

To access your grade-level expectations, click on your grade or course below.

**[I. Inquiry Standards](#)**

**II. Content Standards:**

- [Kindergarten](#)
- [Grade 1](#)
- [Grade 2](#)
- [Grade 3](#)
- [Grade 4](#)
- [Grade 5](#)
- [Grade 6](#)
- [Grade 7](#)
- [Grade 8](#)
- [Civics](#)
- [U.S. History](#)
- [World History](#)
- [World Geography](#)

## Inquiry Standards

### Developing Compelling Questions and Supporting Questions

K-2	3-5	6-8	9-12
K-2.1 Explain how a question is important to a topic or issue in social studies.	3-5.1 Develop compelling questions about social studies topics.	6-8.1 Develop compelling questions based on disciplinary concepts in social studies.	9-12.1 Develop compelling questions that reflect enduring issues in social studies.
K-2.2 Determine what supporting questions are needed to answer a compelling question in social studies.	3-5.2 Develop supporting questions for a compelling question in social studies.	6-8.2 Develop supporting questions for a compelling question in social studies.	9-12.2 Develop supporting questions for a compelling question in social studies.

### Gathering and Evaluating Sources

K-2	3-5	6-8	9-12
<p>K-2.3 Determine what resources would be relevant to answer compelling or supporting questions.</p>	<p>3-5.3 Determine the credibility variety of sources by examining the following:</p> <p>A. How the author's identity influenced the perspective provided.</p> <p>B. Whether a source is primary, secondary, or tertiary.</p> <p>C. Who created the source, when they created it, where they created it, and why they created it.</p>	<p>6-8.3 Evaluate the credibility of a variety of sources by examining the following:</p> <p>A. How the author's identity influenced the perspective provided.</p> <p>B. Whether a source is primary, secondary, or tertiary.</p> <p>C: Who created the source, when they created it, where they created it, and why they created it.</p>	<p>9-12.3 Evaluate the credibility of a variety of sources including those located through self-directed research by examining the following:</p> <p>A. How the author's identity influenced the perspective provided.</p> <p>B. Whether a source is primary, secondary, or tertiary.</p> <p>C. The origin, structure, and context of the source's creation along with scholarly interpretations of the source.</p>
<p>K-2.4 Describe how the presence or absence of evidence affects interpretations.</p>	<p>3-5.4 Describe how the inclusion, exclusion, or omission of sources affects historical interpretations.</p>	<p>6-8.4 Explain how the inclusion, exclusion, and omission of sources affect historical interpretations.</p>	<p>9-12.4 Evaluate how the inclusion, exclusion, and omission of sources affect historical interpretations and narratives.</p>
<p>K-2.5 Determine the meaning of content-specific terms and phrases as used in historical contexts.</p>	<p>3-5.5 Determine the meaning of content-specific terms and phrases as used in historical contexts.</p>	<p>6-8.5 Determine the meaning of content-specific terms and phrases as used in historical context and explain how that language contributes to the overall meaning, author's reliability, and credibility.</p>	<p>9-12.5 Determine the meaning of content-specific terms and phrases as used in historical context and evaluate how that language contributes to the overall meaning, author's reliability, and credibility.</p>

**Developing Claims and Using Evidence**

K-2	3-5	6-8	9-12
K-2.6 Construct claims with examples.	3-5.6 Construct claims with clear reasoning.	6-8.6 Construct claims and counterclaims with clear reasoning.	9-12.6 Construct and refine claims and counterclaims with clear reasoning, and evaluate the strengths and limitations of the claims and counterclaims.
K-2.7 Identify appropriate evidence from a variety of sources that represent multiple perspectives to support claims.	3-5.7 Use selected evidence from a variety of sources that represent multiple perspectives to support claims.	6-8.7 Use selected evidence from a variety of sources that represent multiple perspectives to support claims and counterclaims.	9-12.7 Use selected evidence from a variety of sources that represent multiple perspectives to support claims and counterclaims, and evaluate evidentiary strengths and weaknesses.

**Communicating and Critiquing Conclusions**

K-2	3-5	6-8	9-12
K-2.8 Express claims that are valid, supported with relevant evidence from sources, and clear explanations.	3-5.8 Express claims that are valid, supported with relevant evidence from multiple sources, and sound reasoning and explanations.	6-8.8 Express claims that are valid, supported with relevant evidence from multiple sources, and sound reasoning and explanations that acknowledge counterclaims.	9-12.8 Express claims that are valid, supported with relevant evidence from multiple sources, and sound reasoning and explanations that acknowledge counterclaims and evidentiary weakness.
K-2.9 Use a variety of methods and technologies to communicate arguments to a range of audiences.	3-5.9 Use a variety of methods and technologies to communicate arguments that will engage a range of audiences.	6-8.9 Use a variety of methods and technologies to communicate arguments that will engage a range of audiences, including people outside of the classroom.	9-12.9 Use a variety of methods and technologies to communicate arguments that will engage a range of audiences, including venues outside the classroom.
K-2.10 Critique claims and the evidence used to support them.	3-5.10 Critique the strength of claims and the evidence used to support them.	6-8.10 Critique and analyze the validity, relevance, and potential bias of others' claims and the evidence used to support them.	9-12.10 Evaluate the validity, credibility, and relevance of claims and the evidence used to support them by considering a variety of potential influences (e.g. cultural, social, political, economic, and geographic influences)

**Taking Informed Action**

K-2	3-5	6-8	9-12
<p>K-2.11 Analyze challenges and opportunities when taking action to address problems, including predicting possible results.</p>	<p>3-5.11 Analyze challenges and opportunities when taking action to address problems, including predicting possible results.</p>	<p>6-8.11 Analyze how a specific issue or problem manifests at the local, regional, national and global levels over time, explaining its characteristics, causes, and the challenges and opportunities faced by those trying to address it and critique solutions.</p>	<p>9-12.11 Analyze the characteristics and causes of local, regional, national and global issues, specific instances of such issues; in multiple contexts; and challenges and opportunities faced by those trying to address these issues over time and place; and critique solutions.</p>
<p>K-2.12 Evaluate different approaches people can take to address local, regional, national and global problems.</p>	<p>3-5.12 Evaluate different approaches people can take to address local, regional, national and global problems.</p>	<p>6-8.12 Evaluate individual and collective capacities to take action to address local, regional, national and global issues, taking into account a range of possible levers of power, strategies, and potential outcomes; create an action plan to address the issue and demonstrate evidence of implementation.</p>	<p>9-12.12 Evaluate individual and collective capacities to take action to address local, regional, national and global issues, taking into account a range of possible levers of power, strategies, and potential outcomes; create an action plan to address the issue and demonstrate evidence of implementation.</p>
<p>K-2.13 Participate in listening, building consensus, and voting to identify ways to take action on a relevant classroom, school or community problem or issue.</p>	<p>3-5.13 Apply a range of deliberative and democratic procedures to make decisions and take action in the classroom, school, and out-of-school civic contexts.</p>	<p>6-8.13 Apply a range of deliberative and democratic procedures to make decisions and take action in the classroom, school, and out-of-school civic contexts.</p>	<p>9-12.13 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, school, and out-of-school contexts.</p>

## Kindergarten

### **History**

- K.H.1 Describe how communities can change over time.
- K.H.2 Order events in a chronological sequence.
- K.H.3 Compare life in communities of the past to life today.
- K.H.4 Compare traditions in various communities, including those from diverse backgrounds.
- K.H.5 Explain the importance of equality and diversity in building strong communities.
- K.H.6 Describe ways in which students and families are alike and different across diverse cultures and time periods.
- K.H.7 Compare different accounts of the same historical event.
- K.H.8 Identify the causes and effects of significant events in a community.
- K.H.9 Explain why certain events, ideas, and individuals are celebrated.
- K.H.10 Identify the influence of various ethnic groups on communities in Louisiana.

### **Civics**

- K.C.1 Explain the purpose of government.
- K.C.2 Describe organizations within the community that help solve issues.
- K.C.3 Identify and give examples of how rules help people work together.
- K.C.4 Describe the importance of rules and the consequences of not following them.
- K.C.5 Explain how people work together in a community to make decisions.
- K.C.6 Identify roles and responsibilities of self and others in school, home, and in a community.

K.C.7 Identify leaders in a local community and describe their roles.

### **Economics**

K.E.1 Define goods and services and explain why people purchase them.

K.E.2 Describe and compare reasons to save and spend money.

K.E.3 Identify places in the community that provide goods and services.

K.E.4 Define trade and explain why trade is necessary for a community and how it varies across communities.

K.E.5 Differentiate between wants and needs.

K.E.6 Identify jobs and industries within a school and community.

K.E.7 Describe the concept of scarcity using examples.

K.E.8 Identify goods and services produced in local communities in Louisiana.

### **Geography**

K.G.1 Utilize routes, maps, and models, and relative directions to describe locations. *Including but not limited to up/down/left/right/past/next to/near/far/in front of and behind of.*

K.G.2 Identify and illustrate basic landforms in a variety of visual representations. *Including but not limited to rivers, mountains, deserts, lakes, plains, and marshes.*

K.G.3 Identify ways humans interact with their environment in a local community.

K.G.4 Identify rural, suburban and urban communities.

K.G.5 Explain how weather impacts daily life and choices.



K.G.6 Identify examples of different cultures in a local community.

K.G.7 Explain why people move from place to place.

K.G.8 Explain how the physical environment has positive and negative effects on communities in Louisiana.

DRAFT

## Grade 1

### History

- 1.H.1 Create a chronological sequence of events using appropriate vocabulary.
- 1.H.2 Compare life in communities of the past to life today.
- 1.H.3 Describe how events, people, and innovations of the past affect the present.
- 1.H.4 Compare the lives of people today in various communities, including those from diverse backgrounds.
- 1.H.5 Compare perspectives of people in the past to those of people in the present.
- 1.H.6 Describe a historical event from a variety of cultural perspectives.
- 1.H.7 Explain the contributions of diverse individuals and groups to the development of Louisiana. *Including but not limited to American Indians, Black Americans, Latinos, and Asian Americans.*
- 1.H.8 Describe the causes and effects of significant events in Louisiana history.
- 1.H.9 Describe the influence of American Indians in Louisiana's past and present culture.
- 1.H.10 Identify the cultural elements of Louisiana. *Including but not limited to holidays, songs, languages, architecture, traditions, and people.*
- 1.H.11 Identify the different countries that ruled Louisiana and how they changed Louisiana.
- 1.H.12 Explain why refugees have relocated into Louisiana in the past and present.

### Civics

- 1.C.1 Describe the purpose of Louisiana's state government.
- 1.C.2 Describe the responsibilities of each three branches of Louisiana's government.
- 1.C.3 Explain the purpose of rules and laws in Louisiana.

- 1.C.4 Identify state symbols and landmarks. *Including but not limited to the Brown Pelican, Bald Cypress, the state seal, and the state flag.*
- 1.C.5 Describe civic virtues. *Including but not limited to voting, running for office, serving on committees, and volunteering.*
- 1.C.6 Describe democratic principles. *Including but not limited to equality, freedom, liberty, and respect for individual rights.*
- 1.C.7 Compare Louisiana leaders at various levels of government and explain their roles and responsibilities.

### **Economics**

- 1.E.1 Differentiate between producers and consumers.
- 1.E.2 Identify examples of an economic cost or benefit of a decision or event. *Including but not limited to spending vs saving.*
- 1.E.3 Describe how different jobs, in both public and private institutions, help people in the community.
- 1.E.4 Describe how Louisiana's economy benefits society at large. *Including but not limited to oil refined in Louisiana is used to make plastic which is used in a wide variety of manufactured goods.*
- 1.E.5 Explain why and how goods and services are produced and traded. *Including but not limited to satisfying wants and needs, and the role of bartering and money in facilitating trade.*
- 1.E.6 Describe how scarcity requires people to make choices.
- 1.E.7 Identify and describe what goods and services are produced in different places and regions in Louisiana.
- 1.E.8 Describe how both supply and demand affect Louisiana's economy.
- 1.E.9 Describe the importance of natural resources in Louisiana.

## **Geography**

- 1.G.1 Create and use maps or models using key components and cardinal directions. *Including but not limited to compass rose, key, scale, north, south, east, and west.*
- 1.G.2 Describe basic landforms and their relative locations using a variety of geographic representations. *Including but not limited to Mississippi River, Sabine River, Red River, Mt. Driskill, and Lake Pontchartrain.*
- 1.G.3 Differentiate between a town, parish, state, and country in which the student lives using a political map.
- 1.G.4 Describe ways people change their environment to meet their needs.
- 1.G.5 Identify and describe environmental and cultural characteristics that influence places and regions in Louisiana. *Including but not limited to weather, climate, and ecology.*
- 1.G.6 Identify possible solutions to the problems related to the environment in Louisiana. *Including but not limited to floods, levees, Louisiana's disappearing coastline, oil spills, wetlands loss, and sea-level rise.*
- 1.G.7 Describe how culture and experience influence the cultural landscape of places and regions in Louisiana.
- 1.G.8 Explain how and why people and goods move from place to place.
- 1.G.9 Identify the interactions of Louisiana with organizations around the world. *Including but not limited to immersion programs, international festivals, and international organizations.*
- 1.G.10 Compare both the physical and cultural characteristics of communities throughout Louisiana.
- 1.G.11 Explain how the physical landscape of Louisiana impacted the settlement of Indigenous people and early settlers.
- 1.G.12 Identify where Louisiana is in the world and within the United States.
- 1.G.13 Identify and describe the location of places and regions in Louisiana using cardinal directions.

## Grade 2

### History

- 2.H.1 Create and use a chronological sequence of events using appropriate vocabulary.
- 2.H.2 Compare life in communities of the past to life today.
- 2.H.3 Describe how events, people, and innovations of the past affect the community, state, and nation in the present.
- 2.H.4 Compare perspectives of people in the past to those of people in the present.
- 2.H.5 Explain historical events from a variety of perspectives.
- 2.H.6 Describe the contributions of diverse individuals and groups to the development of the United States. *Including but not limited to American Indians, Black Americans, Latinos, and Asian Americans.*
- 2.H.7 Describe the causes and effects of significant events in United States history.
- 2.H.8 Describe the causes and effects of technological and scientific innovation.
- 2.H.9 Explain how significant events in United States history impacted Louisiana.
- 2.H.10 Explain how the diverse cultural makeup of the United States influences Louisiana.

### Civics

- 2.C.1 Describe the purpose and need for political and civic institutions in the United States.
- 2.C.2 Explain how an effective government creates order, establishes justice, and meets the needs of citizens.
- 2.C.3 Describe the structure and responsibilities of each three branches of the United States government.
- 2.C.4 Explain the purpose of rules and laws in the United States.
- 2.C.5 Compare state and national leaders and explain their roles and responsibilities.

2.C.6 Identify and describe the historical significance of state and national symbols, landmarks, and essential documents. *Including but not limited to the American flag, the Bald Eagle, the Statue of Liberty, and the White House.*

2.C.7 Describe how civic virtues guide governments, societies, communities, and individuals.

2.C.8 Describe how democratic principles guide governments, societies, communities, and individuals

2.C.9 Identify the key requirements to become a United States citizen.

2.C.10 Explain how Louisiana's laws change over time.

### **Economics**

2.E.1 Identify how people use natural (renewable and non-renewable), human, and capital resources to provide goods and services.

2.E.2 Explain the effects of supply and demand on goods and services in an economic market.

2.E.3 Describe examples of an economic cost or benefit of a decision or event. *Including but not limited to spending vs saving.*

2.E.4 Describe how people are both producers and consumers.

2.E.5 Describe examples of goods and services the government and private businesses provide and explain how they are paid for.

2.E.6 Explain how scarcity of resources and opportunity costs requires people to make choices to satisfy wants and needs.

2.E.7 Differentiate between imports and exports of goods in the United States and Louisiana.

2.E.8 Describe why and how goods and services are produced and traded. *Including but not limited to the role of bartering and money in facilitating trade.*

2.E.9 Explain why and how people specialize in the production of goods and services.

2.E.10 Provide examples of each of the factors of production.

2.E.11 Describe how Louisiana's economy benefits the United States.

## **Geography**

- 2.G.1 Create and use maps and models using key components and intermediate directions. *Including but not limited to northeast, northwest, southeast, southwest, compass rose, key, and scale.*
- 2.G.2 Describe geographic features of places in the United States, using a variety of geographic data, including maps, photos, and other geographic tools.
- 2.G.3 Identify and locate the four hemispheres, equator, and prime meridian using a variety of geographic representations.
- 2.G.4 Describe the relative location of the United States using a variety of geographic representations.
- 2.G.5 Describe why and how people in the United States have modified their environment in the past and present.
- 2.G.6 Compare and contrast basic land use and economic activities in urban, suburban, and rural environments.
- 2.G.7 Describe the impact human activity has had on the environment of North America and the importance of conservation and preservation.
- 2.G.8 Identify natural disasters, predict where they may occur, and explain their effects on people and the environment.
- 2.G.9 Describe the cultural and economic regions of the United States.
- 2.G.10 Describe the ways various cultural groups connect and interact within the United States.
- 2.G.11 Explain how and why people, goods, and ideas move from place to place.
- 2.G.12 Explain voluntary and involuntary migration to the United States and Louisiana and its impact on the nation and state.
- 2.G.13 Identify the importance of the natural resources in Louisiana.
- 2.G.14 Identify the natural processes that have shaped the current physical characteristics of the United States and Louisiana.
- 2.G.15 Describe the physical, cultural and economic characteristics of the regions of Louisiana.

## Grade 3

### History

- 3.H.1 Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.
- 3.H.2 Describe early human migration out of Africa, first to Europe and Asia, then to the Americas and Australia.
- 3.H.3 Describe the characteristics of civilization and compare the origins and development of early cradles of civilization. *Including but not limited to Sumerian, Egyptian, Harappan, Shang, and Olmec Civilizations.*
- 3.H.4 Interpret historical events from a variety of historical and cultural perspectives.
- 3.H.5 Analyze historical events from the perspectives of marginalized or underrepresented groups. *Including but not limited to enslaved or conquered peoples, women, nomadic and pastoral peoples.*
- 3.H.6 Explain historically accepted causes and effects of significant historical events. *Including but not limited to the Neolithic Revolution, the development of city-states, and the development of different belief systems.*
- 3.H.7 Explain the settlement and development of complex societies in what would become Louisiana. *Including but not limited to settlement in Louisiana between the Paleoindian and the Late Archaic period.*

### Civics

- 3.C.1 Explain the origins, functions, and structures of governments in early civilizations.
- 3.C.2 Explain connections between governments and religion in early civilizations. *Including but not limited to pharaohs and Mesopotamian kings deriving authority from divine sources.*
- 3.C.3 Explain the purpose and effects of rules and laws in early civilizations. *Including but not limited to: the Code of Ur-Nammu, Hammurabi's code, and the Ten Commandments.*



3.C.4 Describe how historical, economic, geographic, and cultural characteristics influence social and government structures in early civilizations.

3.C.5 Compare and contrast the roles and rights and privileges of individuals in different early civilizations to those in the United States and Louisiana today. *Including but not limited to military service, decision making, and leadership.*

### **Economics**

3.E.1 Explain how the interaction between producers and consumers satisfied economic wants and needs within and across early civilizations. *Including but not limited to how various resources were utilized as early mediums of exchange; animals furs, cowry shells, gold, porcelain and bartering.*

3.E.2 Explain the relationship between supply and demand.

3.E.3 Explain how governments pay for the goods and services they provide. *Including but not limited to in-kind taxation and corvee labor.*

3.E.4 Explain how market conditions and economic activity affected the growth of early civilizations.

3.E.5 Describe the relationship between scarcity, opportunity cost, and economic decision making.

3.E.6 Compare and contrast the markets of early civilizations.

3.E.7 Explain how trade leads to increasing economic interdependence among nations. *Including but not limited to trade between Egypt and Kush.*

3.E.8 Explain how specialization influenced the growth of early civilizations.

3.E.9 Explain the economic factors involved in the development of trade at Poverty Point and in other locations in the Mississippi River Valley.

### **Geography**

3.G.1 Create and use geographic representations to locate and describe places and geographic characteristics. *Includes but is not limited to the following: hemispheres; landforms such as continents, oceans, rivers, mountains, deserts; early settlements and their features; cardinal and*

*intermediate directions, and climate.*

3.G.2 Identify and describe the location of the early civilizations and cities and explain the reasoning for their locations. *Including but not limited to proximity to fertile alluvial soil, source of freshwater, deposits of copper and iron.*

3.G.3 Locate and describe the seven continents and five oceans using a variety of geographic representations.

3.G.4 Explain how the cultural and physical characteristics of places and regions influence how people modify and adapt to their environments. Including but not limited to *Irrigation, levees, terraces, agriculture, changes in land use, clothing, sewage systems, and shelter.*

3.G.5 Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how they change over time.

3.G.6 Analyze and explain how the cultural aspects of a region spread beyond its borders. *To include but not limited to belief systems, food, language, practices, traditions, and values.*

3.G.7 Explain how various changes in transportation, communication, and technology influence the movement of people, goods, and ideas. *Including but not limited to the wheel, roads, aqueducts, and canals.*

3.G.8 Analyze the reasons for similarities and differences between the settlement patterns of early civilizations and settlements in prehistoric Louisiana.

## Grade 4

### History

- 4.H.1 Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.
- 4.H.2 Describe the characteristics, origins, and development of civilizations and empires from 600 BC - 700 AD. *Including but not limited to Greco-Roman, Mauryan, Qin, and Han dynasties, the Kingdom of Aksum, and the Maya.*
- 4.H.3 Describe the development and spread of early world religions in early River Valley Civilizations and Classical Empires.
- 4.H.4 Interpret historical events from a variety of historical and cultural perspectives. *To include but not limited to Romans or Han Chinese vs “barbarians”, conquerors vs the conquered.*
- 4.H.5 Analyze historical events from the perspectives of marginalized or underrepresented groups.
- 4.H.6 Explain historically accepted causes and effects of significant historical events between 600 BC- 700 AD. *To include but not limited to the rise and decline of Classical Greek civilization, Roman Republic and Empire, Qin and Han Dynasties, Mauryan Empire, The Kingdom of Aksum, and Mayan civilization.*
- 4.H.7 Explain the settlement and development of complex societies in what would become Louisiana. *To include but not limited to settlement in Louisiana between the Woodland and the Late Mississippian Period.*

### Civics

- 4.C.1 Explain the origins, functions, and structures of governments in second-wave civilizations from 600 BC - 700 AD.
- 4.C.2 Describe different types of governments in the context of second-wave civilizations. *To include but not limited to tribal, monarchy, democracy, republic, theocracy, and oligarchy.*
- 4.C.3 Explain connections between governments and religion in complex societies and empires between 600 BC - 700 AD. *To include but not limited*

to Rome's adoption of Christianity as a state religion, and the Edicts of Ashoka.

4.C.4 Analyze the purpose and effects of rules and laws in second-wave civilizations from 600 BC - 700 AD. *To include but not limited to the Athenian Constitution, Legalism, Analects of Confucius, and the Twelve Tables.*

4.C.5 Analyze how historical, economic, geographic, and cultural characteristics influence social and government structures in civilizations and empires between 600 BC - 700 AD.

4.C.6 Describe ways individuals participated in the political process in second-wave civilizations. *Including but not limited to tribal and family institutions, city-states, voting, public officers, decision making, leadership, and education.*

4.C.7 Analyze the rights, roles, responsibilities, and limitations of the concept of citizenship in Classical Greece and Rome.

4.C.8 Compare and contrast the roles and rights of individuals in second-wave civilizations to those in Louisiana today. *Including but not limited to military service, voting, civic engagement, decision making, leadership, individual freedoms, and the requirements for citizenship.*

### **Economics**

4.E.1 Explain how the interaction between producers and consumers satisfied economic wants and needs within and across second-wave civilizations and empires between 600 BC - 700 AD. *Including but not limited to Roman demand for silk and Chinese production.*

4.E.2 Describe the relationship between supply and demand.

4.E.3 Explain how governments pay for the goods and services they provide. *Including but not limited to taxation, corvee labor, and fees.*

4.E.4 Explain how market conditions and economic activity affected the growth of second-wave civilizations between 600 BC - 700 AD.

4.E.5 Analyze how governmental decisions impact economic well-being. *Including but not limited to the costs of maintaining legions to defend borders in the late Roman Empire.*

4.E.6 Analyze the relationship between scarcity, incentives and opportunity, and economic decision making.

4.E.7 Compare and contrast markets in second-wave civilizations and empires between 600 BC - 700 AD.

4.E.8 Explain how trade leads to increasing economic interdependence. *Including but not limited to Interdependent trade in the ancient Mediterranean.*

4.E.9 Explain how specialization, new knowledge, and technology influenced the production and exchange of goods and services in civilizations and empires between 600 BC - 700 AD.

### **Geography**

4.G.1 Create and use geographic representations to locate and describe places and geographic characteristics. *Includes but is not limited to the following: hemispheres; landforms such as continents, oceans, rivers, mountains, deserts; settlements and their features; cardinal and intermediate directions; scale, climate, and environment.*

4.G.2 Identify and describe the location of the various civilizations and empires and explain the reasoning for their locations. *Including but not limited to the proximity to fertile alluvial soil, source of freshwater, and deposits of copper and iron.*

4.G.3 Identify and locate the seven continents and five oceans using a variety of geographic representations.

4.G.4 Analyze how physical environments shaped the development of civilizations and empires between 600 BC - 700 AD. *Including but not limited to irrigation, levees, terraces, fertile soil, agriculture, changes in land use, clothing, sewage systems, and scarcity of resources.*

4.G.5 Explain how civilizations and empires impacted the environment between 600 BC and 700 CE. *Including but not limited to deforestation in Rome and Han China.*

4.G.6 Explain how population changes in civilizations and empires affect land use between 600 BC - 700 AD. *including but not limited to rural vs urban, major waterways, pandemics, and slavery.*

4.G.7 Analyze the impact of interactions between various civilizations and empires between 600 BC - 700 AD.

4.G.8 Explain how various changes in transportation, communication, and technology influence the movement of people, goods, and ideas.

*Including but not limited to the wheel, roads, aqueducts, and canals.*

4.G.9 Analyze the reasons for similarities and differences between the settlement patterns of civilizations and empires between 600 BC and 700 AD and settlements in prehistoric Louisiana.

DRAFT

## Grade 5

### History

- 5.H.1 Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.
- 5.H.2 Describe changes resulting from increased interactions and connections between Afro-Eurasia and the Americas between 1450-1600 AD. *Including but not limited to the development of the transatlantic slave trade; Spanish, Portuguese, and French colonization efforts in South and North America.*
- 5.H.3 Explain motivations for expansion among multiple civilizations and empires between 700 and 1600 AD. *Including but not limited to Mongol conquests in Asia and Europe; Mali and Songhai empires; expansion of Aztec and Inca empires and the Spanish and Portuguese colonization of North and South America.*
- 5.H.4 Analyze historical events from the perspectives of marginalized or underrepresented groups. *Including but not limited to Taino and Aztec perspectives on Spanish colonization; indigenous perspectives on the encomienda system; and the perspectives of enslaved Africans and indigenous people.*
- 5.H.5 Analyze the causes and effects of historically significant events between 700 AD and 1600 AD. *Including but not limited to the Crusades, Islamic Golden Age, Bubonic Plague, Renaissance, Song Dynasty, Reformation, Scientific Revolution; the Mongol, Mali, Songhai, Aztec, Inca, and Spanish empires; conquest and colonization of the Americas, and the development of the transatlantic slave trade.*
- 5.H.6 Describe the political, geographic, economic, and social impact of the expansion and contraction of empires and nation-states between 700 - 1600 AD. *Including but not limited to the expansion of Aztec and Mongol empires, the Great Dying and European colonization of the Americas.*
- 5.H.7 Explain how religion influenced state-building, trade and cultural interactions between 700 - 1600 AD. *Including but not limited to the Holy Roman Empire, Islamic Caliphates, Buddhism in Song China, Aztec state religious rituals, and indigenous African religious practices.*
- 5.H.8 Describe the causes and effects of early Spanish and French exploration and colonization efforts in the Americas. *Including but not limited to*

*Cartier, Bethancourt, De Soto, and any others prior to 1600 AD.*

5.H.9 Describe the development of indigenous societies in the lower Mississippi River valley from 700 to 1600 AD. *To include but not limited to Plaquemine culture, Houma, Natchez, Taensa, Caddoan, Choctaw, Chitimacha, Atakapa, and Tunica peoples.*

### **Civics**

5.C.1 Compare political institutions and their influence on people in and outside of empires between 700 - 1600 AD. *To include but not limited to monarchies, bureaucracies, tax collection, court systems, education systems, and systems of tribute.*

5.C.2 Analyze the purpose and effects of rules and laws in empires and nation-states between 600 AD and 1700 AD.

5.C.3 Analyze the methods used by governments to create order, establish justice, and meet people's needs between 700 - 1600 AD. *Including but not limited to methods used in Song China, Feudal Europe, Byzantium, Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire.*

5.C.4 Compare and contrast the roles and rights and limitations on individuals in different civilizations and societies from 700 - 1600 CE to those in the United States and Louisiana.

### **Economics**

5.E.1 Analyze how the interaction between producers and consumers satisfied economic wants and needs within and across civilizations and empires between 700 - 1600 AD. *Including but not limited to the emergence of global markets, and the demand for luxury goods following the Crusades.*

5.E.2 Analyze the relationship between supply and demand.

5.E.3 Compare how different economic systems choose to allocate the production, distribution, and consumption of resources. *To include but not*



*limited to European feudalism, Incan system of centralized production and distribution, and mercantilism.*

5.E.4 Explain how market conditions and economic activity impacted the development of civilizations, empires, and nations from 700 - 1600 AD.

5.E.5 Analyze how governmental decisions impact economic well-being.

5.E.6 Analyze how scarcity, incentives, opportunity costs, and competition impact economic decision-making.

5.E.7 Analyze the interregional trading systems of the Americas, Africa, Asia, and Europe between 700 - 1600 AD.

5.E.8 Describe how trade leads to increasing economic interdependence among nations.

5.E.9 Analyze how specialization, comparative advantage, competition, and new technology influence the production and exchange of goods and services in civilizations and empires between 700 - 1600 AD.

5.E.10 Analyze and describe systems of trade within and between various American Indian societies in the Mississippi River Valley between 700-1600 AD.

## **Geography**

5.G.1 Create and use geographic representations to locate and describe places and geographic characteristics. *Includes but is not limited to the following: hemispheres; landforms such as continents, oceans, rivers, mountains, deserts; settlements and their features; cardinal and intermediate directions; latitude and longitude, scale, climate, and environment.*

5.G.2 Identify and analyze the location and spatial organization of the various civilizations and empires. *Including but not limited to the proximity to fertile alluvial soil, source of freshwater, and deposits of copper and iron.*

5.G.3 Analyze how physical geography influenced societies and empires of Afro-Eurasia and the Americas between 700 - 1600 CE. *Including but not limited to how physical geography influenced the development of silk road trade routes through the Gansu corridor.*

5.G.4 Explain how societies and empires of Afro-Eurasia and the Americas between 700 - 1600 AD impacted the environment in a variety of ways.

*Including but not limited to salinization, pollution, and decreasing soil fertility.*

5.G.5 Describe how cooperation and conflict within and among the societies and empires of Afro-Eurasia and the Americas between 700 - 1600 AD influenced the division and control of land and resources. *To include but not limited to Ghana, Mali, and Songhai's control over much of the world's gold supply, military conflict between Aztec and Inca empires with Spain, and the development of the Columbian Exchange.*

5.G.6 Analyze ways in which one culture can both positively and negatively influence another through cultural diffusion, trade relationships, expansion and exploration, and colonization. *Including but not limited to economic growth in Europe following exploration and colonization, the devastation of indigenous populations due to smallpox and other diseases.*

5.G.7 Explain the significance of the location and settlement of Indigenous societies in the lower Mississippi River valley. *Including but not limited to Plaquemine culture, Natchez, Houma, Taensa, Caddoan, Choctaw, Chitimacha, and Tunica peoples.*

## Grade 6

### History

6.H.1 Explain ideas and events in the history of North America and the United States of America from 1600 to 1791 and how they progressed, changed, or remained the same over time. *Including but not limited to the colonization of North America and early European settlements such as Jamestown and the American Revolution.*

6.H.2 Analyze connections between events and developments in U.S. history from 1600 to 1791 and with global historical events and developments. *Including but not limited to the Iroquois Wars and the demand for fur in Europe, events in Europe and the Americas prior to and during European exploration and colonization and the role of the Enlightenment on the development of the U.S. government.*

6.H.3 Analyze conflict and compromise that occurred in North America from 1600 to 1791. *Including but not limited to the convergence of the Europeans, American Indians, and Africans; slave rebellions including the Stono Rebellion; Indigenous societies in North America before and after European colonization; African societies before and after the transatlantic slave trade; British colonial America before and after the American Revolution.*

6.H.5 Analyze multiple factors that influenced the perspectives of individuals and groups from 1600 to 1791. *Including but not limited to the First Great Awakening, the French and Indian War, the Declaration of Independence and the American Revolution.*

6.H.6 Analyze the contributions and experiences of and limitations on diverse groups of people in the development of the United States of America from 1600 to 1791. *Including but not limited to women, Indigenous people, free and enslaved people, immigrant groups, and religious groups.*

6.H.7 Explain the causes and effects of events and developments from 1600 to 1791. *Including but not limited to colonization, the French and Indian War, American Revolution, founding documents of the United States of America, the First and Second Continental Congress, and the U.S. Constitution.*

6.H.8 Analyze the economic, political, and social influence of Louisiana in U.S. history and world history from 1600 to 1791 through major events.

*Including but not limited to the exploration and colonization of the Louisiana territory, and the French and Indian War.*

6.H.9 Analyze perspectives, experiences, and contributions of various groups and individuals in Louisiana during the period 1600 to 1791. *Including but not limited to Indigenous groups including the Houma, Tunica-Biloxi, Chitimacha and Choctaw, La Salle, Iberville, Bienville, Gálvez, enslaved people, Acadians, and immigrants.*

### **Civics**

6.C.1 Describe the origins and foundational principles of the U.S. government, with reference to the Mayflower Compact, Enlightenment philosophy, Articles of Confederation, Constitutional Convention, Federalist Papers, and other founding documents.

6.C.2 Describe the structure and processes of the U.S. government as outlined in the U.S. Constitution. *Including but not limited to the branches of government, how a bill becomes a law, the amendment process, and federalism.*

6.C.3 Analyze foreign policies of the North American colonies and the U.S. government with other nations and countries. *Including but not limited to Britain, Spain, France, and various Indigenous groups.*

6.C.4 Describe the different systems of government. *Including but not limited to monarchy, federal, confederate, representative democracy, tribal*

6.C.5 Explain the roles, rights, responsibilities, and requirements of citizenship in the United States of America from 1789 to 1791.

6.C.6 Explain how principles of inalienable rights and consent of the governed in the Declaration of Independence became unifying ideas of American democracy including life, liberty, the pursuit of happiness.

6.C.7 Explain debates that took place in the framing and ratification of the U.S. Constitution and the role of civic and democratic principles. *Including but not limited to checks and balances, rule of law, private property rights, frequent and free elections in a representative government, and federalism.*

6.C.8 Analyze Spanish and French influences on the colonial governments of Louisiana. *Including but not limited to the Code Noir, and the Superior.*

Council.

### **Economics**

6.E.1 Describe patterns of change and continuity in the development of economic systems in British North America. *Including but not limited to the role of mercantilism in the growth of agriculture, early industry, shipping and trade, and slavery in the British colonies.*

6.E.2 Describe the effect war had on local, national, and global economies from 1600 to 1791. *Including but not limited to the effects of the American Revolution on the Thirteen Colonies and Great Britain.*

6.E.3 Describe how property rights are defined, protected, enforced, and limited by the government.

6.E.4 Explain how economic interdependence, specialization, and trade developed between regions of colonial North America and with foreign countries from 1600 to 1791.

6.E.5 Explain the development of the colonial Louisiana economy from 1600 to 1791. *Including but not limited to agriculture, slavery, imports and exports, the Mississippi Bubble, the Port of New Orleans, and the Mississippi River.*

### **Geography**

6.G.1 Create and use geographic representations to analyze the environmental, cultural, and political changes in North America from 1600 to 1791. *Including but not limited to the boundaries of the Thirteen colonies.*

6.G.2 Use maps to identify the absolute location, latitude, and longitude, of places in North America and the world. *Including but not limited to the absolute location of New Orleans and the Louisiana territory.*

6.G.3 Analyze how people or groups of people affected, modified, or adapted to the environment of North America from 1600 to 1791.

6.G.4 Explain how migration, settlement, and changes in population distribution affected changes in land use and natural resource use in British colonial America.

- 6.G.5 Explain how the geography of North America affected the development of American Indian settlements and colonial settlements.
- 6.G.6 Analyze how and why cultural characteristics diffuse as a result of migration and settlement.
- 6.G.7 Analyze causes of migration to North America and the United States of America from 1600 to 1791. *Including but not limited to religious persecution, and economic opportunities.*
- 6.G.8 Explain the importance of Louisiana’s waterways, including the Mississippi River, as it relates to the development of American Indian settlements and colonial settlements in the Louisiana Territory.
- 6.G.9 Analyze how physical features, natural resources, and environmental changes affected Louisiana and its inhabitants from 1600 to 1791.
- 6.G.10 Analyze push and pull factors for migration and settlement patterns of Louisiana’s inhabitants.

## Grade 7

### History

7.H.1 Describe connections between ideas, events, and developments before 1789. *Including but not limited to conflicts and compromises during the American Revolution; the Constitution and how it has evolved over time.*

7.H.2 Explain ideas and events in the history of the United States of America from 1789 to 1877 and how they progressed, changed, or remained the same over time. *Including but not limited to the Whiskey Rebellion, Indian Removal Act, Fugitive Slave Act, Reconstruction Amendments and reforms.*

7.H.3 Analyze connections between events and developments in U.S. history from 1789 to 1877 and with global historical events and developments. *Including but not limited to the Civil War within the context of slavery and sectionalism; the French Revolution; the Haitian Revolution; the Napoleonic Wars and the War of 1812.*

7.H.4 Analyze foreign and domestic challenges faced by leaders from 1789 to 1877. *Including but not limited to precedents set by Washington, Alien and Sedition Acts, Louisiana Purchase, War of 1812, and the Monroe Doctrine.*

7.H.5 Explain the role and significance of political and military leaders and other individuals and groups in domestic and foreign affairs, conflicts, and policies from 1789 to 1877. *Including but not limited to Thomas Jefferson, Lewis and Clark, Andrew Jackson, Sitting Bull, Crazy Horse, Chief Joseph, Frederick Douglass, and other abolitionists.*

7.H.6 Analyze multiple factors that influenced the perspectives of individuals and groups from 1789 to 1877. *Including but limited to the Indian Removal Act.*

7.H.7 Analyze the contributions and experiences of and limitations on diverse groups of people in the development of the United States of America from 1789 to 1877. *Including but not limited to women, American Indians, free and enslaved people, and immigrant groups.*

7.H.8 Explain causes and effects of events and developments from 1789 to 1877. *Including but not limited to the presidencies and events of the*

*Early Republic, War of 1812, slave revolts, Industrial Revolution, social reform movements, westward expansion until 1860, Mexican-American War, Civil War, and Reconstruction until 1877.*

7.H.9 Analyze the economic, political, and social influence on Louisiana in U.S. history and world history from 1789 to 1877 through major events. *Including but not limited to the Louisiana Purchase, the War of 1812, the Civil War, and Reconstruction.*

7.H.10 Analyze perspectives, experiences, and contributions of various groups and individuals in Louisiana during the period 1789 to 1877. *Including but not limited to William C. C. Claiborne, Jean Lafitte, Oscar Dunn and P.B.S. Pinchback.*

## **Civics**

7.C.1 Describe the origins and foundational principles of the U.S. government, with reference to the Mayflower Compact, Enlightenment philosophies, Articles of Confederation, Constitutional Convention, Federalist Papers, and other founding documents.

7.C.2 Describe the structure and processes of the U.S. government as outlined in the U.S. Constitution. *Including but not limited to the branches of government, how a bill becomes a law, the amendment process, and federalism.*

7.C.3 Analyze foreign and domestic policies and developments in the United States of America from 1789 to 1877. *Including but not limited to the Louisiana Purchase, the Embargo Act of 1807, and the Monroe Doctrine.*

7.C.4 Describe the different political, civil, reform, and religious organizations and movements that influenced U.S. history from 1789 to 1877. *Including but not limited to the Second Great Awakening, the women's rights movement of the nineteenth century, the abolitionist movement.*

7.C.5 Analyze the expansion and restriction of citizenship, rights, and political power on diverse groups in the United States of America from 1789 to 1877.

7.C.6 Evaluate the social, political, and economic changes that have influenced the interpretation and application of the Constitution and evolution of law from 1789 to 1877. *Including but not limited to the Bill of Rights, Marbury v. Madison, Dred Scott v. Sanford, Thirteenth, Fourteenth, and*



*Fifteenth Amendments.*

7.C.7 Evaluate the foundation, function, and powers of Louisiana’s Constitutions from 1812 to 1877, and explain how and why the Louisiana Constitution has changed or remained the same over time. *Including but not limited to the Napoleonic Code, Siete Partidas, and the Black Codes.*

**Economics**

7.E.1 Evaluate the influence of technology, innovation, and supply and demand on the development of the U.S. economy from 1789 to 1877. *Including but not limited to mass production and interchangeable parts.*

7.E.2 Compare and contrast the effects of economic development, including interdependence, in the northern and southern regions of the United States of America before 1850.

7.E.3 Evaluate the influence of various factors that have affected the U.S. economy from 1789 to 1877. *Including but not limited to Hamilton’s economic plan, The First and Second Bank of the United States, the role of money and banking, taxation, the role of slavery, and sharecropping in the development of the economy.*

7.E.4 Analyze the economic relationship, including interdependence and trade, between the United States of America and foreign nations in the period 1789 to 1877.

7.E.5 Analyze how various factors influenced the economic development, growth, and interdependence of Louisiana from 1789 to 1877. *Including but not limited to the Mississippi River, slavery, demand for cotton and sugar, and blockades during the Civil War.*

**Geography**

7.G.1 Create and use geographic representations to analyze the environmental, cultural, and political changes in the United States of America from 1789 to 1877. *Including but not limited to westward expansion, and time zones of North America.*

7.G.2 Identify the location and spatial organization of the United States of America on a world and regional map. *Including but not limited to locations of states in the United States including Louisiana.*

7.G.3 Use maps to identify the absolute location, latitude and longitude, of places in the United States of America and the world.

7.G.4 Describe the physical and environmental characteristics of places and regions in the United States of America from 1789 to 1877 and explain how these affected people who lived here.

7.G.5 Analyze how natural resources and economic incentives influenced how people interacted with their environments in the United States of America from 1789 to 1877. *Including but not limited to gold rushes, and the Homestead Act.*

7.G.6 Analyze the effects of advancements in technology on the physical environment in places and regions over time in the period 1789 to 1877. *Including but not limited to the transcontinental railroad, and steamboats.*

7.G.7 Analyze the social and cultural effects of technology and innovation in the United States of America from 1789 to 1877. *Including but not limited to the telegraph, roads, canals, and Manifest Destiny.*

7.G.8 Analyze causes and effects of migration to and within the United States of America and Louisiana from 1789 to 1877. *Including but not limited economic opportunities, and the forced displacement of American Indians.*

7.G.9 Analyze the influence of Louisiana's geography, including the Mississippi River, on major events. *Including but not limited to the War of 1812, and the Civil War.*

## Grade 8

### History

- 8.H.1 Describe connections between ideas, events, and developments before 1877. *Including but not limited to the Constitution and how it has evolved over time; Civil War and Reconstruction; western expansion and American Indian wars before 1877.*
- 8.H.2 Explain ideas and events in the history of the United States of America from 1877 to 1975 and how they progressed, changed, or remained the same over time.
- 8.H.3 Analyze connections between events and developments in U.S. history from 1877 to 1975 and with global historical events and developments. *Including but not limited to the Civil Rights movement in the context of Jim Crow; U.S. entry into World War II and events in Europe*
- 8.H.4 Analyze factors leading to and effects of demographic and cultural changes in the period 1877 to 1975.
- 8.H.5 Analyze the impact of science, technology, innovations, and media and explain how these developments have altered society from 1877 to 1975.
- 8.H.6 Explain the role and significance of political and military leaders and other individuals and groups in domestic and foreign affairs, conflicts, and policies during the period from 1877 to 1975. *Including but not limited to Dwight Eisenhower, George S. Patton, the Tuskegee Airmen, and Navajo Code talkers during World War II.*
- 8.H.7 Analyze multiple factors that influenced the perspectives of individuals and groups from 1877 to 1975. *Including but not limited to American Indian perspectives regarding U.S. assimilation policies.*
- 8.H.8 Analyze the contributions and experiences of and limitations on diverse groups of people in the development of the United States of America from 1877 to 1975. *Including but not limited to women, Latinos, American Indians, Black Americans, European immigrants, and Asian immigrants and religious groups.*
- 8.H.9 Explain causes and effects of events and developments from 1877 to 1975 including but not limited to Post-Reconstruction, Jim Crow,

Industrialization, American Indian Wars, American Imperialism, Progressivism, World War I, Great Depression, World War II, and the Civil Rights movement.

8.H.10 Analyze the economic, political, and social impact of Louisiana in U.S. history and world history during the period from 1877 to 1975 through major events. *Including but not limited to World War I, the Great Depression, World War II, and the Civil Rights movement.*

8.H.11 Analyze perspectives, experiences, and contributions of various groups and individuals in Louisiana during the period 1877 to 1975. *Including but not limited to the Coshatta, Huey P. Long, Andrew Higgins, Ruby Bridges, Homer Plessy and Madam CJ Walker.*

### **Civics**

8.C.1 Explain the role of government actions, processes, legislation, executive orders, and laws in U.S. history from 1877 to 1975.

8.C.2 Analyze the origins, purposes, and impact of proclamations, policies, treaties, and international agreements relating to foreign policy in the United States of America from 1877 to 1975. *Including but not limited to the Open Door policy, "Big Stick Diplomacy" and Roosevelt Corollary to the Monroe Doctrine, Treaty of Versailles, Yalta Conference, and the Potsdam Agreement.*

8.C.3 Analyze the effects of cultural and social movements on society in the United States of America from 1877 to 1975. *Including but not limited to the Harlem Renaissance, women's suffrage movement, the Civil Rights movement.*

8.C.4 Explain the reasons for and responses to political corruption from 1877 to 1975. *Including but not limited to the spoils system, political machines during the Gilded Age, and the Teapot Dome Scandal.*

8.C.5 Analyze the role of political violence in the development of the United States of America from 1877 to 1975.

8.C.6 Explain the origins, consequences, and legacies of genocides that occurred in world history and their influence on U.S. foreign policy from 1877 to 1975. *Including but not limited to the Armenian genocide, Nanjing Massacre, and the Holocaust.*

8.C.7 Compare how individual rights, freedoms, and responsibilities have evolved over time from 1877 to 1975.

8.C.8 Evaluate the social, political, and economic changes that have impacted the interpretation and application of the Constitution and evolution of

law from 1877 to 1975. *Including but not limited to Plessy v. Ferguson (1896), Brown v. Board of Education (1954), the Eighteenth and Nineteenth Amendments*

8.C.9 Describe the process and requirements to become a U.S. citizen. *Including but not limited to the naturalization process, and birthright citizenship.*

8.C.10 Explain the role of public sentiment and technology during conflicts involving the United States of America from 1877 to 1975. *Including but not limited to liberty bonds, rationing, and nuclear weapons.*

8.C.11 Analyze how Louisiana and U.S. politics and government influenced one another from 1877 to 1975.

### **Economics**

8.E.1 Evaluate the impact of technology, science, and innovation on the economy and culture of the United States of America from 1877 to 1975. *Including but not limited to consumerism, and assembly line production.*

8.E.2 Analyze multiple factors that have impacted the U.S. economy from 1877 to 1975. *Including but not limited to inflation, labor, monetary policy, resources, trade, and unemployment.*

8.E.3 Analyze the effects of policies and actions of the U.S. government on the economy of the United States of America from 1877 until 1975.

8.E.4 Evaluate the role of economic interdependence and international trade in events in U.S. history from 1877 to 1975.

8.E.5 Evaluate economic issues in Louisiana from 1877 to 1975. *Including but not limited to the oil crisis, tariffs, scarcity of natural resources, and specialization.*

8.E.6 Analyze historical factors influencing the economic growth, interdependence, and development of Louisiana. *Including but not limited to the Great Depression, and the Great Flood of 1927.*

## **Geography**

- 8.G.1 Create and use geographic representations to analyze the environmental, cultural, and political changes in the United States of America from 1877 to 1975. *Including but not limited to international time zones, the Great Migration, the Dust Bowl, the Electoral College*
- 8.G.2 Use maps and other geographic representations to analyze the relationship between the United States of America and the world from 1877 to 1975. *Including but not limited to the acquisition of territories, and involvement in foreign wars.*
- 8.G.3 Use maps to identify the absolute location, latitude and longitude, of places in the United States of America and the world.
- 8.G.4 Analyze and explain the physical and environmental characteristics of places and regions in the United States of America from 1877 to 1975 and how these affected people who lived here.
- 8.G.5 Explain the significance of natural resources in national and international conflict. *Including but not limited to the American Indian Wars, Spanish American War, and World War I.*
- 8.G.6 Analyze political, economic, environmental effects of natural and man-made disasters in the history of the United States of America. *Including but not limited to the 1900 Hurricane in Galveston, the Dust Bowl, the Great Flood of 1927, and Hurricane Audrey*
- 8.G.7 Evaluate the purposes and efficacy of U.S. government environmental policies, regulations, and actions from 1877 to 1975. *Including to but limited to the conservation of natural lands under Theodore Roosevelt.*
- 8.G.8 Analyze causes and effects of migration to and within the United States of America and Louisiana from 1877 to 1975. *Including but not limited to increases in European immigration in the late 19th and early 20th centuries and the Great Migration.*
- 8.G.9 Evaluate ways people have adapted to the natural environment in Louisiana from 1877 to 1975. *Including but not limited to the creation of the levee system.*

## Civics

### History

C.H.1 Evaluate continuity and change in U.S. government, politics, and civic issues throughout U.S. history. *Including but not limited to citizenship, civil rights, and civil liberties.*

C.H.2 Analyze the role, major contributions of, and limitations placed on diverse groups and individuals in the development of the United States of America and Louisiana. *Including but not limited to American Indians, Black Americans, Latinos, Asian Americans, women, and immigrant and refugee groups, people with disabilities, and LGBT people.*

C.H.3 Evaluate varying perspectives on political and civic issues, including different systems and structures of government.

C.H.4 Analyze causes and effects of events in U.S. history that influenced the development of laws, processes, and civic participation.

C.H.5 Analyze the influence of local, state, national, and global ideas, events, and people on Louisiana's government, politics, and civic issues over time. *Including but not limited to international trade relations, global crises, and conflicts, national and local natural disasters.*

### Civics

C.C.1 Evaluate the distribution of powers and responsibilities of local, state, tribal, national, and international civic, government, and political institutions and how citizens interact within them.

C.C.2 Analyze the development and implementation of domestic and foreign policy and the influence of debates on major issues. *Including but not limited to health care, education, immigration, naturalization, regulation of business and industry, foreign aid, and intervention abroad.*

C.C.3 Analyze the election process at the local, state, and national levels, including the checks and balances provided by qualifications and procedures for voting. *Including but not limited to the electoral college, qualifications to run for office, terms of office, civic participation, public hearings, forums, at large voting, petition, local referendums, voting amendments, and types of elections.*



C.C.4 Analyze the role of government and economic institutions in developing and implementing economic policies in the United States of America.

C.C.5 Evaluate the advantages and disadvantages of technologies and innovations in politics and government, and how they affect media, civic discourse, and credibility of sources. *Including but not limited to blogs, digital apps, media literacy, social media, video-sharing platforms, and websites.*

C.C.6 Explain the structure and processes of the U.S. government as outlined in the U.S. Constitution. *Including but not limited to the branches of government, how a bill becomes a law, the amendment process, and federalism*

C.C.7 Explain historical and contemporary roles of political parties, special interest groups, lobbyists, and associations in U.S. politics.

C.C.8 Describe the purpose of government and competing ideas about the role of government in society.

C.C.9 Analyze the origins, fundamental principles, development, and structure of the U.S. system of government and its formation. *Including but not limited to the Magna Carta, Enlightenment philosophies, English Bill of Rights, Declaration of Independence, the Articles of the Confederation, and the Constitution of the United States of America.*

C.C.10 Evaluate the U.S. Constitution as a “living document,” including the amendment process and how the Constitution has been interpreted and applied over time by the executive, legislative, and judicial branches. *Including but not limited Creator-endowed unalienable rights of the people, due process, equal justice under the law, “establishment clause,” federalism, frequent and free elections in a representative government, individual responsibility, individual rights outlined in the Bill of Rights, judicial review, precedents, private property rights, right to privacy, rule of law, stare decisis, supremacy, symbolic speech, the structure of government and separation of powers with checks and balances.*

C.C.11 Evaluate the reasoning for Supreme Court decisions and their political, social, and economic effects. *Including but not limited to Marbury v. Madison (1803), McCulloch v. Maryland (1819), Cherokee Nation v. Georgia (1831), Plessy v. Ferguson (1896), Schenck v. United States (1919), Korematsu v. United States (1944), Brown v. Board of Education (1954), Baker v. Carr (1962), Engel v. Vitale (1962), Gideon v. Wainwright (1963), Miranda v. Arizona (1966), Loving v. Virginia (1967), Tinker v. Des Moines (1969), New York Times Co. v. United States (1971), Wisconsin v. Yoder (1972), Roe v. Wade (1973), United States v. Nixon (1974), Shaw v. Reno (1993), United States v. Lopez (1995), Bush v. Gore (2000), McDonald v.*



*Chicago (2010), Citizens United v. Federal Election Commission (2010)*

C.C.12 Analyze the roles of citizens of Louisiana and the United States of America in terms of civic responsibilities, participation, engagement, advocacy, and life, and explain criteria for membership or admission. *Including but not limited to interacting successfully with government agencies, jury duty, lobbying, organizing and working in civic groups, petitioning, picketing, residency volunteering, running for political office, voting*

C.C.13 Explain the importance of civic values to a well-functioning democracy. *Including but not limited to conviction vs. compromise, majority rule vs. minority rights, rights vs. responsibilities, and state interests vs. individual interests.*

C.C.14 Analyze the progression and expansion of civil rights, liberties, social and economic equality, and opportunities for groups experiencing discrimination in the United States of America over time.

C.C.15 Analyze how local, state, and national governments disenfranchised groups throughout U.S. history and its effects.

C.C.16 Analyze continuity and change in the Louisiana State Constitution over time and compare and contrast the Louisiana State Constitutions and the U.S. Constitution.

C.C.17 Analyze major issues, legislation, and policies in Louisiana government and politics over time.

C.C.18 Explain the historical connections between Civil Law, the Napoleonic Code, and Louisiana's system of laws.

### **Economics**

C.E.1 Apply economic principles to make sound personal financial decisions, including in regards to income, money management, spending and credit, and savings and investing.

C.E.2 Analyze the factors that influence the production and distribution of goods by individuals and businesses operating in a market system. *Including but not limited to market structures such as monopolistic competition, perfect competition, monopoly, and oligopoly; the roles of consumers and producers, credit, economic indicators, goods, international currencies, labor, price, property, rule of law, services, and supply and*

*demand.*

C.E.3 Explain the effects of government policies to improve market outcomes, including both intended and unintended consequences. *Including but not limited to how taxation affects surpluses, budget deficits, and the national debt.*

C.E.4 Analyze ways in which competition and government regulation influence what is produced and allocated in an economy, including national and global consequences.

C.E.5 Evaluate how technology, innovations, and investments in physical and human capital affect the economy and society.

C.E.6 Explain how globalization trends and policies affect economic growth, the environment, international trade, income distribution, labor markets, resource distribution, rights of citizens in different nations, and unemployment.

C.E.7 Explain the effects of specialization and trade on the production, distribution, and consumption of goods and services for individuals, businesses, and societies.

C.E.8 Analyze how issues, events, systems, and structures at the local, state, national, and global levels affect Louisiana's economy.

## **Geography**

C.G.1 Create and use geographic representations, demographic data, and geospatial representations to explain gerrymandering, redistricting, patterns of regional political ideology, and voting trends.

C.G.2 Compare and contrast the movement of people, goods, ideas, and culture within and to the United States of America, considering past, present, and future trends.

C.G.3 Analyze how environmental issues and events, such as natural and human-made disasters, have affected elections, policies, and laws.

C.G.4 Evaluate the processes for drawing Louisiana's congressional districts and their impact on statewide and national elections.

## United States History

### History

US.H.1 Explain connections between past and present ideas, events, and developments. *Including but not limited to the Constitution and how it has evolved over time, connections between industrialization and imperialism; U.S. expansion and influence before and after 1898; American Indian Wars and U.S. expansion; Populism and Progressivism; the Civil War, Reconstruction, and post-Reconstruction eras and the Civil Rights movement; events and developments before and after 2010.*

US.H.2 Analyze ideas and events in the history of the United States of America from 1898 to 2010 and how they progressed, changed or remained the same over time. *Including but not limited to changes and continuities before and after the Civil Rights movement; changes and continuities during war or conflicts; changes and continuities before and after the end of the Cold War.*

US.H.3 Analyze connections between events and developments in U.S. history from 1898 to 2010 and with global historical events and developments. *Including but not limited to the Spanish American War, World War I, the Great Depression, World War II, Cold War, Korean War, and the Vietnam War.*

US.H.4 Evaluate factors leading to and effects of demographic and cultural changes from 1898 until 2010. *Including but not limited to the Harlem Renaissance, the Great Migration, the "Roaring Twenties", the "Okies", and urbanization.*

US.H.5 Explain the evolution of the relationships with other countries and how these interactions have affected both the United States of America and other countries in the period 1898 until 2010. *Including but not limited to the Gentleman's Agreement, the First and Second Red Scare.*

US.H.6 Evaluate the influence of science, technology, innovations, and media and explain how these developments have altered society in the United States of America from 1898 to 2010.

US.H.7 Evaluate historical events from a variety of historical and cultural perspectives that occurred from 1898 to 2010. *Including but not limited to imperialists vs. Indigenous groups, political and military leaders, political and economic ideologies, class, race, ethnicity, and gender.*

US.H.8 Analyze the role, major contributions of, and limitations placed on diverse groups of people in the United States of America from 1898 to 2010. *Including but not limited to women, Latinos, American Indians, Black Americans, European immigrants, and Asian immigrants.*

US.H.9 Analyze causes and effects of events and developments from 1898 to 2010 including but not limited to American Imperialism, World War I, Great Depression, World War II, the Civil Rights Movement, the Cold War, social and cultural movements, and domestic and foreign policies.

US.H.10 Evaluate the contributions of Louisiana peoples and analyze Louisiana's influence throughout major historical events in the period from 1898 to 2010. *Including but not limited to the Birthplace of Jazz, and Higgins Boats in WWII.*

### **Civics**

US.C.1 Evaluate the effects of and reactions to various government institutions and programs on the social, economic, and political structure of the United States of America in the period from 1898 to 2010.

US.C.2 Evaluate U.S. foreign policies, conflicts, and international relationships and their effects on the United States of America as well as other regions and countries from 1898 until 2010.

US.C.3 Explain the goals, strategies, and effects of social, economic, and political movements in the period 1898 to 2010. *Including but not limited to the Progressive movement, the Civil Rights movement, counterculture, American Indian Movement, Chicano Movement, Women's Rights movement, and the Contract with America.*

US.C.4 Explain the role of the military and technology during conflicts involving the United States of America from 1898 to 2010. *Including but not limited to the Rough Riders during the Spanish American War, use of airplanes and tanks during World War I, the Tuskegee Airmen and Navajo Code talkers during World War II, and the Manhattan Project.*

US.C.5 Explain the role of public sentiment and efforts on the homefront during conflicts involving the United States of America from 1898 to 2010. *Including but not limited to isolationism, victory gardens and the support of women during World War I and World War II, and the anti-war*

*movement during the Vietnam War.*

US.C.6 Explain the role of political and military leaders in domestic and foreign affairs, conflicts, and policies during the period 1898 to 2010.

US.C.7 Analyze the origins, consequences, and legacies of genocides that occurred in world history and their influence on U.S. foreign policy from 1898 to 2010. *Including but not limited to the Armenian genocide, Nanjing Massacre, the Holocaust, the Cambodian genocide, the Rwandan genocide, and ethnic cleansing.*

US.C.8 Evaluate the social, political, and economic changes that have influenced the interpretation of the Constitution and evolution of law from 1898 to 2010. *Including but not limited to Schenck v. United States (1919), Korematsu v. United States (1944), World War I, and Prohibition.*

US.C.9 Evaluate how civic and democratic principles were applied, at home and abroad, during various historical events in the period 1898 to 2010.

US.C.10 Analyze the causes and effects of domestic and foreign terrorism on the United States of America from 1898 to 2010.

US.C.11 Analyze how Louisiana and U.S. politics and government influenced one another from 1898 to 2010.

### **Economics**

US.E.1 Evaluate the influence of inventions and technology on the rise of consumerism and the availability of credit starting in the 1920s.

US.E.2 Explain how the U.S. government manages the economy, and directs public support throughout major domestic and international events. *Including but not limited to the role of tariffs and embargoes, propaganda and Committee on Public Information during WWI, and the Great Recession.*

US.E.3 Evaluate the influence of economic trends and the role of private and public economic institutions on events in the history of the United States of America from 1898 to 2010. *Including but not limited to the Federal Reserve, the Stock Market, and stagflation.*

US.E.4 Analyze how globalization affected the economic development of the United States of America from 1898 to 2010. *Including but not limited to the North American Free Trade Agreement (NAFTA), and the World Trade Organization (WTO).*

US.E.5 Explain how federal and global economic policies affected Louisiana’s economic development from 1898 to 2010.

### **Geography**

US.G.1 Create and use geographic representations, data, and geospatial technologies to analyze historical events in the United States of America from 1898 to 2010. *Including but not limited to maps, satellite images, photographs, charts, and graphs.*

US.G.2 Describe the physical and environmental characteristics of places and regions in the United States of America from 1898 to 2010 and explain how they affected the people who lived here.

US.G.3 Analyze how technology, natural resources, and economic incentives influenced how people interacted with their environments in the United States of America from 1898 to 2010. *Including but not limited to causes of the Dust Bowl, causes of urban and suburban sprawl, and the Great Migration.*

US.G.4 Evaluate the goals and efficacy of U.S. government environmental policies, regulations, and international agreements from 1898 to 2010.

US.G.5 Analyze the political, economic, environmental, and social effects of natural and human-made disasters in the United States of America from 1898 to 2010. *Including but not limited to the Triangle Shirtwaist Factory Fire, the Dust Bowl, Hurricane Katrina and the BP Deepwater Horizon oil spill.*

US.G.6 Analyze the causes and effects of migration within and to the United States of America from 1898 to 2010.

US.G.7 Analyze ways people have adapted to the natural environment in Louisiana from 1898 to 2010. *Including but not limited to natural disaster mitigation measures such as the levee system or pumping stations.*

## World History

### History

WH.H.1 Analyze connections among past and present ideas, events, and developments across time and place. *Including but not limited to connections with content before 1300, and since 2010.*

WH.H.2 Analyze ideas and events in world history from 1300 to 2010 and how they progressed, changed or remained the same over time.

WH.H.3 Evaluate the influence of science, technology, innovations, and explain how these developments have altered societies in the world from 1300 to 2010. *Including but not limited to the Scientific Revolution, the steam engine, the printing press, and military technology.*

WH.H.5 Evaluate historical events from a variety of historical and cultural perspectives that occurred from 1300 to 2010. *Including but not limited to imperialists vs. independence movements, political and economic ideologies, class, race, ethnicity, religion, and gender.*

WH.H.6 Analyze causes and effects of events and developments from 1300 to 2010 including but not limited to the 14th-century trade networks of Africa and Eurasia, Renaissance and Enlightenment in Europe, political revolutions, industrialization, imperialism, global conflicts of the 20th century, decolonization, and globalization.

WH.H.7 Analyze the relationship between events and developments in Louisiana history and world history from 1300 to 2010. *Including not limited to the Haitian Revolution, Napoleonic Code, Louisiana Purchase, use of Higgins boats in World War II.*

### Civics

WH.C.1 Describe various systems, laws, and policies of governance across world history in the period from 1300 to 2010 and their methods of maintaining power. *Including but not limited to absolutism, communism, democracy, imperialism, fascism, monarchism, and republicanism.*

WH.C.2 Analyze the origins and emergence of various economic principles and their effects on political institutions throughout the world from 1300



to 2010. *Including but not limited to feudalism, mercantilism, capitalism, socialism, and communism.*

WH.C.3 Explain the powers and responsibilities of local, state, tribal, national, and international civic and political institutions and their efforts to address social and political problems.

WH.C.4 Analyze how various religious philosophies have influenced government institutions and policies from 1300 to 2010. *Including but not limited to the Reformation and Counterreformation, the Ottoman Empire, and the Treaty of Tordesillas.*

WH.C.5 Analyze the causes and effects of global and regional conflicts in the world from 1300 to 2010. *Including but not limited to nationalism, militarism, and alliances; changes in political borders; the rise of fascism and communism.*

WH.C.6 Analyze political and social structures throughout the world from 1300 to 1600. *Including but not limited to the Holy Roman Empire, Yuan Dynasty, the Aztecs, and the Empire of Mali.*

WH.C.7 Analyze the development and contribution of key enlightenment ideas to the structure and function of civic and political institutions from 1600 to 2010. *Including but not limited to humanism, state of nature, social contract, and natural rights.*

WH.C.8 Analyze the causes, effects, and reactions to imperialism from 1450 to 1945 and the experiences of those who were colonized. *Including but not limited to the scramble for Africa, colonization of the Americas, and American Imperialism.*

WH.C.9 Analyze causes and effects of political revolutions of the 18th and 19th centuries throughout the world. *Including but not limited to the French Revolution, Haitian Revolution, and the American Revolution.*

WH.C.10 Analyze the origins, consequences, and legacies of genocides that occurred in world history from 1914 to 2010. *Including but not limited to Armenian genocide, Nanjing Massacre, the Holocaust, the Cambodian genocide, and the Rwandan genocide.*

WH.C.11 Analyze the causes of decolonization, methods of gaining independence, and geopolitical impacts of new nation-states from 1945 to 2010.

WH.C.12 Analyze the roles of various countries in post-Cold War international agreements and organizations.

WH.C.13 Analyze civic and democratic ideals that have influenced world governments from 1300 to 2010. *Including but not limited to freedom, liberty, and equal justice for all.*



WH.C.14 Describe various systems, laws, and policies of governance across world history in the period from 1300 to 2010 and their methods of maintaining power. *Including but not limited to absolutism, communism, democracy, imperialism, fascism, monarchism, and republicanism.*

WH.C.15 Analyze ideals and principles that contributed to the rise of independence movements from 1300 to 2010.

WH.C.16 Analyze goals, strategies, and effects of movements to gain freedom and political and social equality in world history from 1914 to 2010. *Including but not limited to violent and non-violent actions.*

WH.C.17 Analyze the historical connections between Civil Law, the Napoleonic Code, and Louisiana's system of laws.

### **Economics**

WH.E.1 Describe how global, national, and regional economic policies impact individual life decisions over time.

WH.E.2 Describe the causes of trade, commerce, and industrialization and how they affected governments and societies from 1300 to 2010.

WH.E.3 Analyze the influence of various fiscal policies on national economies. *Including but not limited to government taxation and tariffs, trade embargoes, and spending policies.*

WH.E.4 Explain economic, demographic, social, and cultural consequences of forced displacement of people and the expansion of slavery into the Americas from 1300 to 1863. *Including but not limited to the encomienda system, plantation-based slavery, and colonial enslavement of Indigenous people.*

WH.E.5 Analyze trends of increasing economic interdependence and interconnectedness in world history from 1300 to 2010.

WH.E.6 Analyze the impact of natural resources on the development of the Louisiana economy within the context of global interdependence.

### **Geography**

WH.G.1 Create and use geographic representations, data, and geospatial technologies to analyze historical events in the world from 1300 to 2010.

*Including but not limited to maps, satellite images, photographs, charts, and graphs.*

WH.G.2 Analyze the effect that humans have had on the environment in terms of resources, migration patterns, and global environmental issues.

WH.G.3 Explain the relationship between the physical environment and culture on local, national, and global scales.

WH.G.4 Analyze the causes and effects of the movement of people, culture, religion, goods, diseases, and technologies through established systems of connection.

WH.G.5 Explain how regional interactions shaped the development of empires and states from 1300 to 2010.

WH.G.6 Explain the effectiveness of institutions designed to foster collaboration, compromise, and development from the post-Napoleonic era to the present.

WH.G.7 Analyze how advancements in communication, technology, and trade impact global interactions from 1300 to 2010.

WH.G.8 Analyze patterns of population distribution and migration from 1300 to 2010. *Including but not limited to refugees of conflict, and urbanization.*

## World Geography

### **History**

WG.H.1 Explain how economic, social, cultural, political, and environmental factors have historically evolved across various regions of the world.

WG.H.2 Explain the degree to which spatial patterns and relationships have influenced various historical periods in the world regions.

WG.H.3 Analyze how geographic patterns and processes have changed and continued over time.

WG.H.4 Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications.

WG.H.5 Explain how landscape features, land, and resource use reflect cultural beliefs, customs, and identities.

WG.H.6 Evaluate how historical processes including diffusion, colonialism, imperialism, trade, and migration influence current cultural practices.

WG.H.7 Analyze the economic, social, political, and environmental causes and effects of industrialization in various scales of analysis.

WG.H.8 Analyze how historical and contemporary migration patterns influence Louisiana's religious practices, languages, and ethnicities.

WG.H.9 Analyze the historical and contemporary economic influence that Louisiana has on other world regions.

WG.H.10 Analyze the historical and contemporary influence that globalization has on Louisiana's trade and technology sectors.

### **Civics**

WG.C.1 Compare various systems of government in terms of division of power, economic ideologies, and power structure.

WG.C.2 Evaluate the purpose of political institutions at various levels, local to supranational, and distinguish their roles, powers, and limitations.

WG.C.3 Analyze the role of regional governments and supranational organizations in how human rights issues have been addressed in different countries. *Including but not limited to the Universal Declaration of Human Rights (UDHR).*

WG.C.4 Analyze how political boundaries are created and how they shape political institutions. *Including but not limited to superimposed*

*boundaries and physical boundaries.*

WG.C.5 Describe nations and states using appropriate terminology. *Including but not limited to the nation-state, and stateless nations.*

WG.C.6 Analyze actions in various regions taken by individuals and groups to gain freedom, equality, and protect human rights. *Including but not limited to apartheid in South Africa and decolonization movements.*

WG.C.7 Determine how historical and contemporary processes led to the political organization of Louisiana's regions.

### **Economics**

WG.E.1 Analyze the distribution of resources and describe their influence on individuals and businesses.

WG.E.2 Explain the spatial patterns of industrial production and development. *Including but not limited to primary, secondary, and tertiary development.*

WG.E.3 Describe social and economic measures of development in various countries including the Gross Domestic Product, Gross National Product, Gender Inequality Index (GDI), and Human Development Index (HDI).

WG.E.4 Analyze various economic philosophies that influenced the development of economies in various countries. *Including but not limited to capitalism, socialism, and communism.*

WG.E.5 Analyze how the allocation of resources can impact the distribution of wealth and income across various world regions.

WG.E.6 Evaluate how the acquisition of resources leads to competition among world regions.

WG.E.7 Analyze how access and consumption of resources differ in economically developed and economically developing countries.

WG.E.8 Analyze the role of economic policies and relationships of supranational organizations. *Including but not limited to the United Nations, North Atlantic Free Trade Agreement, and the European Union.*

WG.E.9 Analyze Louisiana's economic system and its relationship with other world regions within the context of global interdependence.

## **Geography**

WG.G.1 Create and use geographic representations, data, and geospatial technologies to analyze geographic patterns and changes over time.

*Including but not limited to maps, satellite images, photographs, charts, graphs, population pyramids, GIS, and GPS.*

WG.G.2 Describe the influence of technology on the study of geography and gather geographic information using technological tools.

WG.G.3 Compare and contrast various types of maps and map projections and evaluate distortions associated with each map projection.

WG.G.4 Analyze geographic patterns and processes using spatial knowledge of the world's continents, major landforms, major bodies of water, and major countries.

WG.G.5 Analyze how maps and data illustrate territorial divisions and regional classification of the earth's surface.

WG.G.6 Analyze the influence that humans have had on the environment in terms of resources, migration patterns, and climate change at various scales of analysis.

WG.G.7 Analyze the influence that human settlement patterns have on the natural environment. *Including but not limited to urbanization, agriculture land use, irrigation systems, and natural disaster mitigation.*

WG.G.8 Analyze various scales to determine human influence on global environmental issues. *Including but not limited to industrial pollution, resource conservation, land degradation, and climate change.*

WG.G.9 Evaluate the consequences of globalization and the acceleration of communication and the diffusion of ideas, information, and culture.

WG.G.10 Evaluate the factors that contribute to cooperation and conflict at various regional scales of analysis. *Including but not limited to trade, natural resources, and land acquisition.*

WG.G.11 Explain the economic, social, demographic, political, and environmental effects of historical processes. *Including but not limited to colonialism and imperialism.*

WG.G.12 Evaluate the economic, social, political, and environmental effects of regional, national, and international migrations throughout various historical periods.

WG.G.13 Analyze the influence that globalization, industrialization, natural resource allocation, and environmental issues have on Louisiana and the United States.

DRAFT