and knowledge increase productivity and career opportunities (1, 3, 4, 5);
- f. E-1A-M6: Describing the essential differences in the production and allocation of goods and services in traditional, command, and market systems;
- g. E-1A-M7: Describing the various institutions, such as business firms and government agencies, that make up economic systems (1, 4);
- h. E-1A-M8: Differentiating among various forms of exchange and money (1, 3, 4);

i. E-1A-M9: Using economic concepts to help explain historic and contemporary events and developments (1, 2, 3, 4);

2. Individuals, Households, Businesses, and Governments

a. E-1B-M1: Explaining the role of supply and demand in a competitive market system (1, 3, 4);

b. E-1B-M2: Explaining the factors that affect the production and distribution of goods and services (1, 4);

c. E-1B-M3: Explaining the difference between private and public goods and services (1, 4, 5);

d. E-1B-M4: Identifying the costs and benefits of government policies on competitive markets (1, 3, 4, 5);

e. E-1B-M5: Identifying different types of taxes and user fees and predicting their consequences (1, 3, 4, 5);

f. E-1B-M6: Determining the reasons for trade between nations, identifying costs and benefits, and recognizing the worldwide interdependence that results (1, 4);

g. E-1B-M7: Describing historical and economic factors that have contributed to the development and growth of the national, state, and local economies (1, 3, 4, 5);

3. The Economy as a Whole

a. E-1C-M1: Explaining the meaning of economic indicators that help to describe economies (1, 3);

b. E-1C-M2: Describing the influences of inflation, unemployment, and underemployment on different groups of people (1, 4, 5).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

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§707. Benchmarks 9-12

A. As students in Grades 9-12 extend and refine their knowledge, what they know and are able to do includes:

1. Fundamental Economic Concepts

a. E-1A-H1: Analyzing the impact of the scarcity of productive resources and examining the choices and opportunity cost that result (1, 2, 3, 4, 5);

b. E-1A-H2: Analyzing the roles that production, distribution, and consumption play in economic decisions (1, 2, 3, 4);

c. E-1A-H3: Applying the skills and knowledge necessary in making decisions about career options (2, 3, 4, 5);

d. E-1A-H4: Comparing and evaluating economic systems (1, 2, 3, 4);

e. E-1A-H5: Explaining the basic features of market structures and exchanges (1, 3, 4);

f. E-1A-H6: Analyzing the roles of economic institutions, such as corporations and labor unions, that compose economic systems (1, 2, 4);

g. E-1A-H7: Analyzing the roles of money and banking in an economic system (1, 2, 3, 4);

h. E-1A-H8: Applying economic concepts to understand and evaluate historical and contemporary issues (1, 2, 3, 4);

2. Individuals, Households, Businesses, and Governments

a. E-1B-H1: Identifying factors that cause changes in supply and demand (1, 2, 3, 4);

b. E-1B-H2: Analyzing how changes in supply and demand, price, incentives, and profit influence production and distribution in a competitive market system (1, 2, 4);

c. E-1B-H3: Analyzing the impact of governmental taxation, spending, and regulation on different groups in a market economy (1, 2, 3, 4, 5);

d. E-1B-H4: Analyzing the causes and consequences of worldwide economic interdependence (1, 2, 3, 4);

e. E-1B-H5: Evaluating the effects of domestic policies on international trade (1, 2, 3, 4);

f. E-1B-H6: Analyzing Louisiana's role in the national and world economies (1, 2, 3, 4, 5);

3. The Economy as a Whole

a. E-1C-H1: Explaining the meanings of such economic indicators as GDP, per capita GDP, real GDP, CPI, and unemployment rate (1, 3, 4);

b. E-1C-H2: Explaining how interest rates, investments, and inflation/deflation impact the economy (1, 3, 4);

c. E-1C-H3: Analyzing the causes and consequences of unemployment, underemployment, and income distribution in a market economy (1, 2, 3, 4);

d. E-1C-H4: Explaining the basic concepts of United States fiscal policy, monetary policy, and regulations and describing their effects on the economy (1, 3, 4);

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

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Chapter 9. History: Strand Four

§901. Time, Continuity, and Change

A. Focus. History, the written record of the past, examines the forces of change and continuity that have influenced the human experience over time. In our participatory democracy, that knowledge must be shared by all. Americans need to understand the relationship between past and present, the major trends in the historic and contemporary worlds, and key historical turning points. The study of the great sweep of history explains the past so that citizens can understand the present and look toward the future. The standards and benchmarks contained in this strand should be applied throughout the social studies curriculum.

B. Standard. Students develop a sense of historical perspective as they study the history of their community, state, nation, and world.

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§903. Benchmarks K-4

A. In Grades K-4, what students know and are able to do includes:

1. Historical Thinking Skills
 - a. H-1A-E1: Demonstrating an understanding of the concepts of time and chronology (1, 3, 4);
 - b. H-1A-E2: Recognizing that people in different times and places view the world differently (1, 3, 4);
 - c. H-1A-E3: Identifying and using primary and secondary historical sources to learn about the past (1, 3, 4);
2. Families and Communities
 - a. H-1B-E1: Describing and comparing family life in the present and the past (1, 2, 3, 4);
 - b. H-1B-E2: Relating the history of the local community and comparing it to other communities of long ago (1, 2, 3, 4);
3. Louisiana and United States History
 - a. H-1C-E1: Describing the people, events, and ideas that were significant to the growth and development of our state and nation (1, 3, 4);
 - b. H-1C-E2: Identifying the development of democratic principles and discussing how these principles have been exemplified by historic figures, events, and symbols (1, 3, 4, 5);
 - c. H-1C-E3: Describing the causes and nature of various movements of large groups of people into and within Louisiana and the United States throughout history (1, 3, 4);

d. H-1C-E4: Recognizing how folklore and other cultural elements have contributed to our local, state, and national heritage (1, 3, 4);

4. World History

a. H-1D-E1: Identifying the characteristics and historical development of selected societies throughout the world (1, 3, 4);

b. H-1D-E2: Describing the social and economic impact of major scientific and technological advancements (1, 3, 4);

c. H-1D-E3: Discussing the impact of significant contributions made by historic figures from different regions of the world (1, 3, 4);

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

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§905. Benchmarks 5-8

A. As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:

1. Historical Thinking Skills
 - a. H-1A-M1: Describing chronological relationships and patterns (1, 3, 4);
 - b. H-1A-M2: Demonstrating historical perspective through the political, social and economic context in which an event or idea occurred (1, 2, 3, 4);
 - c. H-1A-M3: Analyzing the impact that specific individuals, ideas, events, and decisions had on the course of history (1, 2, 3, 4);
 - d. H-1A-M4: Analyzing historical data using primary and secondary sources (1, 2, 3, 4);
 - e. H-1A-M5: Identifying issues and problems from the past and evaluating alternative courses of action (1, 2, 3, 4);
 - f. H-1A-M6: Conducting research in efforts to answer historical questions (1, 2, 3, 4);
2. United States History
 - a. Era 1: Three Worlds Meet (Beginnings to 1620)
 - i. H-1B-M1: Identifying and describing characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450 (1, 3, 4);
 - ii. H-1B-M2: Explaining the cultural, ecological, and economic results of early European exploration and colonization (1, 3, 4);
 - b. Era 2: Colonization and Settlement (1565-1763)

i. H-1B-M3: Describing the interactions among Native Americans, early Europeans, and Africans in the Americas (1, 3, 4);

ii. H-1B-M4: Tracing the emergence of religious freedom and changing political institutions in the English colonies (1, 3, 4);

iii. H-1B-M5: Analyzing the impact of European cultural, political, and economic ideas and institutions on life in the Americas (1, 2, 3, 4);

c. Era 3: Revolution and the New Nation (1754-1820s)

i. H-1B-M6: Explaining the causes and course of the American Revolution and the reasons for the American victory (1, 3, 4);

ii. H-1B-M7: Explaining the impact of the American Revolution on the politics, society, and economy of the new nation (1, 3, 4);

iii. 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 (1, 3, 4);

d. Era 4: Expansion and Reform (1801-1861)

i. H-1B-M9: Describing the territorial expansion of the United States and analyzing the effects on relations with Native Americans and external powers (1, 3, 4, 5);

ii. 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 (1, 2, 3, 4);

iii. H-1B-M11: Explaining and giving examples of the reform movements that occurred during the antebellum period and evaluating their impact on American society (1, 2, 3, 4, 5);

e. Era 5: Civil War and Reconstruction (1850-1877)

i. H-1B-M12: Describing the causes and course of the Civil War and examining the impact of the war on the American people (1, 3, 4);

ii. H-1B-M13: Comparing and evaluating various reconstruction plans of the post-Civil War era (1, 2, 3, 4);

f. Era 6: The Development of the Industrial United States (1870-1900)

i. H-1B-M14: Describing the impact of industrialization in the United States (1, 3, 4);

g. Era 7: The Emergence of Modern America (1890-1930)

i. H-1B-M15: Describing the significant economic, political, social, and cultural changes that have occurred in the United States during the 20th century (1, 3, 4);

ii. H-1B-M16: Identifying the causes and consequences of major world conflicts involving the United States (1, 3, 4);

h. Era 8: The Great Depression and World War II (1929-1945)

i. H-1B-M17: Describing the impact of the Great Depression and World War II on American society (1, 3, 4);

i. Era 9: Contemporary United States (1945 to the Present)

i. H-1B-M18: Discussing significant developments and issues in contemporary United States history (1, 2, 3, 4, 5);

3. World History

a. Era 1: The Beginnings of Society

i. H-1C-M1: Describing the earliest human communities (1, 3, 4);

ii. H-1C-M2: Explaining the emergence of agricultural societies around the world (1, 3, 4);

b. Era 2: The Rise of Early Civilization (4000-1000 B.C.)

i. H-1C-M3: Identifying the major characteristics of early civilizations in Mesopotamia, Egypt, and the Indus valley (1, 3, 4);

ii. H-1C-M4: Tracing the development and expansion of agricultural societies and the emergence of new states (1, 3, 4);

iii. H-1C-M5: Analyzing the political, social, and cultural consequences of population movements and militarization in Europe and Asia (1, 2, 3, 4);

c. Era 3: Classical Traditions, Major Religions, and Giant Empires (1000 B.C.-A.D. 300)

i. H-1C-M6: Discussing and giving examples of technological and cultural innovation and change (1, 3, 4);

ii. H-1C-M7: Describing the classical civilizations and examining their interactions and influences (1, 3, 4);

iii. H-1C-M8: Describing and comparing the emergence of major religions and large-scale empires in the Mediterranean basin, China, and India (1, 3, 4);

d. Era 4: Expanding Zones of Exchange and Encounter (A.D. 300-1000)

i. H-1C-M9: Tracing the expansion of major religions and cultural traditions and examining the impact on civilizations in Europe, Asia, and Africa (1, 3, 4);

ii. 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 (1, 2, 3, 4);

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e. Era 5: Intensified Hemispheric Interactions (A.D. 1000-1500)

i. 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 (1, 2, 3, 4);

ii. H-1C-M12: Explaining the developments and events that led to the political, social, cultural, and economic transformation of Europe (1, 3, 4);

iii. H-1C-M13: Describing the development and expansion of complex societies and empires in the Americas (1, 3, 4);

f. Era 6: Emergence of the First Global Age (1450-1770)

i. 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 (1, 3, 4);

g. Era 7: An Age of Revolutions (1750-1914)

i. H-1C-M15: Determining and discussing the impact of the political, agricultural, and industrial revolutions on societies around the world (1, 3, 4);

ii. H-1C-M16: Describing the transformation of world societies that occurred during an era of global trade and Western domination (1, 3, 4);

h. Era 8: A Half-Century of Crisis and Achievement (1900-1945)

i. H-1C-M17: Identifying the causes and worldwide consequences of major 20th century conflicts (1, 3, 4);

i. Era 9: The 20th Century Since 1945 (1945 to the Present)

i. H-1C-M18: Identifying and discussing significant political, economic, social, cultural, and technological trends that have had an impact on the modern world (1, 3, 4, 5);

4. Louisiana History

a. H-1D-M1: Describing the contributions of people, events, movements, and ideas that have been significant in the history of Louisiana (1, 3, 4);

b. H-1D-M2: Tracing the development of the various governments that have been established in Louisiana throughout its history (1, 3, 4, 5);

c. H-1D-M3: Identifying and discussing the major conflicts in Louisiana's past (1, 2, 3, 4);

d. H-1D-M4: Locating and describing Louisiana's geographic features and examining their impact on people past and present (1, 3, 4);

e. H-1D-M5: Tracing the development and growth of Louisiana's economy throughout history (1, 3, 4);

f. H-1D-M6: Examining folklore and describing how cultural elements have shaped our state and local heritage (1, 3, 4).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

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§907. Benchmarks 9-12

A. As students in Grades 9-12 extend and refine their knowledge, what they know and are able to do includes:

1. Historical Thinking Skills

a. H-1A-H1: Applying key concepts, such as chronology and conflict, to explain and analyze patterns of historical change and continuity (1, 2, 3, 4);

b. H-1A-H2: Explaining and analyzing events, ideas, and issues within a historical context (1, 2, 3, 4);

c. H-1A-H3: Interpreting and evaluating the historical evidence presented in primary and secondary sources (1, 2, 3, 4);

d. H-1A-H4: Utilizing knowledge of facts and concepts drawn from history and methods of historical inquiry to analyze historical and contemporary issues (1, 2, 3, 4, 5);

e. H-1A-H5: Conducting research in efforts to analyze historical questions and issues (1, 2, 3, 4);

f. H-1A-H6: Analyzing cause-effect relationships (1, 2, 3, 4);

2. United States History

a. Era 1: Three Worlds Meet (Beginnings to 1620)

i. H-1B-H1: Analyzing the significant changes that resulted from interactions among the peoples of Europe, Africa, and the Americas (1, 2, 3, 4);

b. Era 2: Colonization and Settlement (1565-1763)

i. H-1B-H2: Summarizing the process by which the United States was colonized and later became an independent nation (1, 4);

c. Era 3: Revolution and the New Nation (1754-1820s)

i. H-1B-H3: Analyzing the development of the American constitutional system (1, 2, 3, 4);

d. Era 4: Expansion and Reform (1801-1861)

i. H-1B-H4: Tracing territorial expansion and reform movements in the United States (1, 3, 4);

e. Era 5: Civil War and Reconstruction (1850-1877)

i. H-1B-H5: Analyzing the origins, major events, and effects of the Civil War and Reconstruction (1, 2, 3, 4);

f. Era 6: The Development of the Industrial United States (1870-1900)

i. H-1B-H6: Analyzing the development of industrialization and examining its impact on American society (1, 2, 3, 4);

ii. 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 (1, 2, 3, 4);

g. Era 7: The Emergence of Modern America (1890-1930)

i. H-1B-H8: Evaluating the significance of the Progressive Movement (1, 2, 3, 4);

ii. H-1B-H9: Analyzing the rise of the labor and agrarian movements (1, 2, 3, 4);

iii. H-1B-H10: Explaining the changing role of the United States in world affairs through World War I (1, 3, 4);

iv. H-1B-H11: Analyzing the significant changes that evolved in the United States between World War I and the Great Depression (1, 2, 3, 4);

h. Era 8: The Great Depression and World War II (1929-1945)

i. H-1B-H12: Analyzing the causes, developments, and effects of the Great Depression and the New Deal (1, 2, 3, 4);

ii. H-1B-H13: Analyzing the origins, course, and results of World War II (1, 2, 3, 4);

i. Era 9: Contemporary United States (1945 to the Present)

i. H-1B-H14: Examining and summarizing key developments and issues in foreign and domestic policies during the Cold War era (1, 2, 3, 4);

ii. H-1B-H15: Analyzing the economic, political, social, and cultural transformation of the United States since World War II (1, 2, 3, 4, 5);

iii. H-1B-H16: Explaining the major changes that have resulted as the United States has moved from an industrial to an information society (1, 3, 4);

iv. H-1B-H17: Analyzing developments and issues in contemporary American society (1, 2, 3, 4, 5);

v. H-1B-H18: Discussing and demonstrating an understanding of recent developments in foreign and domestic policies (1, 2, 3, 4, 5);

3. World History

a. Era 1: The Beginnings of Society

i. H-1C-H1: Analyzing the development of early human communities and civilizations (1, 2, 3, 4);

b. Era 2: The Rise of Early Civilizations (4000-1000 B.C.)

i. H-1C-H2: Making generalizations about the cultural legacies of both the ancient river and the classical civilizations (1, 3, 4);

c. Era 3: Classical Traditions, Major Religions, and Giant Empire (1000 B.C.-A.D. 300)

i. H-1C-H3: Analyzing the origins, central ideas, and worldwide impact of major religious and philosophical traditions (1, 2, 3, 4);

d. Era 4: Expanding Zones of Exchange and Encounter (A.D. 300-1000)

i. H-1C-H4: Summarizing the developments and contributions of civilizations that flourished in Europe, Asia, Africa, and the Americas (1, 3, 4);

e. Era 5: Intensified Hemispheric Interactions (A.D. 1000-1500)

i. H-1C-H5: Analyzing the consequences of the economic and cultural interchange that increasingly developed among the peoples of Europe, Asia, and Africa (1, 2, 3, 4);

f. Era 6: Emergence of the First Global Age (1450-1770)

i. H-1C-H6: Analyzing the impact of transoceanic linking of all major regions of the world (1, 2, 3, 4);

ii. H-1C-H7: Analyzing the political, cultural, and economic developments and trends that resulted in the transformation of major world regions (1, 2, 3, 4);

iii. H-1C-H8: Explaining how the emergence of territorial empires in Europe, Asia, and Africa unified large areas politically, economically, and culturally (1, 3, 4);

iv. 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 (1, 3, 4);

g. Era 7: An Age of Revolutions (1750-1914)

i. H-1C-H10: Analyzing the impact that political revolutions and new ideologies had on societies around the world (1, 2, 3, 4);

ii. H-1C-H11: Evaluating the economic, political, and social consequences of the agricultural and industrial revolutions on world societies (1, 2, 3, 4);

iii. H-1C-H12: Analyzing the patterns of worldwide change that emerged during the era of Western military and economic domination (1, 2, 3, 4);

h. Era 8: A Half-Century of Crisis and Achievement (1900-1945)

i. 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 (1, 2, 3, 4);

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i. Era 9: The 20th Century since 1945 (1945 to the Present)

ii. H-1C-H14: Analyzing the international power shifts and the breakup of colonial empires that occurred in the years following World War II (1, 2, 3, 4);

iii. H-1C-H15: Explaining the worldwide significance of major political, economic, social, cultural, and technological developments and trends (1, 2, 3, 4, 5);

B. Notes about the History Benchmarks for Grades 5-12

1. The history benchmarks for Grades 5-12 are arranged chronologically in historical eras for clarity.

2. If a benchmark covers content in more than one historical era, the benchmark will be listed only in the earliest of the chronological eras being covered.

3. Benchmarks for Grades 5-8 detail United States history to 1877 and world history to 1450. Benchmarks for Grades 9-12 provide detailed emphasis on United States history from 1877 and world history from 1450 to the present.

4. The intent is to allow for mastery of needed content without detailed repetition and major omissions. Students should master the benchmarks through emphasis at the indicated levels, with introduction and review of the entire historical survey included.

5. Whenever appropriate, the content of the benchmarks should be made relevant by relating them to state and local history and current events.

6. The traditional terms, B.C. and A.D., are used to help clarify the historical eras in the world history benchmarks. If preferred, the terms BCE (Before the Common Era) and CE (in the Common Era) may be substituted.

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17:24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2811 (November 2005).

Chapter 11. Grade Level Expectations

§1101. Prekindergarten

A. Geography: Strand One

1. The World in Spatial Terms

a. GLE 1: Identify representations of roads, bodies of water, and buildings in play activities (PK-CSS-G1) (G-1A-E1);

b. GLE 2: Demonstrate an awareness of the world around them (e.g., provide simple information about a trip the student has taken or where the student lives) (PK-CSS-G3) (G-1A-E2).

B. Civics: Strand Two

1. Roles of the Citizen

a. GLE 3: Identify community workers and their jobs (PK-CSS-C1) (C-1D-E3) (C-1D-E4);

b. GLE 4: Discuss ways people can help each other (e.g., sharing, paying attention, and taking turns) (PK-SE-C1) (C-1D-E4);

c. GLE 5: Participate in patriotic activities (PK-CSS-C2) (C-1D-E4).

C. Economics: Strand Three

1. Fundamental Economic Concepts

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

D. History: Strand Four

1. Historical Thinking Skills

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

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17:24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2812 (November 2005).

§1103. Kindergarten

A. Geography: Strand One

1. The World in Spatial Terms

a. GLE 1: Identify a map and a globe as a representation of Earth (G-1A-E1);

b. GLE 2: Recognize the shape of Louisiana and the United States on maps and globes (G-1A-E2);

c. GLE 3: Demonstrate an understanding of directionality, position, and size by correctly using and responding to words such as *left*, *right*, *first*, *last*, *big*, *little* (G-1A-E2);

d. GLE 4: Create simple maps to identify the location of places in the home or classroom (G-1A-E3);

2. Places and Regions

a. GLE 5: Identify the difference between land and water and locate both on a map or globe (G-1B-E1);

b. GLE 6: Describe people and places in the school and community (G-1B-E3);

3. Physical and Human Systems

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

4. Environment and Society

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

B. Civics: Strand Two

1. Structure and Purposes of Government

a. GLE 9: Identify home and class rules, and the persons responsible for enforcement (C-1A-E1);

b. GLE 10: Identify governmental employees and their roles (e.g., postal workers, police) (C-1A-E2);

c. GLE 11: Identify reasons for home and classroom rules (C-1A-E7);

2. Foundations of the American Political System

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

3. Roles of the Citizen

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

C. Economics: Strand Three

1. Fundamental Economic Concepts

a. GLE 14: Identify ways people use money to purchase goods (E-1A-E3);

b. GLE 15: Identify work people do and the name of related jobs at home and school (E-1A-E7);

c. GLE 16: Describe a situation illustrating a voluntary exchange (e.g., trading seats, exchanging books) (E-1A-E11);

D. History: Strand Four

1. Historical Thinking Skills

a. GLE 17: Use words to describe the chronology of the school day (e.g., first, next, last) (H-1A-E1);

b. GLE 18: Identify ways in which people are alike and different (H-1A-E2);

c. GLE 19: Describe personal likes and dislikes (e.g., picture journals) (H-1A-E3);

2. Louisiana and United States History

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

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17:24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2813 (November 2005).

§1105. First Grade

A. Geography: Strand One

1. The World in Spatial Terms

a. GLE 1: Identify and use simple map symbols and key/legend (G-1A-E1);

b. GLE 2: Interpret a simple chart (G-1A-E1);

c. GLE 3: Describe a map as a representation of a place (G-1A-E1);

d. GLE 4: Locate places on the school campus and describe their relative location (G-1A-E2);

e. GLE 5: Create simple maps to identify the relative location of places in the school and community (G-1A-E3);

2. Places and Regions

a. GLE 6: Identify Earth's various physical features (e.g., oceans, islands, mountains, rivers) (G-1B-E1);

b. GLE 7: Identify human features in the local region such as farms, cities, buildings, and roads (G-1B-E3);

c. GLE 8: Identify English as the major language of the United States and recognize that there are secondary languages in some areas of the country (G-1B-E4);

3. Physical and Human Systems

a. GLE 9: Describe how seasons affect the local community (G-1C-E1);

b. GLE 10: Identify and compare differences in land use (e.g., rural and city settlements) (G-1C-E2);

c. GLE 11: Identify and compare basic elements of culture (e.g., food, music, celebrations) (G-1C-E4);

d. GLE 12: Identify the types of economic activities in which family members participate (G-1C-E5);

e. GLE 13: Identify by name the town, parish, state, and country in which the student lives (G-1C-E6);

4. Environment and Society

a. GLE 14: Identify the basic human needs of food, clothing, and shelter (G-1D-E1);

b. GLE 15: Identify various types of human shelters and describe building materials used for construction (G-1D-E2);

B. Civics: Strand Two

1. Structure and Purposes of Government

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

b. GLE 17: Explain the necessity of establishing leadership and order at school (C-1A-E2);

c. GLE 18: Identify and recognize the current president of the United States (C-1A-E5);

d. GLE 19: Explain the process of voting using classroom issues (C-1A-E6);

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e. GLE 20: Propose rules and consequences for a given situation and explain why the rules would be important (C-1A-E7);

2. Foundations of the American Political System

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

3. Roles of the Citizen

a. GLE 22: Define the meaning of the term *classroom citizen* (C-1D-E1);

b. GLE 23: Identify patriotic songs and American symbols (C-1D-E4);

c. GLE 24: Identify ways to participate in public service within school or community (e.g., volunteer, donations, parent organizations) (C-1D-E5);

C. Economics: Strand Three

1. Fundamental Economic Concepts

a. GLE 25: Identify the difference between basic human needs and wants (E-1A-E3);

b. GLE 26: Identify a personal example of how the cost of an item affects whether or not it can be purchased (E-1A-E4);

c. GLE 27: Describe how the individual is a consumer (E-1A-E5);

d. GLE 28: Identify simple descriptions of the work people do and the names of related jobs in the community (E-1A-E7);

e. GLE 29: Explain why people in a school and community have different jobs (E-1A-E7);

f. GLE 30: Describe skills the student can do well (e.g., personal, physical, academic) (E-1A-E8);

g. GLE 31: Describe the benefits of a voluntary exchange (E-1A-E11);

D. History: Strand Four

1. Historical Thinking Skills

a. GLE 32: Use words to describe time (past, present, future) (H-1A-E1);

b. GLE 33: Identify similarities and differences in families over time (e.g., structure, roles of women, men, and children) (H-1A-E2);

c. GLE 34: Create a primary source of personal information (e.g., autobiography, journal/diary) (H-1A-E3);

2. Families and Communities

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

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17:24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2813 (November 2005).

§1107. Second Grade

A. Geography: Strand One

1. The World in Spatial Terms

a. GLE 1: Interpret a diagram (G-1A-E1);

b. GLE 2: Describe basic characteristics of maps and globes (G-1A-E1);

c. GLE 3: Use cardinal directions to locate places on maps and places in the classroom, school, and community (G-1A-E2);

d. GLE 4: Identify geographical features in the local region (G-1A-E2);

e. GLE 5: Construct a bar graph to represent given geographical information (G-1A-E3);

f. GLE 6: Sketch a simple map related to the classroom, school, or community (mental map) (G-1A-E3);

2. Places and Regions

a. GLE 7: Describe how location, weather, and physical environment affect where and how people live (G-1B-E1);

b. GLE 8: Identify examples of various landforms (e.g., continents, islands) (G-1B-E1);

c. GLE 9: Identify the human characteristics of the local community (G-1B-E2);

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

3. Physical and Human Systems

a. GLE 11: Describe how climate affects the vegetation in the community (G-1C-E1);

b. GLE 12: Identify the types of settlement and patterns of land use in the local community (G-1C-E2);

c. GLE 13: Identify simple demographics of a local region (e.g., mostly factory workers) (G-1C-E3);

d. GLE 14: Identify ways of making a living within the community (G-1C-E5);

4. Environment and Society

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

B. Civics: Strand Two

1. Structure and Purposes of Government

a. GLE 16: Identify local community and parish laws, and the persons responsible for making and enforcing them (C-1A-E1);

b. GLE 17: Identify the necessity of local government and how it helps meet the basic needs of society (C-1A-E2);

c. GLE 18: Describe major responsibilities of local government (C-1A-E4);

d. GLE 19: Identify key government positions at the local level, their powers, and limits on their powers (C-1A-E5);

e. GLE 20: Explain how government officials at the local level are elected (C-1A-E6);

f. GLE 21: Explain the need/purpose/importance of having rules in the school, community, and society (C-1A-E7);

2. Foundations of the American Political System

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

3. Roles of the Citizen

a. GLE 23: Define the meaning of the term *community citizen* (C-1D-E1);

b. GLE 24: Identify examples of responsible citizenship in the school and community settings (C-1D-E2);

c. GLE 25: Discuss the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules (C-1D-E3);

d. GLE 26: Describe actions individuals or groups may take to improve their community (C-1D-E4);

e. GLE 27: Explain the significance of national holidays and the achievements of the people associated with them (C-1D-E4);

f. GLE 28: Identify a community issue and describe how good citizenship can help solve the problem (C-1D-E5);

C. Economics: Strand Three

1. Fundamental Economic Concepts

a. GLE 29: Explain how basic human needs of food, clothing, and shelter can be met (E-1A-E1);

b. GLE 30: Identify examples of scarcity in the local community (E-1A-E1);

c. GLE 31: Identify what is gained and what is lost (given up) in choosing one of several alternatives (e.g., skating with friends versus bowling with parents) (E-1A-E2);

d. GLE 32: Identify examples of choices families make when buying goods and services (E-1A-E4);

e. GLE 33: Identify a consumer and a producer and their roles in the economy (E-1A-E5);

f. GLE 34: Explain how people in the local community depend on each other for goods and services (E-1A-E5);

g. GLE 35: Identify various ways in which resources are used (e.g., use of trees to produce wood for building, wood products, heat) (E-1A-E6);

h. GLE 36: Describe the roles of farmers, processors, and distributors in food production and consumption (E-1A-E6);

i. GLE 37: Describe the role of weather, land, and water resources in food production over time (E-1A-E6);

j. GLE 38: Identify the specialized work that people do to manufacture, transport, and market goods and services (E-1A-E7);

k. GLE 39: Describe the importance of skills and education in choosing a career (E-1A-E8);

l. GLE 40: Identify a local economic institution (e.g., bank) (E-1A-E10);

m. GLE 41: Explain why people exchange goods and services (E-1A-E11);

2. Individuals, Households, Businesses, and Governments

a. GLE 42: Identify individuals or groups in the community who have started new businesses (E-1B-E3);

b. GLE 43: Identify goods and services provided by the local government (E-1B-E4);

c. GLE 44: Explain the difference between goods and services and give examples of each within the local community (E-1B-E5);

D. History: Strand Four

1. Historical Thinking Skills

a. GLE 45: Develop a personal timeline (H-1A-E1);

b. GLE 46: Identify similarities and differences in communities over time (H-1A-E2);

c. GLE 47: Identify sources where historical information can be found and how that information can be used (H-1A-E3);

d. GLE 48: Locate general areas on maps and globes referenced in historical stories and legends (H-1A-E3);

2. Families and Communities

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

3. Louisiana and United States History

a. GLE 50: Identify and describe the significance of various community landmarks and symbols (H-1C-E2);

b. GLE 51: Identify cultural elements (e.g., crafts, customs, music, folklore) of the local community (H-1C-E4);

4. World History

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

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17:24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2814 (November 2005).

§1109. Third Grade

A. Geography: Strand One

1. The World in Spatial Terms

a. GLE 1: Describe characteristics and uses of various maps (e.g., physical, political, topographical, population) (G-1A-E1);

b. GLE 2: Differentiate between a bar, pictograph, and circle graph (G-1A-E1);

c. GLE 3: Interpret a graph, chart, and diagram (G-1A-E2);

d. GLE 4: Use a compass rose and cardinal directions to locate and interpret a map of the community and Louisiana (G-1A-E2);

e. GLE 5: Locate major geographic features of Louisiana on a map (G-1A-E2);

f. GLE 6: Construct a chart, line graph, or diagram to display geographical information (G-1A-E3);

g. GLE 7: Sketch a simple map of Louisiana from memory (mental map) (G-1A-E3);

h. GLE 8: Show the location of a specified place by entering it on a labeled grid (e.g., the library is located at [grid point] E-3) (G-1A-E3);

2. Places and Regions

a. GLE 9: Describe and compare the physical characteristics of various regions of Louisiana (G-1B-E1);

b. GLE 10: Identify and describe the human characteristics of places in Louisiana (G-1B-E2);

c. GLE 11: Describe how people and the physical environment have changed over time in Louisiana based on given information (G-1B-E3);

d. GLE 12: Use maps, charts, and pictures to describe how places in Louisiana are different (e.g., land use, vegetation, architecture) (G-1B-E4);

3. Physical and Human Systems

a. GLE 13: Identify examples of physical processes affecting Louisiana (e.g., coastal erosion, river changes) (G-1C-E1);

b. GLE 14: Locate, describe, and compare urban, suburban, and rural communities in Louisiana (G-1C-E2);

c. GLE 15: Identify and explain patterns of settlement in different time periods in Louisiana (G-1C-E3);

d. GLE 16: Identify and compare customs, celebrations, and traditions of various cultural groups in Louisiana (G-1C-E4);

e. GLE 17: Identify the relationship between geography and economic activities in Louisiana (G-1C-E5);

f. GLE 18: Locate the town, parish, state, and country in which the student lives on a political map (G-1C-E6);

4. Environment and Society

a. GLE 19: Identify and explain ways in which people in Louisiana modify the physical environment to meet basic needs and achieve certain purposes (e.g., clearing land for urban development) (G-1D-E1);

b. GLE 20: Explain how humans have adapted to the physical environment in Louisiana (G-1D-E2);

c. GLE 21: Identify natural resources in Louisiana and describe their uses and importance (G-1D-E4);

B. Civics: Strand Two

1. Structure and Purposes of Government

a. GLE 22: Identify state laws, and the persons responsible for making and enforcing them (C-1A-E1);

b. GLE 23: Identify the necessity of state government and how it helps meet the basic needs of society (C-1A-E2);

c. GLE 24: Describe major responsibilities of state government (C-1A-E4);

d. GLE 25: Identify key government positions at the state level, their powers, and limits on their powers (C-1A-E5);

e. GLE 26: Explain how government officials at the state and national levels are elected (C-1A-E6);

f. GLE 27: Define *laws* and explain the difference between *laws* and *rules* (C-1A-E7);

2. Foundations of the American Political Systems

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

3. Roles of the Citizens

a. GLE 29: Identify the qualities of people who were leaders and *good citizens* as shown by their honesty, courage, trustworthiness, and patriotism (C-1D-E3);

b. GLE 30: Identify a state issue and describe how good citizenship can help solve the problem (e.g., participation in an anti-litter campaign) (C-1D-E5);

C. Economics: Strand Three

1. Fundamental Economic Concepts

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

2. Individuals, Households, Businesses, and Governments

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

D. History: Strand Four

1. Historical Thinking Skills

- a. GLE 46: Complete a timeline based on given information (H-1A-E1);
- b. GLE 47: Use information in a map, table, or graph to describe the past (H-1A-E3);

- c. GLE 48: Identify primary and secondary sources (H-1A-E3);

- d. GLE 49: Identify ways different cultures record their histories (e.g., oral, visual, written) (H-1A-E3);

2. Families and Communities

- a. GLE 50: Describe family life at a given time in history and compare it with present-day family life (H-1B-E1);

- b. GLE 51: Describe changes in community life, comparing a given time in history to the present (H-1B-E2);

3. Louisiana and United States History

- a. GLE 52: Identify and describe early settlers in Louisiana (H-1C-E1);

- b. GLE 53: Identify people and their influence in the early development of Louisiana (H-1C-E1);

- c. GLE 54: Describe the importance of events and ideas significant to Louisiana's development (H-1C-E1);

- d. GLE 55: Identify and describe the significance of various state and national landmarks and symbols (H-1C-E2);

- e. GLE 56: Identify the causes and effects of the major historical migrations to Louisiana (H-1C-E3);

- f. GLE 57: Identify cultural elements that have contributed to our state heritage (e.g., Mardi Gras, Cajun/Creole cooking) (H-1C-E4);

4. World History

- a. GLE 58: Describe aspects of family life, structures, and roles in cultures other than the United States (H-1D-E1);

- b. GLE 59: Explain how technology has changed present-day family and community life in Louisiana (H-1D-E2).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17:24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2815 (November 2005).

§1111. Fourth Grade

A. Geography: Strand One

1. The World in Spatial Terms

- a. GLE 1: Interpret different kinds of maps using a map key/legend, compass rose, cardinal and intermediate directions, and distance scale (G-1A-E1);

- b. GLE 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);

- c. GLE 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);

d. GLE 4: Identify all U.S. states by shapes and position on map (G-1A-E2);

e. GLE 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);

2. Places and Regions

a. GLE 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);

b. GLE 7: Identify the best place for human settlement based on a map showing physical characteristics of an area (G-1B-E1);

c. GLE 8: Explain physical and human developments in a region of the United States since it was first settled based on given information (G-1B-E3);

d. GLE 9: Identify, define, and compare regions of the United States using physical and human characteristics (e.g., land forms and use, cultural diversity) (G-1B-E4);

3. Physical and Human Systems

a. GLE 10: Identify physical processes that change Earth's surface and create physical features suddenly or over time (e.g., what physical processes created the Grand Canyon, the Great Lakes, the Hawaiian Islands) (G-1C-E1);

b. GLE 11: Identify geographical/physical reasons for regional variations that influence patterns of settlement and land use in the United States and the world, past and present (G-1C-E2);

c. GLE 12: Describe characteristics of the human population in a given area (e.g., cultural diversity, population size or growth) (G-1C-E3);

d. GLE 13: Explain and compare the cultural identities of various U.S. regions and how a region is influenced by past events and the heritage of its people (G-1C-E4);

e. GLE 14: Locate economic activities that use natural resources in the local region, state, and nation and describe the importance of the activities to these areas (G-1C-E5);

f. GLE 15: Differentiate between countries, states, parishes, and cities (G-1C-E6);

4. Environment and Society

a. GLE 16: Identify ways in which people in the United States depend upon and modify the physical environment (G-1D-E1);

b. GLE 17: Identify natural disasters, their causes, areas prone to them, and how those disasters affect people and the environment (G-1D-E3);

c. GLE 18: Describe the importance of specific natural resources to human survival and human endeavors (G-1D-E4);

d. GLE 19: Describe the use, distribution, and importance of natural resources in different regions of the United States using geographic tools such as maps (G-1D-E4);

B. Civics: Strand Two

1. Structure and Purposes of Government

a. GLE 20: Identify the necessity or basic purposes of government in such terms as establishing order, providing security, managing conflict, and providing services (C-1A-E2);

b. GLE 21: Distinguish between *limited government* and *unlimited government* (C-1A-E3);

c. GLE 22: Explain the role of government and the rights of citizens (C-1A-E3);

d. GLE 23: Identify the three branches of the federal government and describe their major responsibilities (C-1A-E4);

e. GLE 24: Identify key government positions at the national level, their respective powers, and limits on their powers (C-1A-E5);

f. GLE 25: Distinguish between elected and appointed officials and give examples of each at the local, state, and national levels (C-1A-E6);

g. GLE 26: Identify the purpose and importance of a rule or a law (C-1A-E7);

2. Foundations of the American Political System

a. GLE 27: Describe the significance of the Declaration of Independence, the U.S. Constitution and its principles of democracy, and the Bill of Rights (e.g., basic freedoms) (C-1B-E1);

b. GLE 28: Explain the similarities between the Louisiana and U.S. Constitutions (C-1B-E1);

3. International Relationships

a. GLE 29: Explain the concept of *nation* with reference to countries, governments, and peoples (C-1C-E1);

b. GLE 30: Identify ways nations interact and why interactions are important (e.g., treaties, diplomacy) (C-1C-E1);

c. GLE 31: Identify the United Nations and its role in international peace keeping (C-1C-E1);

4. Roles of the Citizen

a. GLE 32: Identify the means by which individuals become U.S. citizens (C-1D-E1);

b. GLE 33: Identify the rights and responsibilities of citizenship in making the nation a better place to live (C-1D-E2);

c. GLE 34: Discuss civic traits of *good citizenship* that are important to the preservation and improvement of American constitutional democracy, using an excerpt from a speech, address, or essay which illustrates those traits (C-1D-E3) (C-1D-E4);

d. GLE 35: Identify a national issue and describe how good citizenship can help solve the problem (C-1D-E5);

C. Economics: Strand Three

1. Fundamental Economic Concepts

a. GLE 36: Demonstrate that limited resources necessitate choices and decisions (E-1A-E1);

b. GLE 37: Explain the factors, including trade-offs, involved in a choice or decision (e.g., discuss the choices and decisions involved in developing a personal budget) (E-1A-E4);

c. GLE 38: Identify the four basic questions all producers must answer (i.e., What will be produced? How will it be produced? For whom will it be produced? How much will be produced?) (E-1A-E5);

d. GLE 39: Describe the combination of natural, human, and capital resources needed to produce a given good (e.g., a candy bar) or given service (e.g., recycling paper) (E-1A-E6);

e. GLE 40: Define some effects of division of labor and specialization in a given context, such as a simple assembly line (e.g., greater labor productivity/output per hour) (E-1A-E7);

f. GLE 41: Describe the benefits of increasing one's skill/knowledge and various ways to do so (E-1A-E8);

g. GLE 42: Describe the basic concept of a *market* (e.g., exchange of goods/services between buyers and sellers) and identify ways of transporting goods (E-1A-E9);

h. GLE 43: Identify the roles of banks, governments, businesses, and households in the economy (E-1A-E10);

i. GLE 44: Identify the relationship between money, writing checks, and credit cards (E-1A-E11);

j. GLE 45: Explain why people engage in voluntary exchange/barter/direct trading (E-1A-E11);

2. Individuals, Households, Businesses, and Governments

a. GLE 46: Describe how supply and demand affect the price of a good or service in a given situation (E-1B-E1);

b. GLE 47: Explain how a rise or fall in prices affects personal, family, and government budgets (E-1B-E2);

c. GLE 48: Identify the terms *profit* and *risk* and give examples of risk that businesses take to make a profit (E-1B-E3);

d. GLE 49: Define *tax* and explain how government pays for goods and services through taxes and fees (E-1B-E4);

D. History: Strand Four

1. Historical Thinking Skills

a. GLE 50: Interpret data presented in a timeline or construct a historical timeline (e.g., events in history, historical figure's life and accomplishments) (H-1A-E1);

b. GLE 51: Compare how a person today might view an issue or event differently from a person living in an earlier time (H-1A-E2);

c. GLE 52: Describe the point of view of an historical figure or group, drawing on given stimulus material (e.g., views expressed in the "I Have a Dream" speech) (H-1A-E2);

d. GLE 53: Interpret historical information in a map, table, or graph (H-1A-E3);

e. GLE 54: Compare and contrast primary and secondary sources (H-1A-E3);

2. Families and Communities

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

3. Louisiana and United States History

a. GLE 56: Identify and describe major early explorers and explorations in North America (H-1C-E1);

b. GLE 57: Identify leaders and their influence in the early development of America (H-1C-E1);

c. GLE 58: Describe the importance of events and ideas significant to our nation's development (H-1C-E1);

d. GLE 59: Identify a document/speech/address significant to the development of the nation from an excerpt (e.g., Preamble to the U.S. Constitution), and identify the author/speaker of a particular document/speech/address (H-1C-E1);

e. GLE 60: Describe American democratic principles as exemplified by major historic events, groups of people, and leaders (e.g., American Revolution, Civil War, Civil Rights Movement) (H-1C-E2);

f. GLE 61: Identify the causes and effects of the major historical (voluntary and involuntary) migrations to and within America (H-1C-E3) (G-1C-E3);

g. GLE 62: Identify and explain cultural elements that have contributed to our national heritage (H-1C-E4);

4. World History

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

b. GLE 64: Identify significant historical achievements of various cultures of the world (e.g., building of the pyramids, founding of the Olympics) (H-1D-E1);

c. GLE 65: Identify and describe inventions that have affected people's lives or altered their view of the world (H-1D-E2);

d. GLE 66: Identify the chronological order of major scientific or technological advancements (H-1D-E2);

e. GLE 67: Identify important historic figures from around the world and explain the impact of their contributions (e.g., Galileo, Madame Curie, Guttenberg) (H-1D-E3).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17:24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2817 (November 2005).

§1113. Fifth Grade

A. Geography: Strand One

1. The World in Spatial Terms

a. GLE 1: Describe the characteristics, functions, and applications of various types of maps (G-1A-M1);

b. GLE 2: Compare the uses of different types of maps, including two different types of maps of the same area (G-1A-M1);

c. GLE 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);

d. GLE 4: Locate major landforms and geographic features, places, and bodies of water/waterways on a map of the United States (G-1A-M2);

e. GLE 5: Translate a mental map into sketch form to illustrate relative location, size, and distances between places (G-1A-M3);

2. Places and Regions

a. GLE 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);

b. GLE 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);

c. GLE 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);

d. GLE 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);

3. Physical and Human Systems

a. GLE 10: Describe the influence of location and physical setting on the founding of the original thirteen colonies (G-1C-M3);

b. GLE 11: Explain the reasons why Europeans chose to explore and colonize the world (G-1C-M4);

c. GLE 12: Describe the economic interdependence among the thirteen American colonies (G-1C-M6);

d. GLE 13: Explain how geographic differences and similarities among the thirteen American colonies contributed to political cooperation and conflict (G-1C-M7);

4. Environment and Society

a. GLE 14: Describe the impact of human action on the physical environment of early America (G-1D-M1);

b. GLE 15: Explain and give examples of how Native Americans and Europeans adapted to living in a particular North American physical environment (G-1D-M2);

c. GLE 16: Identify the natural resources used by people in the United States (G-1D-M3);

B. Civics: Strand Two

1. Structure and Purposes of Government

a. GLE 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);

C. Economics: Strand Three

1. Fundamental Economic Concepts

a. GLE 18: Describe economic activities within and among American Indian cultures prior to contact with Europeans (E-1A-M9);

b. GLE 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);

D. History: Strand Four

1. Historical Thinking Skills

a. GLE 20: Construct a timeline of key events in American history (beginnings to 1763) (H-1A-M1);

b. GLE 21: Demonstrate an understanding of relative and absolute chronology by interpreting data presented in a timeline (H-1A-M1);

c. GLE 22: Identify different points of view about key events in early American history (H-1A-M2);

d. GLE 23: Identify the causes, effects, or impact of a given event in early American history (H-1A-M3);

e. GLE 24: Use both a primary and secondary source to describe key events or issues in early American history (H-1A-M4);

f. GLE 25: Identify historical issues or problems in early America and explain how they were addressed (H-1A-M5);

g. GLE 26: Conduct historical research using a variety of resources to answer historical questions related to early American history (H-1A-M6);

2. United States History

a. GLE 27: Identify and describe indigenous cultures and groups that existed in the Americas at the beginning of European exploration (H-1B-M1);

b. GLE 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);

c. GLE 29: Compare and contrast Africans, Europeans, and Native Americans converging in the Western Hemisphere after 1492 (H-1B-M1);

d. GLE 30: Explain that cultures change through cultural diffusion, invention, and innovation (H-1B-M2);

e. GLE 31: Describe major early explorations and explorers and their reasons for exploration (H-1B-M2);

f. GLE 32: Describe the Spanish conquests in the Americas including the impact on the Aztecs, Incas, and other indigenous peoples (H-1B-M2);

g. GLE 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);

h. GLE 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);

i. GLE 35: Explain the societal impact of the immersion of Africans in the Americas (H-1B-M3);

j. GLE 36: Identify instances of both cooperation and conflict between Indians and European settlers (H-1B-M3);

k. GLE 37: Describe and compare the various religious groups in colonial America and the role of religion in colonial communities (H-1B-M4);

l. GLE 38: Describe the political, social, and economic organization and structure of the thirteen British colonies that became the United States (H-1B-M5);

m. GLE 39: Describe reflections of European culture, politics, and institutions in American life (H-1B-M5);

n. GLE 40: Explain why some colonists felt loyal to England due to their cultural, political, and economic ties to their homeland (H-1B-M5);

3. World History

a. GLE 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).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

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§1115. Sixth Grade

A. Geography: Strand One

1. The World in Spatial Terms

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

2. Places and Regions

a. GLE 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);

b. GLE 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);

c. GLE 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);

3. Physical and Human Systems

a. GLE 5: Explain reasons for different patterns of migration among early peoples (G-1C-M4);

b. GLE 6: Explain factors or events that have facilitated cultural diffusion (e.g., the Silk Road, Crusades) (G-1C-M5);

c. GLE 7: Describe the economic interdependence among various ancient civilizations (G-1C-M6);

d. GLE 8: Explain how ancient civilizations established and maintained political boundaries (G-1C-M7);

4. Environment and Society

a. GLE 9: Explain how different physical environments affected human activity in ancient civilizations (G-1D-M2);

b. GLE 10: Analyze world or regional distribution of natural resources in terms of the need to import or the capacity to export (G-1D-M3);

B. Civics: Strand Two

1. Foundations of the American Political System

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

C. Economics: Strand Three

1. Fundamental Economic Concepts

a. GLE 12: Explain the role of expanding specialization in the development of world civilizations (E-1A-M4);

b. GLE 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);

c. GLE 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);

D. History: Strand Four

1. Historical Thinking Skills

a. GLE 15: Construct a timeline of key developments in world history (political, social, technological, religious/cultural) (H-1A-M1);

b. GLE 16: Interpret data presented in a timeline to identify change and continuity in world civilizations (H-1A-M1);

c. GLE 17: Describe the defining characteristics of major world civilizations from political, social, and economic perspectives (H-1A-M2);

d. GLE 18: Describe the causes, effects, or impact of a given historical development or event in world civilizations (H-1A-M3);

e. GLE 19: Use multiple primary and secondary sources to describe world civilizations (H-1A-M4);

f. GLE 20: Identify historical issues or problems in world civilizations and discuss how they were addressed (H-1A-M5);

g. GLE 21: Conduct historical research using a variety of resources to answer historical questions related to world civilizations (H-1A-M6);

2. World History

a. GLE 22: Describe features of the earliest communities (e.g., shelter, food, clothing) (H-1C-M1);

b. GLE 23: Describe hunter-gatherer societies, including the development of tools and the use of fire (H-1C-M1);

c. GLE 24: Explain how geographical features influenced development of early civilizations (e.g., domestication, cultivation, specialization) (H-1C-M2);

d. GLE 25: Explain why agricultural societies developed from hunters and gatherers (H-1C-M2);

e. GLE 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);

f. GLE 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);

g. GLE 28: Describe the major characteristics of early river valley civilizations (H-1C-M3);

h. GLE 29: Describe how early river civilizations influenced the development of other cultures through trade and cultural diffusion (H-1C-M4);

i. GLE 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);

j. GLE 31: Identify the effects of migration and militarization on the politics and social fabric of Europe and Asia (H-1C-M5);

k. GLE 32: Analyze the origins and influence of the Hittite, Minoan, and Mycenaean civilizations (H-1C-M5);

l. GLE 33: Explain the significance of the introduction of iron tools and weapons in Southwest Asia and the Mediterranean region (H-1C-M6);

m. GLE 34: Explain the significance of Phoenician trade in the Mediterranean basin (H-1C-M6);

n. GLE 35: Identify forms of writing developed in early civilizations and discuss how written records changed political, legal, religious, and cultural life (H-1C-M6);

o. GLE 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. GLE 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);

q. GLE 38: Describe and compare/contrast the key characteristics of classical civilizations (e.g., Greek, Roman, Persian, Chinese) (H-1C-M7);

r. GLE 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);

s. GLE 40: Compare and contrast the major religions in terms of leaders, key beliefs, and location (H-1C-M8);

t. GLE 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);

u. GLE 42: Identify the effect that the major religions have had on European, Asian, and African civilizations (H-1C-M9);

v. GLE 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);

w. GLE 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);

x. GLE 45: Identify effects of exploration and trade on the economic and cultural development of Europe, Africa, and Asia prior to 1500 (H-1C-M11);

y. GLE 46: Explain how communication among regions was accomplished between AD 1000 to 1500 (H-1C-M11);

z. GLE 47: Explain how and why Europe changed politically, socially, culturally, or economically during the period of intensified hemispheric interactions (H-1C-M12);

aa. GLE 48: Describe the major contributing factors that led to the Renaissance (H-1C-M12);

bb. GLE 49: Describe the major contributing factors that would lead to the Reformation (H-1C-M12);

cc. GLE 50: Explain the major social, economic, political, and cultural features of European, African, and Asian societies that stimulated exploration and colonization (H-1C-M14);

dd. GLE 51: Identify major technological developments in shipbuilding, navigation, and naval warfare, and trace the cultural origins of various innovations (H-1C-M14);

ee. GLE 52: Describe the major achievements of the early Renaissance in Europe, including the impact of innovations in printing (H-1C-M14).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

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§1117. Seventh Grade

A. Geography: Strand One

1. The World in Spatial Terms

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

2. Places and Regions

a. GLE 2: Explain how physical features and climate affected migration, settlement patterns, and land use in the United States through 1877 (G-1B-M1);

b. GLE 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);

c. GLE 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);

3. Physical and Human Systems

a. GLE 5: Explain patterns of rural/urban migration and the positive and negative consequences of urban development in the United States (G-1C-M3);

b. GLE 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);

c. GLE 7: Compare the interdependence of Great Britain and the American colonies to the global economy today (G-1C-M6);

d. GLE 8: Explain how cooperation and conflict affected the changing political boundaries of the United States to 1877 (e.g., Missouri Compromise) (G-1C-M7);

4. Environment and Society

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

B. Civics: Strand Two

1. Structure and Purposes of Government

a. GLE 10: Explain and evaluate the major purposes of government (C-1A-M1);

b. GLE 11: Explain the meaning of the term *federalism* (C-1A-M2);

c. GLE 12: Distinguish between various forms of government (e.g., monarchy, totalitarian) and describe their characteristics and organization (C-1A-M2);

d. GLE 13: Explain how separation of powers limits government and describe the U.S. government system of checks and balances (C-1A-M3);

e. GLE 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);

f. GLE 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);

g. GLE 16: Identify qualifications and terms of office for elected officials at the national level (C-1A-M6);

h. GLE 17: Identify current government leaders at the national level (C-1A-M6);

i. GLE 18: Describe the powers/responsibilities and limits of power for government officials at the national level (C-1A-M6);

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j. GLE 19: Explain how a bill becomes law at the federal level (C-1A-M7);

k. GLE 20: Examine a given law or court ruling and evaluate it based on given criteria (e.g., Dred Scott decision) (C-1A-M7);

l. GLE 21: Evaluate a type of tax in an historical context (e.g., Stamp Act, Tea Tax) (C-1A-M10);

2. Foundations of the American Political System

a. GLE 22: Identify problems the United States faced after the American Revolution that led to the writing of the U.S. Constitution (C-1B-M1);

b. GLE 23: Compare and contrast the Articles of Confederation with the U.S. Constitution (C-1B-M1);

c. GLE 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);

d. GLE 25: Identify the arguments of the Federalists and Anti-Federalists (C-1B-M1);

e. GLE 26: Explain how historical English documents, such as the Magna Carta and the English Bill of Rights, influenced American democracy (C-1B-M1);

f. GLE 27: Explain how ancient governments influenced American democracy and culture (C-1B-M1);

g. GLE 28: Describe historical experiences and factors that defined, influenced, and helped shape American political culture (C-1B-M2);

h. GLE 29: Define and explain the ideas expressed in the Mayflower Compact and the Declaration of Independence (C-1B-M3);

i. GLE 30: Explain the principles of government embodied in the U.S. Constitution (C-1B-M3);

j. GLE 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);

k. GLE 32: Explain how changes are made in a democratic society (C-1B-M5);

l. GLE 33: Describe the role of political parties in the American political system (C-1B-M6);

3. International Relationships

a. GLE 34: Describe political divisions of the world (nation-states) (C-1C-M1);

b. GLE 35: Explain various processes/strategies nations use to interact (C-1C-M1);

c. GLE 36: Explain how U.S. foreign policy is formed and carried out (C-1C-M2);

d. GLE 37: Identify types of foreign policy issues with reference to current and historical examples (e.g., Middle East conflicts) (C-1C-M3);

4. Roles of the Citizen

a. GLE 38: Identify the qualifications or requirements for U.S. citizenship, including naturalization (C-1D-M1);

b. GLE 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);

c. GLE 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. Economics: Strand Three

1. Fundamental Economic Concepts

a. GLE 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);

2. Individuals, Households, Businesses, and Governments

a. GLE 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);

D. History: Strand Four

1. Historical Thinking Skills

a. GLE 43: Construct a timeline of key events and key figures in U.S. history from 1763 to 1877 (H-1A-M1);

b. GLE 44: Interpret a timeline to identify cause-and-effect relationships among events in U.S. history (H-1A-M1);

c. GLE 45: Explain the point of view of key historical figures and groups in U.S. history (H-1A-M2);

d. GLE 46: Explain the causes, effects, or impact of a given historical event in U.S. history (H-1A-M3);

e. GLE 47: Explain how a given historical figure influenced or changed the course of U.S. history (H-1A-M3);

f. GLE 48: Compare and contrast two primary sources related to the same event in U.S. history (H-1A-M4);

g. GLE 49: Propose and defend an alternative course of action to a given issue or problem in U.S. history (H-1A-M5);

h. GLE 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);

2. United States History

- a. GLE 51: Explain the causes, course, and consequences of the American Revolutionary War (H-1B-M6);
- b. GLE 52: Compare and contrast the strategies and motivations of the Patriots, Loyalists, and British during the American Revolution (H-1B-M6);
- c. GLE 53: Explain the role of key figures in the American Revolution (H-1B-M6);
- d. GLE 54: Explain how the American Revolution affected the politics, society, and economy of the new nation (H-1B-M7);
- e. GLE 55: Describe the issues involved in the creation and ratification of the U.S. Constitution (H-1B-M8);
- f. GLE 56: Explain the significance of the Bill of Rights and its specific guarantees (H-1B-M8);
- g. GLE 57: Describe major events and issues involving early presidencies (H-1B-M8);
- h. GLE 58: Explain Napoleon's reasons for selling the Louisiana territory to the United States and the impact of that acquisition (H-1B-M9);
- i. GLE 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);
- j. GLE 60: Describe provisions of the Monroe Doctrine and its influence on U.S. foreign relations (H-1B-M9);
- k. GLE 61: Explain westward movement of the United States, the changes it created, and its effects on relations with Native Americans (H-1B-M9);
- l. GLE 62: Explain Manifest Destiny and its economic, political, social, and religious roots (H-1B-M9);
- m. GLE 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);
- n. GLE 64: Identify the causes, course, and consequences of the Texas War for Independence and the Mexican-American War (H-1B-M9);
- o. GLE 65: Describe Jacksonian Democracy, the influence of Jackson on the U.S. political system, and Jackson's Indian Removal Policy (H-1B-M10);
- p. GLE 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);
- q. GLE 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);
- r. GLE 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);
- s. GLE 69: Identify the causes and explain the effects of new waves of immigration prior to the Civil War (H-1B-M10);
- t. GLE 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);
- u. GLE 71: Describe fundamental beliefs of abolitionists and compare positions of those who favored gradual versus immediate emancipation (H-1B-M11);
- v. GLE 72: Identify the major antebellum reform movements, their leaders, and the movements' effects on the United States (H-1B-M11);
- w. GLE 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);
- x. GLE 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);
- y. GLE 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);
- z. GLE 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);
- aa. GLE 77: Explain the purpose, significance, and results of Lincoln's Emancipation Proclamation (H-1B-M12);
- bb. GLE 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);
- cc. GLE 79: Describe, compare, and evaluate various reconstruction plans of the post-Civil War South (H-1B-M13);
- dd. GLE 80: Explain the growing conflict between Andrew Johnson and Congress, and the reasons for and consequences of his impeachment and trial (H-1B-M13);
- ee. GLE 81: Describe the successes and failures of Reconstruction, as well as its impact on the South (H-1B-M13);
- ff. GLE 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).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17:24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2821 (November 2005).

§1119. Eighth Grade

A. Geography: Strand One

1. The World in Spatial Terms

a. GLE 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);

b. GLE 2: Locate major landforms and geographic features, places, and bodies of water/waterways on a map of Louisiana (G-1A-M2);

c. GLE 3: Construct a map based on given narrative information (G-1A-M2);

d. GLE 4: Construct a chart or diagram to display geographical information in an organized way (G-1A-M2);

2. Places and Regions

a. GLE 5: Describe and analyze the distinguishing physical and/or human characteristics of Louisiana regions (G-1B-M1);

b. GLE 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);

c. GLE 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);

d. GLE 8: Identify and describe factors that cause a Louisiana region to change (e.g., natural occurrences, disasters, migration) (G-1B-M3);

e. GLE 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);

3. Physical and Human Systems

a. GLE 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);

b. GLE 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);

c. GLE 12: Describe the causes and effects of cultural diffusion and the effects of cultural diversity in Louisiana (G-1C-M5);

d. GLE 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);

4. Environment and Society

a. GLE 14: Analyze, evaluate, and predict consequences of environmental modifications on Louisiana landforms, natural resources, and plant or animal life (G-1D-M1);

b. GLE 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);

c. GLE 16: Analyze the distribution and uses of Louisiana's natural resources (G-1D-M3);

d. GLE 17: Identify a contemporary Louisiana geographic issue, and research possible solutions (G-1D-M4);

B. Civics: Strand Two

1. Structure and Purposes of Government

a. GLE 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);

b. GLE 19: Explain the purposes of state constitutions and describe the relationship of the Louisiana Constitution to the U.S. Constitution (C-1A-M4);

c. GLE 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);

d. GLE 21: Describe the various forms of local government in Louisiana (C-1A-M5);

e. GLE 22: Describe the powers/responsibilities and limits of power for government officials at the local and state levels in Louisiana (C-1A-M6);

f. GLE 23: Identify qualifications and terms of office for key leaders/representatives at the state and local levels (C-1A-M6);

g. GLE 24: Identify current government leaders at the state, local, and national levels in the United States (C-1A-M6);

h. GLE 25: Explain how a bill becomes law at the state level (C-1A-M7);

i. GLE 26: List and apply criteria for evaluating rules and laws (C-1A-M7);

j. GLE 27: Describe ways by which public policies are formed, including the role of lobbyists, special interest groups, and constituents (C-1A-M8);

k. GLE 28: Explain why taxes are needed and purposes for which tax monies/revenues are used (C-1A-M9);

1. GLE 29: Identify types of taxes collected by the local, state, and federal government (C-1A-M10);

m. GLE 30: Evaluate a type of tax in a historical context (e.g., severance tax) (C-1A-M10);

2. Foundations of the American Political System

a. GLE 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);

b. GLE 32: Describe various peaceful ways of resolving political or social conflicts, including *majority vote* vs. *consensus* (C-1B-M4);

c. GLE 33: Analyze how the democratic process has been used to institute change in Louisiana (C-1B-M5);

d. GLE 34: Explain how the U.S. census is used in the political process and how it affects Louisiana representation in Congress (C-1B-M6);

e. GLE 35: Describe the role of the Electoral College and how Louisiana participates in that system (C-1B-M6);

f. GLE 36: Explain how political parties, campaigns, and elections provide opportunities for citizens to participate in government (C-1B-M6);

3. International Relationships

a. GLE 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);

b. GLE 38: Explain how U.S. foreign policy has affected Louisiana (e.g., tariffs, NAFTA) (C-1C-M2);

4. Roles of the Citizen

a. GLE 39: Identify individual rights guaranteed in the Louisiana Constitution (C-1D-M2);

b. GLE 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. GLE 41: Explain the importance of being an informed citizen on public issues, recognizing propaganda, and knowing the voting issues (C-1D-M5);

C. Economics: Strand Three

1. Fundamental Economic Concepts

a. GLE 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);

b. GLE 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);

c. GLE 44: Explain choice/trade-offs, cost/benefits, and opportunity costs related to making personal economic decisions (E-1A-M3);

d. GLE 45: Analyze the role of specialization in Louisiana's economy (E-1A-M4);

e. GLE 46: Use a variety of resources to research education and training for jobs and careers (E-1A-M5);

f. GLE 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);

g. GLE 48: Characterize and analyze the use of productive resources in an economic system (E-1A-M6);

h. GLE 49: Describe how the four basic economic questions are answered in *traditional* vs. *command* vs. *market* economies (E-1A-M6);

i. GLE 50: Describe institutions (e.g., banks, government agencies, large companies, small businesses) that make up economic systems (E-1A-M7);

j. GLE 51: Use economic concepts (e.g., scarcity, opportunity cost) to explain historic and contemporary events and developments in Louisiana (E-1A-M9);

2. Individuals, Households, Businesses, and Governments

a. GLE 52: Explain how supply and demand affect prices (E-1B-M1);

b. GLE 53: Explain and analyze factors affecting production and allocation of goods/services in Louisiana and the United States (E-1B-M2);

c. GLE 54: Explain the difference between private goods/services and public goods/services and give examples of each (E-1B-M3);

d. GLE 55: Identify the costs and benefits of a given government policy (e.g., trade agreements, minimum wage) on a competitive market (E-1B-M4);

e. GLE 56: Identify various types of taxes and user fees and predict their consequences (E-1B-M5);

f. GLE 57: Explain reasons for trade between nations and the impact of international trade (E-1B-M6);

g. GLE 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);

3. The Economy as a Whole

a. GLE 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);

b. GLE 60: Define *inflation* and *unemployment* in terms of an economic system as a whole (E-1C-M2);

c. GLE 61: Describe the influence/impact of inflation or unemployment on different groups of people (e.g., consumers, business owners) (E-1C-M2);

D. History: Strand Four

1. Historical Thinking Skills

a. GLE 62: Construct a timeline of key events in Louisiana history (H-1A-M1);

b. GLE 63: Interpret data presented in a timeline correlating Louisiana, U.S., and world history (H-1A-M1);

c. GLE 64: Compare and contrast events and ideas from Louisiana's past and present, explaining political, social, or economic contexts (H-1A-M2);

d. GLE 65: Analyze the causes, effects, or impact of a given historical event in Louisiana (H-1A-M3);

e. GLE 66: Analyze how a given historical figure influenced or changed the course of Louisiana's history (H-1A-M3);

f. GLE 67: Analyze given source material to identify opinion, propaganda, or bias (H-1A-M4);

g. GLE 68: Interpret a political cartoon (H-1A-M4);

h. GLE 69: Propose and defend potential solutions to past and current issues in Louisiana (H-1A-M5);

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

2. Louisiana History

a. GLE 71: Describe major early explorers and explorations significant to Louisiana or early settlers in Louisiana (H-1D-M1);

b. GLE 72: Describe leaders who were influential in Louisiana's development (H-1D-M1);

c. GLE 73: Describe and explain the importance of major events and ideas in the development of Louisiana (H-1D-M1);

d. GLE 74: Describe the causes and effects of various migrations into Louisiana (H-1D-M1);

e. GLE 75: Describe the contributions of ethnic groups significant in Louisiana history (H-1D-M1);

f. GLE 76: Trace and describe various governments in Louisiana's history (H-1D-M2);

g. GLE 77: Describe major conflicts in context of Louisiana history (e.g., Rebellion of 1768, the French and Indian War) (H-1D-M3);

h. GLE 78: Describe and analyze the impact of Louisiana's geographic features on historic events, settlement patterns, economic development, etc (H-1D-M4);

i. GLE 79: Explain how Louisiana's natural resources have shaped its history (e.g., petroleum) (H-1D-M4);

j. GLE 80: Trace the state's economic development and growth toward economic diversity (e.g., fur trade, tourism, technology) (H-1D-M5);

k. GLE 81: Explain cultural elements that have shaped Louisiana's heritage (e.g., festivals, music, dance, food, languages) (H-1D-M6).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17:24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2823 (November 2005).

§1121. Geography (Core Course: World Geography)

A. Geography: Strand One

1. The World in Spatial Terms

a. GLE 1: Identify, explain, and apply the five themes of geography (G-1A-H1);

b. GLE 2: Compare and contrast various types of maps (G-1A-H1);

c. GLE 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);

d. GLE 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);

e. GLE 5: Construct a map based on given narrative information (e.g., location of cities, bodies of water, places of historical significance) (G-1A-H1);

f. GLE 6: Construct a chart, diagram, graph, or graphic organizer to display geographic information (G-1A-H1);

g. GLE 7: Analyze, interpret, and use information in charts, diagrams, and graphs to explain geographic issues (G-1A-H1);

h. GLE 8: Use maps drawn from memory to answer geographic questions (G-1A-H2);

2. Places and Regions

a. GLE 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);

b. GLE 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);

c. GLE 11: Draw conclusions about a place or area from its geographic or physical features (G-1B-H1);

d. GLE 12: Explain how topography, climate, soil, vegetation, and natural resources shape the history of a region (G-1B-H2);

e. GLE 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);

f. GLE 14: Explain ways in which regional systems are interconnected (e.g., interstate transportation and trade, interconnecting rivers and canals) (G-1B-H3);

g. GLE 15: Analyze world regions in terms of given characteristics (e.g., population density, natural resources, economic activities, demography) (G-1B-H3);

h. GLE 16: Explain how physical or geographical characteristics (e.g., mountain ranges, interconnecting waterways) facilitate or hinder regional interactions (G-1B-H3);

i. GLE 17: Explain how technological advances have led to increasing interaction between regions (e.g., use of satellites for monitoring and exploration) (G-1B-H3);

j. GLE 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);

k. GLE 19: Describe how physical, historical, and cultural characteristics give definition to a place or region (e.g., New South, Jerusalem) (G-1B-H4);

3. Physical and Human Systems

a. GLE 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);

b. GLE 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);

c. GLE 22: Examine the physical effects of Earth-Sun relationships (G-1C-H1);

d. GLE 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);

e. GLE 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);

f. GLE 25: Compare and contrast past and present trends in human migration (G-1C-H2);

g. GLE 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);

h. GLE 27: Analyze patterns of urban development in an area or region (G-1C-H3);

i. GLE 28: Compare, contrast, and analyze the distribution, growth rates, and other demographic characteristics of human populations in various countries or regions (G-1C-H3);

j. GLE 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);

k. GLE 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);

l. GLE 31: Compare the role that culture plays in incidents of cooperation and conflict in the present-day world (G-1C-H4);

m. GLE 32: Analyze how certain cultural characteristics can link or divide regions (e.g., language, religion, demography) (G-1C-H4);

n. GLE 33: Identify the geographical distribution of the different economic systems (market, command, traditional, mixed) (G-1C-H5);

o. GLE 34: Distinguish between developed and developing countries, including the standard of living in these nations, GDP, and per capita income (G-1C-H5);

p. GLE 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);

q. GLE 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);

r. GLE 37: Analyze regional issues and alliances in terms of common interests related to territory and resources (e.g., oil, water, boundaries) (G-1C-H6);

4. Environment and Society

a. GLE 38: Identify technological advances that expanded human capacity to modify the environment (e.g., steam, coal, electric, nuclear power, levees) (G-1D-H1);

b. GLE 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);

c. GLE 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);

d. GLE 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);

e. GLE 42: Assess the ways in which unequal distribution of natural resources has led to exploration, colonization, and conflict (G-1D-H3);

f. GLE 43: Analyze world or regional distribution of natural resources in terms of import need and export capacity (G-1D-H3);

g. GLE 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);

h. GLE 45: Describe the impact of the scarcity of natural resources (e.g., water shortage) or pollution (e.g., air, water) (G-1D-H3);

i. GLE 46: Assess the role of government in preserving natural resources and protecting the physical environment (G-1D-H4);

j. GLE 47: Evaluate the effectiveness of policies and programs related to conservation and use of natural resources (G-1D-H4);

k. GLE 48: Evaluate import and export policies in regard to a country's needs for resources (G-1D-H4);

l. GLE 49: Debate a position on an environmental issue involving conservation or use of natural resources (e.g., private vs. public interest) (G-1D-H5);

m. GLE 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).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17:24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2825 (November 2005).

§1123. Civics (Core Course: Civics)

A. Civics: Strand Two

1. Structure and Purposes of Government

a. GLE 1: Explain competing ideas about the purposes of politics and government and identify reasons why government is necessary (C-1A-H1);

b. GLE 2: Identify and describe services provided by government and assess their necessity and effectiveness (e.g., health care, education) (C-1A-H1);

c. GLE 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);

d. GLE 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);

e. GLE 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);

f. GLE 6: Explain the distribution of powers, responsibilities, and the limits of the U.S. federal government (C-1A-H3);

g. GLE 7: Categorize governmental powers as delegated, reserved, concurrent, or implied (C-1A-H3);

h. GLE 8: Identify powers denied to federal or state governments by the U.S. Constitution (C-1A-H3);

i. GLE 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);

j. GLE 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);

k. GLE 11: Cite the roles, duties, qualifications, and terms of office for key elected and appointed officials (C-1A-H4);

l. GLE 12: Explain the structure and functions of state, parish, and local governments (C-1A-H4);

m. GLE 13: Discuss the advantages and disadvantages of various types of local government (C-1A-H4);

n. GLE 14: Examine constitutional provisions concerning the relationship between federal and state governments (C-1A-H4);

o. GLE 15: Explain the processes and strategies of how a bill becomes a law at the federal and state levels (C-1A-H5);

p. GLE 16: Evaluate a specific law or court ruling on given criteria (C-1A-H5);

q. GLE 17: Examine the meaning, implications, or applications of the U.S. Constitution (e.g., the Bill of Rights, Fourteenth Amendment) (C-1A-H5);

r. GLE 18: Define domestic and foreign policies (C-1A-H6);

s. GLE 19: Analyze responsibilities of the federal government for domestic and foreign policy (e.g. monetary policy, national defense) (C-1A-H6);

t. GLE 20: Analyze a past or present domestic or foreign policy issue from a news article or editorial (C-1A-H6);

u. GLE 21: Explain how government is financed (e.g., taxation, fines, user fees, borrowing) (C-1A-H7);

v. GLE 22: Identify the major sources of tax revenues at the federal, state, and local levels (C-1A-H7);

w. GLE 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);

x. GLE 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);

2. Foundations of the American Political System

a. GLE 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);

b. GLE 26: Explain how European philosophers (e.g., Rousseau, Locke, Montesquieu, Voltaire) helped shape American democratic ideas (C-1B-H1);

c. GLE 27: Analyze central ideas in an American historical document and explain the document's significance in shaping the U.S. Constitution (C-1B-H1);

d. GLE 28: Explain the meaning and importance of principles of U.S. constitutional democracy in American society (C-1B-H1);

e. GLE 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);

f. GLE 30: Identify and describe examples of freedoms enjoyed today but denied to earlier Americans (C-1B-H1);

g. GLE 31: Explain issues involved in various compromises or plans leading to the creation of the U.S. Constitution (C-1B-H2);

h. GLE 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);

i. GLE 33: Analyze a given example of American political or social conflict, and state and defend a position on the issue (C-1B-H3);

j. GLE 34: Analyze discrepancies between American ideals and social or political realities of life (e.g., equal protection vs. Jim Crow laws) (C-1B-H4);

k. GLE 35: Explain the two-party system and assess the role of third parties in the election process (C-1B-H5);

l. GLE 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);

m. GLE 37: Analyze the use and effects of propaganda (C-1B-H5);

n. GLE 38: Identify key platform positions of the major political parties (C-1B-H5);

o. GLE 39: Evaluate the role of the media and public opinion in American politics (C-1B-H6);

p. GLE 40: Explain historical and contemporary roles of special interest groups, lobbyists, and associations in U.S. politics (C-1B-H6);

3. International Relationships

a. GLE 41: Identify the political divisions of the world and the factors that contribute to those divisions (C-1C-H1);

b. GLE 42: Analyze and assess the various ways that nation-states interact (C-1C-H1);

c. GLE 43: Explain the role of the United Nations or other international organizations in political interactions and conflicts (C-1C-H1);

d. GLE 44: Analyze ways in which the interactions of nation-states or international organizations affect the United States (C-1C-H1);

e. GLE 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);

f. GLE 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);

g. GLE 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);

h. GLE 48: Describe ways in which ideas, actions, and problems of other nations impact the United States (C-1C-H3);

4. Roles of the Citizen

a. GLE 49: Distinguish between personal, political, and economic rights of citizenship (C-1D-H1);

b. GLE 50: Describe the importance of various rights of citizenship to the individual or to society at large (C-1D-H1);

c. GLE 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);

d. GLE 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);

e. GLE 53: Assess the difference between personal and civic responsibilities (C-1D-H2);

f. GLE 54: Describe various forms of political participation (C-1D-H3);

g. GLE 55: Evaluate current and past political choices that individuals, groups, and nations have made, taking into account historical context (C-1D-H3);

h. GLE 56: Describe the importance of political leadership to American society, and identify ways in which citizens can exercise leadership (C-1D-H4);

i. GLE 57: Identify examples of public service, and describe the importance of public service to American society (C-1D-H4);

j. GLE 58: Evaluate the claim that American constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry (C-1D-H4);

k. GLE 59: Compare and evaluate characteristics, style, and effectiveness of state and national leaders, past and present (C-1D-H4).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:2827 (November 2005).

§1125. Economics (Core Course: Free Enterprise)

A. Economics: Strand Three

1. Fundamental Economic Concepts

a. GLE 1: Apply fundamental economic concepts to decisions about personal finance (E-1A-H1);

b. GLE 2: Define scarcity (E-1A-H1);

c. GLE 3: Identify factors that drive economic decisions (e.g., incentives, benefits, costs, trade-offs, consequences) (E-1A-H1);

d. GLE 4: Analyze an economic choice at the personal, family, or societal level to determine its opportunity cost (E-1A-H1);

e. GLE 5: Explain how the scarcity of natural resources leads to economic interdependence (E-1A-H1);

f. GLE 6: Identify the four basic economic questions (E-1A-H1);

g. GLE 7: Define *productivity* and characterize the relationship between productivity and standard of living (E-1A-H2);

h. GLE 8: Explain the role of marketing and channels of distribution in economic decisions (E-1A-H2);

i. GLE 9: Identify actions or conditions that increase productivity or output of the economy (E-1A-H2);

j. GLE 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);

k. GLE 11: Explain the types of jobs important to meeting the needs of Louisiana industries and an information-based society (E-1A-H3);

l. GLE 12: Evaluate various careers in terms of availability, educational and skill requirements, salary and benefits, and intrinsic sources of job satisfaction (E-1A-H3);

m. GLE 13: Compare contemporary and historic economic systems (e.g., ownership and control of production and distribution, determination of wages) (E-1A-H4);

n. GLE 14: Explain the advantages and disadvantages of given market structures (E-1A-H5);

o. GLE 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);

p. GLE 16: Explain the effects of competition on producers and consumers (E-1A-H5);

q. GLE 17: Analyze the role of various economic institutions in economic systems (E-1A-H6);

r. GLE 18: Explain the role of government as producer, employer, and consumer in economic systems (E-1A-H6);

s. GLE 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);

t. GLE 20: Compare and contrast characteristics of various forms of business ownership (E-1A-H6);

u. GLE 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);

v. GLE 22: Analyze the role of banks in economic systems (e.g., increasing the money supply by making loans) (E-1A-H7);

w. GLE 23: Describe the functions and purposes of the financial markets (E-1A-H7);

x. GLE 24: Compare and contrast credit, savings, and investment services available to the consumer from financial institutions (E-1A-H7);

y. GLE 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);

z. GLE 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);

2. Individuals, Households, Businesses, and Governments

a. GLE 27: Explain, analyze, and apply principles of supply and demand, including concepts of price, equilibrium point, incentives, and profit (E-1B-H1);

b. GLE 28: Identify factors that cause changes in supply or demand for a product (e.g. complements, substitutes) (E-1B-H1);

c. GLE 29: Explain the role of *factors of production* in the economy (E-1B-H2);

d. GLE 30: Identify factors affecting production/allocation of goods/services and characterize their effects (E-1B-H2);

e. GLE 31: Identify the difference between monetary and non-monetary incentives and how changes in incentives cause changes in behavior (E-1B-H2);

f. GLE 32: Analyze the circular flow of goods and services and money payments from a diagram (E-1B-H2);

g. GLE 33: Identify various forms of taxation (E-1B-H3);

h. GLE 34: Describe the impact of given forms of taxation (E-1B-H3);

i. GLE 35: Describe the effects of governmental action or intervention in a market economy (E-1B-H3);

j. GLE 36: Describe major revenue and expenditure categories and their respective proportions of local, state, and federal budgets (E-1B-H3);

k. GLE 37: Predict how changes in federal spending and taxation would affect budget deficits and surpluses and the national debt (E-1B-H3);

l. GLE 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);

m. GLE 39: Explain the causes of global economic interdependence (E-1B-H4);

n. GLE 40: Describe the worldwide exchange of goods and services in terms of its effect in increasing global interdependence and global competition (E-1B-H4);

o. GLE 41: Examine fundamental concepts of currency valuation and foreign exchange and their role in a global economy (E-1B-H4);

p. GLE 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);

q. GLE 43: Explain the role of the International Monetary Fund in supporting world economies (E-1B-H4);

r. GLE 44: Identify and evaluate various types of trade barriers among nations (E-1B-H5);

s. GLE 45: Take and defend a position on a trade policy or issue (e.g., NAFTA, G8, European Union) (E-1B-H5);

t. GLE 46: Evaluate the role and importance of Louisiana ports and products in the national and international economy (E-1B-H6);

3. The Economy as a Whole

a. GLE 47: Explain the meaning or use of various economic indicators and their implications as measures of economic well-being (E-1C-H1);

b. GLE 48: Define productivity and characterize the relationship between productivity and standard of living (E-1C-H1);

c. GLE 49: Interpret various economic indicators used in a chart, table, or news article (E-1C-H1);

d. GLE 50: Draw conclusions about two different economies based on given economic indicators (E-1C-H1);

e. GLE 51: Explain how inflation and deflation are reflected in the Consumer Price Index (E-1C-H2);

f. GLE 52: Explain the impact of inflation/deflation on individuals, nations, and the world, including its impact on economic decisions (E-1C-H2);

g. GLE 53: Describe the effects of interest rates on businesses and consumers (E-1C-H2);

h. GLE 54: Predict the consequences of investment decisions made by individuals, businesses, and government (E-1C-H2);

i. GLE 55: Predict how interest rates will act as an incentive for savers and borrowers (E-1C-H2);

j. GLE 56: Explain various causes and consequences of unemployment in a market economy (E-1C-H3);

k. GLE 57: Analyze regional, national, or demographic differences in rates of unemployment (E-1C-H3);

l. GLE 58: Analyze the relationship between the business cycle and employment (E-1C-H3);

m. GLE 59: Explain the meaning of *underemployment* and analyze its causes and consequences (E-1C-H3);

n. GLE 60: Explain factors contributing to unequal distribution of income in a market economy (E-1C-H3);

o. GLE 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. GLE 62: Distinguish monetary policy from fiscal policy (E-1C-H4);

q. GLE 63: Explain the role of the Federal Reserve System as the central banking system of the United States (E-1C-H4);

r. GLE 64: Explain the role of regulatory agencies in the U.S. economy (E-1C-H4);

s. GLE 65: Explain the role of the Federal Deposit Insurance Corporation (FDIC) (E-1C-H4).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

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§1127. History (Core Course: U.S. History)

A. History: Strand Four

1. Historical Thinking Skills

a. GLE 1: Construct a timeline to explain and analyze historical periods in U.S. history (H-1A-H1);

b. GLE 2: Compare historical periods or historical conflicts in terms of similar issues, actions, or trends in U.S. history (H-1A-H1);

c. GLE 3: Contrast past and present events or ideas in U.S. history, demonstrating awareness of differing political, social, or economic context (H-1A-H1);

d. GLE 4: Analyze change or continuity in the United States over time based on information in stimulus material (H-1A-H1);

e. GLE 5: Describe multiple perspectives on an historical issue or event in U.S. history (H-1A-H2);

f. GLE 6: Analyze the point of view of an historical figure or group in U.S. history (H-1A-H2);

g. GLE 7: Analyze or interpret a given historical event, idea, or issue in U.S. history (H-1A-H2);

h. GLE 8: Debate a historical point of view, with supporting evidence, on an issue or event in U.S. history (H-1A-H2);

i. GLE 9: Evaluate and use multiple primary or secondary materials to interpret historical facts, ideas, or issues (H-1A-H3);

j. GLE 10: Determine when primary and/or secondary sources would be most useful when analyzing historical events (H-1A-H3);

k. GLE 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);

l. GLE 12: Analyze and evaluate the credibility of a given historical document (e.g., in terms of its source, unstated assumptions) (H-1A-H4);

m. GLE 13: Analyze source material to identify opinion or propaganda and persuasive techniques (H-1A-H4);

n. GLE 14: Interpret a political cartoon depicting an historical event, issue, or perspective (H-1A-H4);

o. GLE 15: Interpret or analyze historical data in a map, table, or graph to explain historical factors or trends (H-1A-H4);

p. GLE 16: Construct a narrative summary of an historical speech or address (H-1A-H5);

q. GLE 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);

r. GLE 18: Analyze causes and effects in historical and contemporary U.S. events, using a variety of resources (H-1A-H6);

2. United States History

a. GLE 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);

b. GLE 20: Describe the emergence of big business and analyze how it changed American society in the late nineteenth century (H-1B-H6);

c. GLE 21: Analyze the changing relationship between the federal government and private industry (H-1B-H6);

d. GLE 22: Describe the phases, geographic origins, and motivations behind mass migration to and within the United States (H-1B-H7);

e. GLE 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);

f. GLE 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);

g. GLE 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);

h. GLE 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);

i. GLE 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);

j. GLE 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);

k. GLE 29: Explain the U.S. policy of imperialism and how it increased U.S. involvement in world affairs (H-1B-H10);

- l. GLE 30: Identify causes of World War I (H-1B-H10);
- m. GLE 31: Describe the events that led to U.S. involvement in World War I (H-1B-H10);
- n. GLE 32: Identify and describe significant events and issues during World War I (H-1B-H10);
- o. GLE 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. GLE 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);
- q. GLE 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);
- r. GLE 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);
- s. GLE 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);
- t. GLE 38: Describe the conditions that led to the outbreak of World War II (H-1B-H13);
- u. GLE 39: Describe the events that led the United States into World War II (H-1B-H13);
- v. GLE 40: Describe the course of World War II, including major turning points and key strategic decisions (H-1B-H13);
- w. GLE 41: Describe the effects of World War II on the U.S. home front and Europe, including the Holocaust (H-1B-H13);
- x. GLE 42: Explain the consequences and impact of World War II (e.g., Cold War, United Nations, Baby Boom) (H-1B-H13);
- y. GLE 43: Analyze the spread of Communism after World War II and its impact on U.S. foreign policy (H-1B-H14);
- z. GLE 44: Analyze the conflicts that resulted from Cold War tensions (e.g., Vietnam War, Korean War) (H-1B-H14);
- aa. GLE 45: Describe the impact of the Cold War on American society and domestic policy (e.g., McCarthyism, Space Race) (H-1B-H14);
- bb. GLE 46: Analyze the reasons for the end of the Cold War and its impact on the world today (H-1B-H14);
- cc. GLE 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);
- dd. GLE 48: Identify the primary leaders of the Civil Rights Movement and describe major issues and accomplishments (H-1B-H15);
- ee. GLE 49: Describe the effects of Watergate on the United States and its political system (H-1B-H15);
- ff. GLE 50: Identify and describe the social and cultural changes from the 1960s to the present (e.g., Women's Movement) (H-1B-H15);
- gg. GLE 51: Evaluate various means of achieving equality of political rights (e.g., civil disobedience vs. violent protest) (H-1B-h1);
- hh. GLE 52: Evaluate the effects of the mass media on American society (H-1B-H16);
- ii. GLE 53: Describe the impact of technology on American society (H-1B-H16);
- jj. GLE 54: Analyze contemporary issues in American society and suggest alternative solutions (H-1B-H17);
- kk. GLE 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);
- ll. GLE 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);
- mm. GLE 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);
- nn. GLE 58: Identify and explain recent domestic issues and reform movements (e.g., terrorism, energy, environment, war on drugs, education) (H-1B-H18).

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§1129. History (Core Course: World History)

A. History: Strand

1. Historical Thinking Skills

- a. GLE 1: Construct a timeline to explain and analyze historical periods in world history (H-1A-H1);
- b. GLE 2: Compare historical periods or historical conflicts in terms of similar issues, actions, or trends in world history (H-1A-H1);
- c. GLE 3: Contrast past and present events or ideas in world history, demonstrating awareness of differing political, social, or economic context (H-1A-H1);

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d. GLE 4: Analyze change or continuity in areas of the world over time based on information in stimulus material (H-1A-H1);

e. GLE 5: Describe multiple perspectives on an historical issue or event in world history (H-1A-H2);

f. GLE 6: Analyze the point of view of an historical figure or group in world history (H-1A-H2);

g. GLE 7: Analyze or interpret a given historical event, idea, or issue in world history (H-1A-H2);

h. GLE 8: Debate an historical point of view, with supporting evidence, on an issue or event in world history (H-1A-H2);

i. GLE 9: Evaluate and use multiple primary or secondary materials to interpret historical facts, ideas, or issues (H-1A-H3);

j. GLE 10: Determine when primary and/or secondary sources would be most useful when analyzing historical events (H-1A-H3);

k. GLE 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);

l. GLE 12: Analyze and evaluate the credibility of a given historical document (e.g., in terms of its source, unstated assumptions) (H-1A-H4);

m. GLE 13: Analyze source material to identify opinion or propaganda and persuasive techniques (H-1A-H4);

n. GLE 14: Interpret a political cartoon depicting an historical event, issue, or perspective (H-1A-H4);

o. GLE 15: Interpret or analyze historical data in a map, table, or graph to explain historical factors or trends (H-1A-H4);

p. GLE 16: Construct a narrative summary of an historical speech or address (H-1A-H5);

q. GLE 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);

r. GLE 18: Analyze causes and effects in historical and contemporary world events, using a variety of resources (H-1A-H6);

2. World History

a. GLE 19: Explain the origins, developments, and consequences of the transatlantic slave trade between Africa and the Americas and Europe (H-1C-H6);

b. GLE 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);

c. GLE 21: Identify demographic, economic, and social trends in major world regions (H-1C-H7);

d. GLE 22: Describe key features of the Renaissance, Reformation, Scientific Revolution, and the Age of Enlightenment (H-1C-H7);

e. GLE 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);

f. GLE 24: Describe the development of nation-states and major world powers (H-1C-H8);

g. GLE 25: Describe the goals and consequences of European colonization in the Americas (H-1C-H9);

h. GLE 26: Describe the European commercial penetration of Asia and the impact on trade (H-1C-H9);

i. GLE 27: Identify the influence of European economic power within Africa and its impact on other parts of the world (H-1C-H9);

j. GLE 28: Describe the major ideas of philosophers and their effects on the world (H-1C-H10);

k. GLE 29: Identify causes and evaluate effects of major political revolutions since the seventeenth century (H-1C-H10);

l. GLE 30: Describe how the American Revolution differed from the French Revolution and the impact both had on world political developments (H-1C-H10);

m. GLE 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);

n. GLE 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);

o. GLE 33: Describe the motives, major events, and effects of Western European and American imperialism in Africa, Asia, and the Americas (H-1C-H12);

p. GLE 34: Using a map, identify the extent of European and American territorial expansion (H-1C-H12);

q. GLE 35: Describe the origins, major events, and peace settlements of World War I from multiple international perspectives (H-1C-H13);

r. GLE 36: Describe the causes and consequences of the Russian Revolution of 1917 (H-1C-H13);

s. GLE 37: Explain how art, literature, and intellectual thought reflect changes brought about by World War I (e.g., Freud, Einstein) (H-1C-H13);

t. GLE 38: Explain the causes and consequences of global depression following World War I (H-1C-H13);

u. GLE 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);

v. GLE 40: Describe the origins, major events, and peace settlements of World War II including decisions made at wartime conferences (H-1C-H13);

w. GLE 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);

x. GLE 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);

y. GLE 43: Describe the causes and effects of major Cold War crises and military conflicts on the world (H-1C-H14);

z. GLE 44: Analyze and compare the development of Communism in the Soviet Union and China (H-1C-H14);

aa. GLE 45: Describe the end of colonial rule in Asia, Africa, the Americas, and the Middle East (H-1C-H14);

bb. GLE 46: Describe the role of the United Nations in the contemporary world (H-1C-H14);

cc. GLE 47: Analyze the consequences of the breakup of the Soviet Union on the world (H-1C-H15);

dd. GLE 48: Describe terrorist movements in terms of their proliferation and impact on politics and societies (H-1C-H15);

ee. GLE 49: Describe the progress and status of democratic movements and civil rights around the world (H-1C-H15);

ff. GLE 50: Explain the political, social, and economic significance of the growing interdependence in the global economy (H-1C-H15);

gg. GLE 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);

hh. GLE 52: Describe and evaluate the significance and possible consequences of major technological innovations and trends (H-1C-H15).

NOTE: The foundation skills addressed by each benchmark are listed numerically in parenthesis after the benchmark.

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Chapter 13. Glossary and References

§1301. Definitions

Analyzing—weighing or studying various factors in order to arrive at an answer, result or solution.

Applying—using (a tool or a concept) for a practical purpose, for a particular purpose, or in a particular case.

Benchmark—a broad statement of process and/or content that is used as a reference to develop curriculum and to assess student progress.

Comparing—examining the character or qualities of two or more persons, things, or concepts for the purpose of discovering similarities or differences.

Constructing—creating by organizing ideas or concepts logically, coherently, and meaningfully.

Content area—a field of study or a branch of knowledge formally referred to as a subject area or discipline.

Content standard—a description of what a student should know and be able to do through subject matter, knowledge, proficiencies, etc., gained as a result of his or her education.

Culture—customary beliefs, social forms, and material traits of a racial, religious, or social group.

Defining—discovering and setting forth the meaning to significance in context of a word, term, or concept.

Describing—representing orally or in writing the characteristics of a person, object, or concept, derived from personal observation or understanding.

Determining—coming to a decision as the result of investigation or reasoning.

Developing—laying out in a clear, full, and explicit presentation the meaning, significance, or application of a basic thought or concept.

Differentiating—expressing the specific differences between or among two or more ideas, concepts, or objects.

Displaying—setting forth evidence of a concept in order to assist the transfer of knowledge or understanding.

Evaluating—examining an object, idea, or concept for the purpose of determining its worth, applicability, quality, or significance within a specific context.

Explaining—presenting a subject or concept plainly and understandably, clear of unnecessary complexities or obscurities.

Focus—a statement describing the importance of a content strand.

Formulating—placing ideas into a systemized statement or expression.

Foundation skills—processes that are common to all areas and levels of education and are intended to suggest methods and objectives of instructional strategies.

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Global—of, relating to, or involving the entire world; worldwide.

Hypothesizing—adopting temporarily as true a proposition in order to establish its consequences and to test its agreement with facts which are known or which may be determined.

Identifying—associating a persona, thought, or concept with a specific characteristic or requirement which determines its nature or character.

Interpreting—translating an idea or concept into intelligible or familiar language.

Locating—determining or indicating the place, time, or context in which a person, place, movement, or idea can be found.

Mental map—a map which represents the mental image a person has of an area, including knowledge of features and spatial relationships; also known as a cognitive map.

Opportunity cost—the highest valued alternative that must be forgone because another economic option is chosen.

Predicting—declaring in advance the likelihood that an event will occur, or the consequence(s) of the occurrence of an action or event.

Relating—showing or establishing a logical or causal connection between or among two or more ideas, events, or occurrences.

Spatial—pertaining to space on Earth's surface; includes location, distance, direction, pattern, shape, and arrangement.

Strands—categories within particular content areas, which may vary from discipline to discipline. Because strands are interrelated, they should be integrated, rather than taught in isolation.

Tracing—following or studying in detail the historical development of a concept or movement.

Using/utilizing—putting an object, idea, or concept into service or action in order to accomplish a desired purpose.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17:24.4; R.S. 17:154.

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