

2022 Regular Session

HOUSE BILL NO. 929

BY REPRESENTATIVE HODGES

STUDENT/STANDARDS: Provides the state content standards in social studies for grades K-12

1 AN ACT

2 To enact Chapter 51 of Title 17 of the Louisiana Revised Statutes of 1950, to be comprised
3 of R.S. 17:5131 through 5144, relative to state content standards for elementary and
4 secondary education; to provide the state content standards for the subject of social
5 studies in grades kindergarten through twelve; and to provide for related matters.

6 Be it enacted by the Legislature of Louisiana:

7 Section 1. Chapter 51 of Title 17 of the Louisiana Revised Statutes of 1950,
8 comprised of R.S. 17:5131 through 5144, is hereby enacted to read as follows:

9 CHAPTER 51. STATE CONTENT STANDARDS FOR SOCIAL STUDIES

10 PART I. GENERAL

11 §5131. State content standards in social studies

12 A. The Louisiana student standards define what a public school student
13 should know or be able to accomplish at the end of a specific time period or grade
14 level or at the completion of a course. They represent the knowledge and skills
15 needed for students to successfully transition from each grade and ultimately to
16 postsecondary education and the workplace, as determined by content experts,
17 elementary and secondary educators and school leaders, postsecondary education
18 leaders, and business and industry leaders. The standards set forth what learning
19 should be taught; local education agencies, their school leaders and classroom
20 educators should determine how the standards should be taught, including the

1 curricula and instructional materials that should be used to meet students' individual
2 needs in mastering the standards.

3 B. Notwithstanding any provision of law to the contrary, the state content
4 standards for social studies shall be those provided in this Chapter.

5 PART II. KINDERGARTEN THROUGH GRADE EIGHT

6 §5132. Kindergarten; life in my home, school, and local community

7 A. Kindergarten students are introduced to the world beyond their family and
8 home. Kindergarten students will build upon experiences with their families,
9 schools, communities, and parishes as they begin their study of the most fundamental
10 principles and ideas of each of social studies' core disciplines: history, civics,
11 economics, and geography.

12 B. In history, students shall be expected to be able to:

13 (1) Order events in a chronological sequence using schedules, calendars, and
14 timelines. Examples include:

15 (a) Daily classroom activities.

16 (b) Significant events in students' lives.

17 (2) Differentiate between primary and secondary sources. Examples include:

18 (a) Primary sources to include letters, diaries, autobiographies, speeches, and
19 interviews.

20 (b) Secondary sources to include magazine articles, textbooks, encyclopedia
21 entries, and biographies.

22 (3) Select and use appropriate evidence from primary and secondary sources
23 to support claims.

24 (4) Identify symbols, customs, famous individuals, and celebrations
25 representative of our state and nation, including:

26 (a) Symbols to include the United States flag, bald eagle, Louisiana state
27 flag, and brown pelican.

28 (b) Customs to include pledging allegiance to the United States flag and
29 singing "The Star-Spangled Banner".

1 (c) Individuals to include George Washington, Abraham Lincoln, and Dr.
2 Martin Luther King, Jr.

3 (d) State and nationally designated holidays to include New Year's Day, the
4 birthday of Martin Luther King, Jr., Inauguration Day, Washington's Birthday, Mardi
5 Gras, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day,
6 Veterans Day, Thanksgiving Day, and Christmas Day.

7 (5) Identify examples of different cultures and traditions in Louisiana,
8 including:

9 (a) Music: Cajun, jazz and zydeco.

10 (b) Traditions: king cake, red beans and rice on Mondays.

11 (c) Cuisine: jambalaya, gumbo, etouffee, bread pudding, meat pies, and
12 tamales.

13 (6) Identify a cause and effect for a significant event in a school,
14 neighborhood, or parish.

15 C. In Civics, students shall be expected to be able to:

16 (1) Explain the purpose of local government.

17 (2) Describe the importance of fairness, responsibility, respect, and hard
18 work. For example:

19 (a) Taking care of personal belongings and respecting the property of others.

20 (b) Following rules and recognizing consequences of breaking rules.

21 (c) Taking responsibility for assigned duties.

22 (3) Describe organizations and individuals within a school or parish that help
23 solve issues, including the school principal, school custodian, volunteers, police
24 officers, and fire and rescue workers.

25 (4) Describe the importance of rules and how they help protect our liberties.

26 (5) Explain how people can work together to make decisions.

27 (6) Identify local business and government leaders and describe their roles.

28 D. In Economics, students shall be expected to be able to:

1 (1) Identify examples of goods and services and explain why people
2 purchase them. For example:

3 (a) Goods: food, toys, and clothing.

4 (b) Services: medical care, fire protection, law enforcement, and library
5 resources.

6 (2) Describe and compare reasons to save and spend money.

7 (3) Differentiate between wants and needs.

8 (4) Identify jobs and industries within a school and community.

9 (5) Describe the concept of scarcity using examples.

10 E. In geography, students shall be expected to be able to:

11 (1) Use maps and models to describe relative location. Example: locating
12 objects and places to the right or left, up or down, in or out, and above or below.

13 (2) Identify basic land forms and bodies of water in a variety of visual
14 representations, including mountains, hills, coasts, islands, lakes, and rivers.

15 (3) Identify ways people interact with their environment, including:

16 (a) Using natural resources.

17 (b) Modifying their environment to create shelter.

18 (4) Identify rural, suburban, and urban areas.

19 (5) Explain how weather impacts daily life and choices.

20 (6) Explain why people may move from place to place.

21 §5133. Grade one; life in the great state of Louisiana

22 A. The focus in grade one is helping students acquire knowledge regarding
23 their place in the local community and in Louisiana. First graders will gain a deeper
24 sense of their role as citizens in a democratic society as they develop an awareness
25 of their basic rights and responsibilities, including the laws designed to protect them.
26 Students will continue to develop a sense of time and place as they increase their
27 understanding of the past, present, and future through the study of Louisiana's rich
28 history and culture.

29 B. In history, students shall be expected to be able to:

- 1 (1) Create a chronological sequence of events using appropriate vocabulary.
- 2 (2) Differentiate between primary and secondary sources. Examples include:
- 3 (a) Primary sources: letters, diaries, autobiographies, speeches, and
- 4 interviews.
- 5 (b) Secondary sources: magazine articles, textbooks, encyclopedia entries,
- 6 and biographies.
- 7 (3) Select and use appropriate evidence from primary and secondary sources
- 8 to support claims.
- 9 (4) Construct and express claims that are supported with relevant evidence
- 10 from primary or secondary sources, content knowledge, and clear reasoning.
- 11 (5) Compare life in Louisiana in the past to life today.
- 12 (6) Describe how events, people, and innovations of the past can affect the
- 13 present.
- 14 (7) Compare the lives of Louisianans today in urban, suburban, and rural
- 15 parishes.
- 16 (8) Identify examples of Louisiana's culture, including:
- 17 (a) State and nationally designated holidays: New Year's Day, the birthday
- 18 of Martin Luther King, Jr., Inauguration Day, Washington's Birthday, Mardi Gras,
- 19 Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day, Veterans
- 20 Day, Thanksgiving Day, and Christmas Day.
- 21 (b) Music: Cajun, jazz, and zydeco.
- 22 (c) Languages: French, Spanish, and Native American languages such as
- 23 Atakpan, Caddo, and Choctaw.
- 24 (d) Architecture: St. Louis Cathedral, The Cabildo, State Capitol, Louisiana
- 25 Superdome, Strand Theater, Sports Hall of Fame, and World War Two Museum.
- 26 (e) Traditions: lagniappe, second line parades, king cake, and red beans and
- 27 rice on Mondays.
- 28 (f) Cuisine: jambalaya, gumbo, etouffee, bread pudding, meat pies, and
- 29 tamales.

1 (g) Symbols: Louisiana state flag, brown pelican, magnolia tree, and brown
2 bear.

3 (9) Identify cultural groups that influenced Louisiana, including Acadians,
4 Africans, Canary Islanders, Germans, Haitians, Native Americans, Asian Americans,
5 the French, and the Spanish.

6 C. In Civics, students shall be expected to be able to:

7 (1) Identify Louisiana as a unique state among fifty and as a part of the
8 United States.

9 (2) Describe the purpose of the state government of Louisiana.

10 (3) Identify each of the branches of the state government of Louisiana.

11 (4) Describe examples of rules and laws in Louisiana.

12 (5) Describe civic virtues including voting, running for office, serving on
13 committees, and volunteering.

14 (6) Describe the importance of fairness, responsibility, respect, and hard
15 work. For example: taking care of personal belongings and respecting the property
16 of others, following rules and recognizing consequences of breaking rules, and
17 taking responsibility for assigned duties.

18 (7) Identify leaders at various levels of Louisiana state government and
19 explain their roles and responsibilities.

20 D. In economics, students shall be expected to be able to:

21 (1) Differentiate between producers and consumers.

22 (2) Identify examples of an economic cost or benefit of a decision or event.

23 (3) Describe how different public and private jobs help Louisianans. For
24 example:

25 (a) Public: firefighters keeping people and their property safe.

26 (b) Private: nurses caring for sick or injured people.

27 (4) Explain why and how goods and services are produced and traded.

28 (5) Describe how scarcity requires people to make choices.

1 (6) Identify and describe which goods and services are produced in different
2 places and regions in Louisiana.

3 (7) Describe the importance of natural resources in Louisiana, including
4 timber, seafood, and oil.

5 E. In geography, students shall be expected to be able to:

6 (1) Create and use maps or models with cardinal directions, keys, and scale.

7 (2) Identify where Louisiana is within the United States and on the globe.

8 (3) Differentiate between the town, parish, state, and country in which the
9 student lives on a political map.

10 (4) Identify places, regions, and landlords in Louisiana, and describe their
11 relative locations, including the cultural regions of North Louisiana, Central
12 Louisiana, Southwest Louisiana, Florida Parishes, Acadiana, Bayou Region, and
13 Greater New Orleans.

14 (5) Describe the physical characteristics of various regions of Louisiana,
15 including bayous, swamps, flood plains, forests, and farmland.

16 (6) Describe ways people in Louisiana change their environment to meet
17 their needs, including the construction of bridges and levees.

18 (7) Explain how Louisianans have successfully met the challenges posed by
19 natural disasters.

20 (8) Explain how and why people and goods move from place to place.

21 (9) Explain how the physical landscape of Louisiana affected the settlement
22 of Native Americans and early settlers.

23 §5134. Grade two; life in our great country, the United States of America

24 A. The goal in grade two is to introduce students to major historical events,
25 figures, and symbols related to the principles and founding of American democracy.

26 Grade two students will learn to value differences among people and exemplify a
27 respect for the rights and opinions of others. They develop an appreciation of shared
28 values, principles, and beliefs that promote stability for our country's government

1 and its citizens while building knowledge about our founding documents, system of
2 government, and individuals who exemplify American values and principles.

3 B. In history, students shall be expected to be able to:

4 (1) Create and use a chronological sequence of events using appropriate
5 vocabulary.

6 (2) Differentiate between primary and secondary sources. Examples include:

7 (a) Primary sources: letters, diaries, autobiographies, speeches, and
8 interviews.

9 (b) Secondary sources: magazine articles, textbooks, encyclopedia entries,
10 and biographies.

11 (3) Select and use appropriate evidence from primary and secondary sources
12 to support claims.

13 (4) Construct and express claims that are supported with relevant evidence
14 from primary and secondary sources with clear reasoning.

15 (5) Compare life in the United States in the past to life today.

16 (6) Describe the significance of the American Revolution and the founding
17 of the United States.

18 (7) Identify and describe national historical figures, celebrations, symbols,
19 and places, including:

20 (a) The founding fathers, including George Washington, Thomas Jefferson,
21 Benjamin Franklin, Patrick Henry, John Adams, John Hancock, and James Madison.

22 (b) Historical female figures, including Abigail Adams, Anne Hutchinson,
23 Dolley Madison, Betsy Ross, and Phillis Wheatley.

24 (c) State and nationally designated holidays, including New Year's Day, the
25 birthday of Martin Luther King, Jr., Inauguration Day, Washington's Birthday, Mardi
26 Gras, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day,
27 Veterans Day, Thanksgiving Day, and Christmas Day.

28 (d) American symbols, including the Liberty Bell, United States flag
29 (etiquette, customs pertaining to the display and use of the flag), bald eagle, national

1 anthem, Uncle Sam, Statue of Liberty, the Pledge of Allegiance, and the national
2 motto, "In God We Trust".

3 (e) Manmade American monuments and landmarks, including the Gateway
4 Arch, the Golden Gate Bridge, Jefferson Memorial, Dr. Martin Luther King, Jr.,
5 Memorial in Washington D.C., Lincoln Memorial, Mount Rushmore, Pearl Harbor
6 Museum, September 11 Memorial and Museum, Statue of Liberty, Tomb of the
7 Unknown Soldier, U.S. Capitol, Washington Monument, and White House.

8 (f) Natural American landmarks, including the Grand Canyon, Mississippi
9 River, Monument Valley, Niagara Falls, Rocky Mountains, Smoky Mountains, and
10 Yellowstone National Park.

11 (8) Interpret legends, stories, and songs that contributed to the development
12 of the cultural history of the United States, including Native American legends,
13 African American history, tall tales, and stories of folk heroes.

14 C. In civics, students shall be expected to be able to:

15 (1) Describe the structure and responsibilities of each of the three branches
16 of the federal government, executive, legislative, and judicial.

17 (2) Identify and describe principles of American democracy and relate them
18 to the founding of the nation, including:

19 (a) Reasons for the settlement of the thirteen colonies and the founding of
20 the United States, including the search for freedom and a new life.

21 (b) The basic principles of the Declaration of Independence and the
22 Constitution of the United States, including equality under the law and fair treatment
23 for all.

24 (3) Explain the purpose of rules and laws in the United States.

25 (4) Define governmental systems, including democracy and monarchy.

26 (5) Describe civic virtues including voting, running for office, serving on
27 committees, and volunteering.

28 (6) Compare local, state, and national elected officials and explain their roles
29 and responsibilities, including the president, governor, mayor, and representatives.

1 D. In economics, students shall be expected to be able to:

2 (1) Describe the United States in economic terms, including free enterprise,
3 private property, producers and consumers, profit and loss, costs and benefits, and
4 imports and exports, including:

5 (a) How people are both producers and consumers.

6 (b) Why free enterprise and private property are important and how they are
7 beneficial to individuals and to the United States.

8 (c) Examples of an economic cost or benefit of a decision or event.

9 (2) Explain why and how people specialize in the production of goods and
10 services.

11 (3) Explain how scarcity of resources and opportunity costs require people
12 to make choices to satisfy wants and needs.

13 (4) Identify how people use natural (renewable and nonrenewable), human,
14 and capital resources to provide goods and services.

15 E. In geography, students shall be expected to be able to:

16 (1) Create and use maps and models with a key, scale, and compass with
17 intermediate directions.

18 (2) Describe geographic features and physical characteristics of places in the
19 United States and the world, including mountains, hills, plains, deserts, coasts,
20 islands, peninsulas, lakes, and rivers.

21 (3) Identify and locate the four hemispheres, equator, and prime meridian.

22 (4) Describe the relative location of the United States.

23 (5) Compare and contrast basic land use and economic activities in urban,
24 suburban, and rural environments.

25 (6) Identify natural disasters such as blizzards, earthquakes, tornadoes,
26 hurricanes, and floods and explain their effects on people and the environment.

27 (7) Explain how and why people, goods, and ideas move from place to place.

28 (8) Describe how and why people from various cultures immigrate to the
29 United States.

1 §5135. Grade three; the American Story: people, places, and papers

2 A. Building on what students learned in grade two about our founding
3 documents and system of government, this course continues to introduce students to
4 major historical events, figures, symbols, and places related to the development and
5 history of the United States of America. In grade three, students examine the people,
6 places, and papers in United States history that exemplify American ideals and
7 fundamental values such as equality under the law, liberty, justice, and responsibility
8 for the common good. Students will also focus on building their geographic
9 knowledge of North America and the wider world, while further developing an
10 understanding of how the environment affects its inhabitants.

11 B. In history, students shall be expected to be able to:

12 (1) Create and use a chronological sequence of related events to compare
13 developments and describe instances of change and continuity.

14 (2) Explain connections between ideas, events, and developments in United
15 States history.

16 (3) Use a variety of primary and secondary sources to:

17 (a) Analyze social studies content.

18 (b) Explain claims and evidence.

19 (c) Compare and contrast multiple sources.

20 (4) Construct and express claims that are supported with relevant evidence
21 from primary or secondary sources, content knowledge, and clear reasoning in order
22 to:

23 (a) Demonstrate an understanding of social studies content.

24 (b) Compare and contrast content and viewpoints.

25 (c) Explain causes and effects.

26 (d) Describe counterclaims.

27 (5) Compare life in the United States in the past and present.

28 (6) Identify and describe national historical figures, celebrations, and
29 symbols, including:

1 (a) The achievements of George Washington, Thomas Jefferson, Lewis and
2 Clark, Sacagawea, Abraham Lincoln, Frederick Douglass, Harriet Tubman,
3 Sojourner Truth, Sitting Bull, George Washington Carver, Susan B. Anthony, Mabel
4 Ping-Hua Lee, Theodore Roosevelt, the Wright Brothers, Thomas Edison, Henry
5 Ford, Alexander Graham Bell, Dr. Martin Luther King, Jr., Jackie Robinson, Sally
6 Ride, Katherine Johnson, and Mae Jemison.

7 (b) The significance of state and nationally designated holidays, including
8 New Year's Day, the birthday of Martin Luther King, Jr., Inauguration Day,
9 Washington's Birthday, Mardi Gras, Memorial Day, Juneteenth, Independence Day,
10 Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, and Christmas Day.

11 (c) Describe the history of American symbols, including the Liberty Bell,
12 United States flag (etiquette, customs pertaining to the display and use of the flag),
13 bald eagle, national anthem, Uncle Sam, Statue of Liberty, the Pledge of Allegiance,
14 and the national motto, "In God We Trust".

15 (d) Manmade American monuments and landmarks including the Gateway
16 Arch, the Golden Gate Bridge, Jefferson Memorial, Dr. Martin Luther King, Jr.,
17 Memorial in Washington D.C., Lincoln Memorial, Mount Rushmore, Pearl Harbor
18 Museum, September 11 Memorial and Museum, Statue of Liberty, Tomb of the
19 Unknown Soldier, U.S. Capitol, Washington Monument, and White House.

20 (e) Natural American landmarks, including the Grand Canyon, Mississippi
21 River, Monument Valley, Niagara Falls, Rocky Mountains, Smoky Mountains, and
22 Yellowstone National Park.

23 (7) Describe the significance of major events in the history of the United
24 States, including the American Revolution, Louisiana Purchase, Lewis and Clark
25 Expedition, the abolition of slavery, women's suffrage movement, civil rights
26 movement, and the Space Race.

27 (8) Describe how voluntary and involuntary migration have affected the
28 United States.

1 (9) Describe how technological advancements such as the steam engine,
2 railroad, automobile, electricity, telephone, radio, television, microwave, and digital
3 technologies have affected the lives of people in the United States.

4 C. In civics, students shall be expected to be able to:

5 (1) Recognize functions of the Declaration of Independence and the
6 Constitution of the United States, including:

7 (a) The process by which a bill becomes law.

8 (b) The responsibilities of the three branches of government.

9 (c) The relationship between the federal government and state government.

10 (d) A comparison and contrast of representative democracy (republic) and
11 monarchy.

12 (e) How the founding documents protect individuals' rights to life, liberty,
13 and the pursuit of happiness.

14 (2) Identify and describe basic principles of the Declaration of Independence
15 and the Constitution of the United States.

16 (3) Explain the significance of the Emancipation Proclamation and the
17 Thirteenth Amendment.

18 (4) Describe civic virtues: voting, running for office, serving on committees,
19 and volunteering.

20 (5) Describe how and why people become citizens of the United States.

21 D. In economics, students shall be expected to be able to:

22 (1) Describe the United States in economic terms: free enterprise, private
23 property, producers and consumers, profit and loss, supply and demand, and imports
24 and exports, including:

25 (a) Explain why free enterprise and private property are important concepts
26 and how they are beneficial to individuals and to the United States.

27 (b) How the interaction between producers and consumers in a free market
28 satisfies economic wants and needs.

29 (c) How supply and demand can affect the prices of goods and services.

1 (d) A differentiation between imports and exports.

2 (e) Why and how people specialize in the production of goods and services.

3 (2) Identify how people use natural (renewable and nonrenewable), human,
4 and capital resources to provide goods and services.

5 (3) Describe the relationship between scarcity and opportunity cost in
6 economic decision making.

7 (4) Describe the importance of personal financial decision making such as
8 budgeting and saving.

9 E. In geography, students shall be expected to be able to:

10 (1) Create and use maps and models with a key, scale, and compass with
11 intermediate directions.

12 (2) Describe the geographic features of places in the United States.

13 (3) Interpret geographic features of the United States using a variety of tools
14 such as different types of maps and photos.

15 (4) Identify and locate the four hemispheres, equator, and prime meridian.

16 (5) Locate and describe the seven continents and five oceans.

17 (6) Describe the relative location of the United States.

18 (7) Describe why and how people in the United States have modified their
19 environment.

20 (8) Compare and contrast basic land use and economic activities in urban,
21 suburban, and rural environments.

22 (9) Describe the importance of conservation and preservation.

23 (10) Describe how the regions of the United States vary culturally and
24 economically.

25 §5136. Grade four; the ancient world

26 A. After building knowledge in grades kindergarten through three about their
27 community, parish, state, and nation, students are ready to expand their historical
28 horizons and begin an exploration of the ancient and classical world. In grade four,
29 students are introduced to the story of human civilization and will examine key

1 characteristics of society, government, and culture in the ancient Near East, Northern
2 Africa, India, Greece, Rome, China, and the Americas.

3 B. In grade four, students shall be expected to be able to:

4 (1) Create and use a chronological sequence of related events to compare
5 developments and describe instances of change and continuity.

6 (2) Use a variety of primary and secondary sources to:

7 (a) Analyze social studies content.

8 (b) Explain claims and evidence.

9 (c) Compare and contrast multiple sources.

10 (3) Explain connections between ideas, events, and developments in world
11 history.

12 (4) Compare and contrast events and developments in world history.

13 (5) Construct and express claims that are supported with relevant evidence
14 from primary or secondary sources, content knowledge, and clear reasoning in order
15 to:

16 (a) Demonstrate an understanding of social studies content.

17 (b) Compare and contrast content and viewpoints.

18 (c) Explain causes and effects.

19 (d) Describe counterclaims.

20 (6) Create and use geographic representations to locate and describe places
21 and geographic characteristics, including the following: hemispheres; land forms
22 such as continents, oceans, rivers, mountains, and deserts; cardinal and intermediate
23 directions; and climate and environment.

24 (7) Use geographic representations and historical information to explain how
25 physical geography influenced the development of ancient civilizations and empires.

26 (8) Describe the origin and spread of major world religions as they
27 developed throughout history.

28 (9) Describe the characteristics of nomadic hunter-gatherer societies,
29 including their use of hunting weapons, fire, shelter and tools.

1 (10) Describe early human migration out of Africa, first to Europe and Asia,
2 then to the Americas and Australia.

3 (11) Explain the effects of the Agricultural Revolution, including the barter
4 economy, food surpluses, domestication of plants and animals, specialization, and
5 the growth of permanent settlements.

6 (12) Identify and explain the importance of the following key characteristics
7 of civilizations: culture, specialization, infrastructure, stable food supply,
8 government, technology, belief systems, writing, and social structure.

9 (13) Describe the geographic, political, economic, and cultural structures of
10 ancient Near East, including being able to:

11 (a) Identify and locate geographical features of the ancient Near East,
12 including the Black Sea, Persian Gulf, Euphrates River, Tigris River, Mediterranean
13 Sea, and Zagros Mountains.

14 (b) Explain how geographic and climatic features led to the region being
15 known as the Fertile Crescent.

16 (c) Explain how irrigation, silt, metallurgy, production of tools, use of
17 animals and inventions such as the wheel and plow led to advancements in
18 agriculture.

19 (d) Describe how changes in agriculture in Sumer led to economic growth,
20 expansion of trade and transportation, and the growth of independent city-states.

21 (e) Identify important achievements of the Mesopotamian civilization,
22 including cuneiform, clay tablets, ziggurats, and the Epic of Gilgamesh as the oldest
23 written epic.

24 (f) Describe the significance of the written law in the Code of Hammurabi,
25 and explain the meaning of the phrase "an eye for an eye and a tooth for a tooth."

26 (g) Describe the development of the ancient Israelites.

27 (14) Describe the geographic, political, economic, and cultural structures of
28 ancient Egypt, including being able to:

1 (a) Identify and locate geographical features of ancient Egypt, including the
2 Mediterranean Sea, Red Sea, Nile River and Delta, and the Sahara Desert.

3 (b) Explain the structure of ancient Egyptian society, including the
4 relationships between groups of people, positions of pharaohs, and the role of
5 enslaved people.

6 (c) Explain Egyptian beliefs about the afterlife, the reasons for
7 mummification, and the use of pyramids.

8 (d) Describe the significance of key figures from ancient Egypt, including
9 economic growth under the leadership of Queen Hatshepsut, Ramses the Great's
10 military conquests leading to expansion of the kingdom, and the significance of the
11 discovery of Tutankhamun's tomb on the modern understanding of ancient Egypt.

12 (e) Describe the achievements of ancient Egyptian civilization, including
13 hieroglyphics, papyrus, and the pyramids and Sphinx at Giza.

14 (f) Examine the cultural diffusion of ancient Egypt with surrounding
15 civilizations through trade and conflict.

16 (15) Describe the geographic, political, economic, and cultural structures of
17 ancient India, including being able to:

18 (a) Identify and locate geographical features of ancient India, including the
19 Ganges River, Indus River, Himalayan Mountains, Indian Ocean, and the
20 subcontinent of India.

21 (b) Explain the emergence of the Harappan civilization in the Indus River
22 Valley as an early agricultural civilization and describe its achievements, including
23 architecture built with bricks, roads arranged into a series of grid systems, and sewer
24 systems.

25 (c) Identify the long-lasting intellectual traditions that emerged during the
26 late empire of ancient India, including advances in medicine and Hindu-Arabic
27 numerals.

28 (16) Describe the geographic, political, economic, and cultural structures of
29 ancient Greece, including being able to:

1 (a) Identify and locate geographical features of ancient Greece, including the
2 Mediterranean Sea, Athens, the Peloponnesian peninsula and Sparta.

3 (b) Describe how the geographical features of ancient Greece, including its
4 mountainous terrain and access to the Mediterranean Sea contributed to its
5 organization into city-states and the development of maritime trade.

6 (c) Examine the concept of the polis in Greek city-states, including the ideas
7 of: citizenship, civic participation, and the rule of law.

8 (d) Explain the basic concepts of direct democracy and oligarchy.

9 (e) Explain the characteristics of the major Greek city-states of Athens and
10 Sparta, including status of women, approaches to education, type of government, and
11 the practice of slavery.

12 (f) Describe the causes and consequences of the Persian Wars, including the
13 role of Athens and its cooperation with Sparta.

14 (g) Describe the polytheistic religion of ancient Greece.

15 (h) Identify Socrates, Plato, and Aristotle as great philosophers of ancient
16 Greece explain how ideas can spread through writing and teaching.

17 (i) Identify examples of ancient Greek architecture, including the Parthenon
18 and the Acropolis.

19 (j) Identify Alexander the Great and explain how his conquests spread
20 Hellenistic (Greek) culture.

21 (17) Describe the geographic, political, economic, and cultural structures of
22 ancient Rome, including being able to:

23 (a) Identify and locate the geographical features of ancient Rome, including
24 the Mediterranean Sea, Italian Alps, Rome, Italian Peninsula, and Tiber River.

25 (b) Explain how the geographical location of ancient Rome contributed to
26 its political and economic growth in the Mediterranean region and beyond.

27 (c) Describe the class system of ancient Rome, including the roles and rights
28 of patricians, plebeians, and enslaved people in Roman society.

1 (d) Describe the polytheistic religion of ancient Rome and its connection to
2 ancient Greek beliefs.

3 (e) Describe the characteristics of Julius Caesar's rule, including his role as
4 dictator for life.

5 (f) Explain the influence of Augustus Caesar, including the establishment of
6 the Roman Empire and its expansion during the Pax Romana.

7 (g) Describe how innovations in engineering and architecture contributed to
8 Roman expansion, including the role of aqueducts, domes, arches, roads, bridges,
9 and sanitation.

10 (h) Describe the fall of the Western Roman Empire, including difficulty
11 governing its large territory and political, military, and economic problems.

12 (18) Describe the geographic, political, economic, and cultural structures of
13 ancient China, including being able to:

14 (a) Identify and locate geographical features of ancient China, including the
15 Gobi Desert, Plateau of Tibet, Himalayan Mountains, Yangtze River, Pacific Ocean,
16 and Yellow River.

17 (b) Describe the influence of geographic features on the origins of ancient
18 Chinese civilization in the Yellow River Valley, and explain how China's geography
19 helped create a unique cultural identity.

20 (c) Describe problems prevalent in the time of Confucius and explain the
21 concepts of filial piety, or dutiful respect, and the Mandate of Heaven.

22 (d) Explain the significance of the unification of ancient China into the first
23 Chinese empire by Qin Shi Huangdi.

24 (e) Describe how the size of ancient China made governing difficult and how
25 early dynasties attempted to solve this problem, including the construction of the
26 Grand Canal and the Great Wall.

27 (f) Explain the major accomplishments of the Han Dynasty, including the
28 magnetic compass, paper making, porcelain, silk, and woodblock printing.

1 (g) Describe how the desire for Chinese goods influenced the creation of The
2 Silk Road and began a process of cultural diffusion throughout Eurasia.

3 (19) Describe the geographic, political, and economic, and cultural structures
4 of indigenous civilizations of the Americas, including being able to:

5 (a) Identify and locate geographical features in the Americas, including
6 Mississippi River and Delta, Amazon River, Pacific Ocean, Appalachian Mountains,
7 Gulf of Mexico, Atlantic Ocean, South America, and Yucatan Peninsula.

8 (b) Describe the cultural elements among indigenous communities in North
9 America, including housing, clothing, games, entertainment, dance, and how food
10 was gathered, caught, and cooked.

11 (c) Explain how nomadic groups of people first hunted and traveled
12 throughout what would become Louisiana.

13 (d) Explain how people living in what would become Louisiana gradually
14 moved towards seasonal hunting and gathering, using new tools and practices for
15 hunting, and building large mounds for ceremonial and practical purposes.

16 (e) Describe key characteristics of Poverty Point culture, including art,
17 hunting methods, dress, food, use of mounds, and resources traded there.

18 (f) Explain the major accomplishments of the Mayans, including
19 advancements in astronomy, mathematics and the calendar, construction of
20 pyramids, temples, and hieroglyphic writing.

21 (g) Describe the influence of geographic features on the origins of the Mayan
22 civilization and explain theories related to the abandonment of their cities.

23 §5137. Grade five; the medieval to the modern world

24 A. The fifth grade builds on what students learned about ancient and
25 classical civilizations in grade four. In this course, students will examine Medieval
26 Europe and Africa, Aztec and Incan civilizations, the Renaissance and Reformation,
27 the Age of Exploration, and the European conquest and colonization of the
28 Americas. Students will also examine the growth in economic interactions among

1 civilizations as well as the exchange of ideas, beliefs, technologies, and
2 commodities.

3 B. In grade five, students shall be expected to be able to:

4 (1) Create and use a chronological sequence of related events to compare
5 developments and describe instances of change and continuity.

6 (2) Use a variety of primary and secondary sources to:

7 (a) Analyze social studies content.

8 (b) Explain claims and evidence.

9 (c) Compare and contrast multiple sources.

10 (3) Explain connections between ideas, events, and developments in world
11 history.

12 (4) Compare and contrast events and developments in world history.

13 (5) Construct and express claims that are supported with relevant evidence
14 from primary or secondary sources, content knowledge, and clear reasoning in order
15 to:

16 (a) Demonstrate an understanding of social studies content.

17 (b) Compare and contrast content and viewpoints.

18 (c) Explain causes and effects.

19 (d) Describe counterclaims.

20 (6) Create and use geographic representations to locate and describe places
21 and geographic characteristics, including the following: hemispheres; land forms
22 such as continents, oceans, rivers, mountains, deserts; cardinal and intermediate
23 directions; latitude and longitude, climate, and environment.

24 (7) Use geographic representations and historical information to explain how
25 physical geography influenced the development of civilizations and empires.

26 (8) Describe the origin and spread of major world religions as they
27 developed throughout history.

28 (9) Describe the geographic, political, economic, and cultural structures of
29 Europe during the Middle Ages, including being able to:

1 (a) Identify and locate geographical features of Europe, including the Alps,
2 Atlantic Ocean, North European Plain, English Channel, Ural Mountains, and the
3 Mediterranean Sea.

4 (b) Describe the role of monasteries in the preservation of knowledge and
5 the spread of the Catholic Church throughout Europe.

6 (c) Explain how Charlemagne shaped and defined medieval Europe,
7 including the creation of the Holy Roman Empire, and the establishment of
8 Christianity as the religion of the Empire.

9 (d) Describe the development of feudalism and manorialism and their role
10 in the medieval European economy.

11 (e) Describe the impact of the Magna Carta, including limiting the power of
12 the monarch, the rule of law, and the right to trial by jury.

13 (f) Explain how the Crusades affected Christian, Muslim, and Jewish
14 populations in Europe.

15 (g) Describe the economic and social effects of the spread of the Black Death
16 (Bubonic Plague) from Central Asia to China, the Middle East, and Europe, and its
17 effect on the global population.

18 (h) Describe the significance of the Hundred Years War, including the roles
19 of Henry V in shaping English culture and language and Joan of Arc in promoting
20 a peaceful end to the war.

21 (10) Describe the geographic, political, economic, and cultural structures of
22 Southwest Asia and North Africa, including being able to:

23 (a) Identify and locate the geographical features of Southwest Asia and
24 North Africa, including the Arabian Peninsula, Persian Gulf, Arabian Sea, Red Sea,
25 Black Sea, and Caspian Sea.

26 (b) Describe the diffusion of Islam, its culture, and the Arabic language
27 throughout North Africa and Southwest Asia.

28 (c) Summarize the contributions of Islamic scholars in the areas of art,
29 medicine, science, and mathematics.

1 (11) Describe the geographic, political, economic, and cultural structures of
2 Medieval West African Kingdoms, including being able to:

3 (a) Identify and locate the geographical features of West Africa, including
4 the Atlantic Ocean, Niger River, Djenne, the Sahara, Gulf of Guinea, and Timbuktu.

5 (b) Describe the growth of the kingdoms of Ghana, Mali, and Songhai,
6 including cities such as Djenne and Timbuktu as centers of trade, culture, and
7 learning.

8 (c) Describe the role of the Trans-Saharan caravan trade in the changing
9 religious and cultural characteristics of West Africa and in the exchange of salt, gold,
10 and enslaved people.

11 (d) Explain the importance of the Malian king Mansa Musa and his
12 pilgrimage to Mecca.

13 (12) Describe the origins, accomplishments, and geographic diffusion of the
14 Renaissance as well as the historical developments of the Protestant Reformation and
15 Scientific Revolution, including being able to:

16 (a) Explain how the location of the Italian Peninsula affected the movement
17 of resources, knowledge, and culture throughout Italy's independent trade cities.

18 (b) Identify the importance of Florence, Italy, and the Medici Family in the
19 early stages of the Renaissance.

20 (c) Explain the development of Renaissance art, including the significance
21 of Leonardo da Vinci, Michelangelo, William Shakespeare, and systems of
22 patronage.

23 (d) Explain how Johannes Gutenberg's printing press affected the growth of
24 literacy and diffusion of knowledge.

25 (e) Explain the significant causes of the Protestant Reformation, including
26 the selling of indulgences and Martin Luther's 95 Theses.

27 (f) Compare and contrast heliocentric and geocentric theories of the Greeks
28 (geocentric) and Copernicus (heliocentric).

1 (g) Describe Galileo Galilei's theories and improvement of scientific tools,
2 including the telescope and microscope.

3 (13) Describe the geographic, political, economic, and cultural structures of
4 Indigenous civilizations of the Americas, including being able to:

5 (a) Identify and locate the geographical features of the Americas, including
6 the Andes Mountains, Appalachian Mountains, Great Plains, Pacific Ocean
7 Mountains, Gulf of Mexico, Rocky Mountains, Atlantic Ocean, Mississippi River,
8 Amazon River, South America, Caribbean Sea, North America, Yucatan Peninsula,
9 and the Central Mexican Plateau.

10 (b) Explain the impact of geographic features on North American Native
11 American cultures (Northeast, Southeast, and Plains), including clothing, housing,
12 and agriculture.

13 (c) Describe the existence of diverse networks of North American Native
14 American cultures, including varied languages, customs, and economic and political
15 structures.

16 (d) Explain the impact of geographic features and climate on the agricultural
17 practices and settlement of the Aztec and Incan civilizations.

18 (e) Explain how the Aztec built and controlled a powerful empire that
19 covered much of what is now central Mexico.

20 (f) Describe Aztec religious beliefs and how they were linked to the
21 traditions of the society.

22 (g) Describe Tenochtitlán and the surrounding landscape, including
23 aqueducts, massive temples, and chinampa agriculture.

24 (h) Identify Moctezuma II and describe features of his reign.

25 (i) Explain how the Inca built and organized their empire and how Inca
26 engineers overcame challenges presented by the geography of the land.

27 (j) Explain how the Inca kept their empire together without a written
28 language.

1 (14) Analyze the motivations for the movement of people from Europe to the
2 Americas and describe the effects of exploration by Europeans, including being able
3 to:

4 (a) Analyze why European countries were motivated to explore the world,
5 including religion, political rivalry, and economic gain.

6 (b) Identify the significance of the voyages and routes of discovery of the
7 following explorers by their sponsoring country: England: Henry Hudson; France:
8 Jacques Cartier; Portugal: Vasco da Gama, Bartolomeu Dias; Spain: Christopher
9 Columbus, Hernando de Soto, Ferdinand Magellan, and Amerigo Vespucci.

10 (c) Describe Prince Henry the Navigator's influence on exploration, voyages,
11 cartographic improvements, and tools related to exploration, including the compass,
12 caravel, and astrolabe.

13 (d) Describe how the Aztec and Inca empires were eventually defeated by
14 Spanish Conquistadors.

15 (e) Explain the impact of the Columbian Exchange on people, plants,
16 animals, technology, culture, ideas, and diseases among Europe, Africa, Asia, and
17 the Americas in the fifteenth and sixteenth centuries, and examine the major effects
18 on each continent.

19 (f) Explain how Spanish colonization introduced Christianity, the mission
20 system, and the encomienda system to the Americas as well as the transition to
21 African slavery.

22 (g) Describe the development of the transatlantic slave trade and the
23 experiences of enslaved people in the Americas.

24 §5138. Grade six; the United States and Louisiana: beginnings through ratification

25 A. Beginning with the exploration of colonization of North America, this
26 course offers a chronological study of major events, issues, movements, individuals,
27 and groups of people in the United States from a national and a Louisiana
28 perspective. In this course, students will examine British and French exploration and
29 colonization, the development of the British thirteen colonies, French and Spanish

1 Colonial Louisiana, the American Revolution, and the development and ratification
2 of the U.S. Constitution.

3 B. In grade six, students shall be expected to be able to:

4 (1) Explain ideas, events, and developments in the history of the United
5 States from 1580 to 1791 and how they progressed, changed, or remained the same
6 over time.

7 (2) Analyze connections between ideas, events, and developments in United
8 States history within their global context from 1580 to 1791.

9 (3) Compare and contrast events and developments in United States history
10 from 1580 to 1791.

11 (4) Use geographic representations and historical data to analyze events and
12 developments in United States history from 1580 to 1791, including environmental,
13 cultural, economic, and political characteristics and changes.

14 (5) Use maps to identify absolute location (latitude and longitude) and
15 describe geographical characteristics of places in Louisiana, North America, and the
16 world.

17 (6) Use a variety of primary and secondary sources to:

18 (a) Analyze social studies content.

19 (b) Evaluate claims, counterclaims, and evidence.

20 (c) Compare and contrast multiple sources and accounts.

21 (d) Explain how the availability of sources affects historical interpretations.

22 (7) Construct and express claims that are supported with relevant evidence
23 from primary or secondary sources, social studies content knowledge, and clear
24 reasoning and explanations to:

25 (a) Demonstrate an understanding of social studies content.

26 (b) Compare and contrast content and viewpoints.

27 (c) Analyze causes and effects.

28 (d) Evaluate counterclaims.

1 (8) Analyze European exploration and colonization of North America,

2 including being able to:

3 (a) Explain the significance of the land claims made in North America by

4 European powers after 1600, including England, France, the Netherlands, Portugal,

5 Russia, Spain, and Sweden and their effects on Native Americans.

6 (b) Compare and contrast the motivations, challenges, and achievements

7 related to exploration and settlement of North America by the British, Dutch, French,

8 and Spanish, including the search for wealth, freedom, and a new life.

9 (9) Analyze the development of the settlements and colonies in the late

10 sixteenth century through the seventeenth century, including being able to:

11 (a) Explain the importance of the founding and development of Jamestown,

12 including representative government established through the House of Burgesses,

13 private ownership of land, introduction of slavery, and arrival of women and

14 families.

15 (b) Explain the importance of the founding and development of the Plymouth

16 settlement, including practice of self-government established by the Mayflower

17 Compact, religious freedom, and contributions of Native Americans, including Chief

18 Massasoit and Squanto, and the leadership of William Bradford.

19 (c) Compare and contrast the New England, Middle, and Southern colonies,

20 including their physical geography, religion, education, economy, and government.

21 (d) Explain the contributions of key individuals and groups to the foundation

22 of the colonies, including Pilgrims, Puritans, Quakers, John Smith, Roger Williams,

23 Anne Hutchinson, William Penn, Edward Winslow, William Bradford, James

24 Winthrop, John Rolfe, and Pocahontas.

25 (e) Identify the locations of the colonies and lands inhabited by Native

26 Americans, and explain how location, environment, and resources affected changes

27 and development over time.

1 (f) Analyze the causes, interactions, and consequences related to triangular
2 trade, including the forced migration of Africans through the transatlantic trade of
3 enslaved people and experiences of the Middle Passage.

4 (g) Explain the experiences and perspectives of various people groups living
5 in colonial North America, including large landowners, farmers, artisans, women,
6 children, indentured servants, enslaved people, and Native Americans.

7 (h) Analyze cooperation, competition, and conflict among groups in North
8 America from the late 1500s to the mid-1700s, including Dutch, English, French,
9 Spanish, and Native Americans including the 1621 Autumn Harvest Celebration,
10 French and Native American trade of fur, Bacon's Rebellion, and King Philip's
11 (Metacom) War.

12 (10) Analyze the growth and development of colonial Louisiana, including
13 being able to:

14 (a) Explain the significance of events that influenced pre-colonial and
15 colonial Louisiana, including the founding of Natchitoches and New Orleans, the
16 Treaty of Fontainebleau, and the Third Treaty of San Ildefonso.

17 (b) Describe the factors that influenced migration within and to Louisiana
18 by various groups, including French, Spanish, Africans, Acadians, Germans, Canary
19 Islanders/Islenos, and Haitians, and explain how individuals and groups interacted
20 and contributed to the development of Louisiana.

21 (c) Describe the characteristics of colonial Louisiana, including physical
22 geography, climate, economic activities, culture and customs, and government, and
23 analyze their importance to the growth and development of Louisiana.

24 (d) Explain the influence of France and Spain on government in Louisiana,
25 with an emphasis on the Napoleonic Code, the Code Noir, and the contributions of
26 Jean-Baptiste Le Moyne de Bienville, John Law, King Louis XIV, and Alejandro
27 O'Reilly.

28 (e) Describe the contributions and achievements of Gens de Couleur Libres
29 in colonial Louisiana.

1 (f) Compare and contrast French and Spanish colonial Louisiana and
2 colonial Louisiana and British colonies.

3 (11) Analyze the causes, course, and consequences of the American
4 Revolution, including being able to:

5 (a) Analyze the historical and religious factors that influences the
6 development of government in the United States, including those from ancient
7 Greece, the Roman Republic, the Judeo-Christian tradition, English rule of law and
8 the Magna Carta, Enlightenment philosophies, and the Great Awakening.

9 (b) Explain the causes and effects of the French and Indian War.

10 (c) Analyze the role and importance of key events and developments leading
11 to the American Revolution, including end of Salutary Neglect by King George III,
12 French and Indian War, Proclamation of 1763, Acts of 1764-1773 (Sugar Act, Stamp
13 Act, Quartering Act, Townshend Acts, Tea Act), Boston Massacre and the death of
14 Crispus Attucks, Boston Tea Party, Coercive (Intolerable) Acts, First Continental
15 Congress, Restraining Acts, the seizure of firearms, and Second Continental
16 Congress.

17 (d) Explain how key ideas expressed in historical works influenced the
18 American Revolution, including "taxation without representation is tyranny" (John
19 Otis), John Dickinson's Letters from a Farmer in Pennsylvania, Patrick Henry's
20 "Give Me Liberty or Give Me Death" speech, Thomas Paine's Common Sense, and
21 the Declaration of Independence ("all men are created equal", "endowed by their
22 Creator with certain unalienable rights, ... among these are life, liberty, and the
23 pursuit of Happiness", and "the consent of the governed").

24 (e) Explain efforts to mobilize support for the American Revolution by
25 individuals and groups, including the Minutemen and Committees of
26 Correspondence and Sons of Liberty (Samuel Adams, John Hancock, Paul Revere).

27 (f) Compare and contrast viewpoints of Loyalists and Patriots, and evaluate
28 their arguments for and against independence from Britain.

1 (g) Compare and contrast the American colonies and British in the American
2 Revolution, including leadership, military power, recruitment, alliances, population,
3 and resources, and evaluate their strengths and weaknesses.

4 (h) Explain the significance and outcome of key battles and turning points
5 during the American Revolution, including the Battles of Lexington and Concord
6 (1775), creation of the Continental Army and appointment of George Washington
7 as Commander in Chief (1775), Battles of Trenton and Princeton (1776-1777), Battle
8 of Saratoga (1777), encampment at Valley Forge (1777-1778), Franco-American
9 alliance (1778), Battle of Yorktown (1781), and the Treaty of Paris of 1783.

10 (i) Explain the contributions of women to the American Revolution,
11 including those of Abigail Adams, Mercy Otis-Warren, Mary Ludwig Hays, Deborah
12 Sampson, Phillis Wheatley, and Betsy Ross.

13 (j) Explain the role of Spain and Spanish colonial Louisiana during the
14 American Revolution and effects of the conflict on the colony, including the roles
15 of Bernardo de Galvez, Battle of Lake Pontchartrain (1779), and Battle of Baton
16 Rouge (1779).

17 (k) Explain the role of espionage during the American Revolution, including
18 the actions of spies for the colonies (Nathan Hale, Culper Spy Ring, John Clark,
19 Enoch Crosby, Nancy Hart, and James Armistead Lafayette) and spies for Britain
20 (Benedict Arnold).

21 (12) Analyze the development of the United States political system through
22 the ratification of the United States Constitution, including being able to:

23 (a) Explain the purpose and importance of the Articles of Confederation.

24 (b) Describe the development of various state Constitutions and the effect
25 of early abolitionists on the development of state government, including Olaudah
26 Equiano, Benjamin Banneker, and Elizabeth Freeman.

27 (c) Explain the ideas and events leading to the ratification of the Constitution
28 of the United States, including inadequacies of the Articles of Confederation and
29 Shays Rebellion.

1 (d) Evaluate the major issues debated at the Constitutional Convention,
2 including the key characteristics and features of the Articles of Confederation, the
3 division and sharing of power between the federal and state governments (federal
4 system), the Great Compromise, and slavery (Three-Fifths Compromise).

5 (e) Explain how the ideas of leading figures and founding fathers contributed
6 to the Constitutional Convention and development of the United States government,
7 including John Adams, Benjamin Franklin, Alexander Hamilton, Thomas Jefferson,
8 James Madison, George Mason, William Patterson, Roger Sherman, George
9 Washington, and James Wilson.

10 (f) Explain the importance of ideas expressed in the Preamble to the
11 Constitution of the United States, including the purpose and responsibilities of
12 government and the concept of self-government.

13 (g) Explain the significance of the Commerce Clause, including its role in
14 establishing a constitutional relationship between Native Americans and the United
15 States government.

16 (h) Evaluate the arguments of Federalists and Anti-Federalists on the
17 ratification of the Constitution expressed in the Federalist Papers and the writings of
18 the Anti-Federalists.

19 (i) Explain how and why the Constitution of the United States was amended
20 to include the Bill of Rights, and analyze the guarantees of civil rights and individual
21 liberties protected in each of the first ten amendments.

22 (j) Analyze the key principles of government established by the Constitution
23 of the United States, including federalism (enumerated, reserved, and concurrent
24 powers), individual rights, judicial review, limited government, popular sovereignty
25 and consent of the governed, rule of law, separation of powers and a system of
26 checks and balances.

27 (k) Explain the structure and processes of the United States government as
28 outlined in the Constitution of the United States, including the branches of

1 government, how a bill becomes a law at the federal level, and the process for
2 amending the United States Constitution.

3 (1) Explain the structure, powers, and functions of the branches of the United
4 States federal government (legislative, executive, and judicial), and describe the
5 qualifications, roles, and responsibilities of elected and appointed government
6 officials.

7 §5139. Grade seven; the United States and Louisiana: the early republic through
8 Reconstruction

9 A. Beginning with the presidency of George Washington, this course offers
10 a chronological study of major events, issues, movements, individuals, and groups
11 of people in the United States from a national and a Louisiana perspective. In this
12 course students will examine the development of the early republic, the Louisiana
13 Purchase, the War of 1812, westward expansion, social and political reform
14 movements of the nineteenth century, the growth of nationalism and sectionalism,
15 the Civil War, and the Reconstruction period.

16 B. In grade seven, students shall be expected to be able to:

17 (1) Explain ideas, events, and developments in the history of the United
18 States from 1791 to 1877 and how they progressed, changed, or remained the same
19 over time.

20 (2) Analyze connections between ideas, events, and developments in United
21 States history within their global context from 1791 to 1877.

22 (3) Compare and contrast events and developments in United States history
23 from 1791 to 1877.

24 (4) Use geographic representations and historical data to analyze events and
25 developments in United States history from 1791 to 1877, including environmental,
26 cultural, economic, and political characteristics and changes.

27 (5) Use maps to identify absolute location (latitude and longitude) and
28 describe geographical characteristics of places in Louisiana, North America, and the
29 world.

- 1 (6) Use a variety of primary and secondary sources to:
- 2 (a) Analyze social studies content.
- 3 (b) Evaluate claims, counterclaims, and evidence.
- 4 (c) Compare and contrast multiple sources and accounts.
- 5 (d) Explain how the availability of sources affects historical interpretations.
- 6 (7) Construct and express claims that are supported with relevant evidence
- 7 from primary or secondary sources, social studies content knowledge, and clear
- 8 reasoning and explanations to:
- 9 (a) Demonstrate an understanding of social studies content.
- 10 (b) Compare and contrast content and viewpoints.
- 11 (c) Analyze causes and effects.
- 12 (d) Evaluate counterclaims.
- 13 (8) Analyze the influence of key events, ideas, and people on the economic,
- 14 political, and social development of the United States from 1791-1850s, including
- 15 being able to:
- 16 (a) Explain the causes and events of the Whiskey Rebellion, including the
- 17 response from the Washington administration and its relationship to enforcement of
- 18 the government's right to tax.
- 19 (b) Explain the influence of precedents set by the presidency of George
- 20 Washington, and analyze the advice in and effects of his Farewell Address.
- 21 (c) Analyze key events in the presidency of John Adams, including the Alien
- 22 and Sedition Act and XYZ affair.
- 23 (d) Explain the significance of the election of 1800.
- 24 (e) Explain how the disagreements between Thomas Jefferson and Alexander
- 25 Hamilton resulted in the emergence of the Federalist and Democratic Republican
- 26 political parties, including views on foreign policy, Alien and Sedition Acts,
- 27 economic policy, National Bank, funding and assumption of the revolutionary debt.
- 28 (f) Describe the role of the Electoral College in presidential elections,
- 29 including how it aims to ensure representation of less populated states.

1 (g) Explain how the United States government addressed foreign and
2 domestic challenges during the late 1700s to the mid-1800s and how related policies
3 and legislation influenced the development of the United States.

4 (h) Analyze the major events of Thomas Jefferson's presidency, including
5 the Louisiana Purchase, Lewis and Clark expeditions, Dunbar-Hunter Expedition of
6 Ouachita River, Red River Expedition, and Twelfth Amendment.

7 (9) Analyze the causes, course of, and consequences of the War of 1812,
8 including being able to:

9 (a) Explain the events leading to the War of 1812, including Britain's war
10 with Napoleonic France, impressment, and blockades, and analyze the political and
11 economic effects on the United States.

12 (b) Explain key events, turning points and outcomes of the War of 1812,
13 including blockades, Battle of Lake Erie (1813), Burning of Washington (1814),
14 Battle of New Orleans (1814), Battles of Baltimore and Lake Champlain (1814),
15 penning of the Star Spangled Banner, and the Treaty of Ghent (1814).

16 (c) Analyze the interests and motivations of Native American groups aligned
17 with the United States and with Britain during the War of 1812, including Chief
18 Tecumseh.

19 (d) Explain the importance and effects of the Battle of New Orleans to
20 Louisiana, and describe the roles played by General Andrew Jackson and Jean
21 Lafitte.

22 (e) Explain the events leading to and surrounding Louisiana statehood,
23 including the Neutral Strip, the West Florida controversy, and the capture of the
24 Spanish Fort at Baton Rouge, as well as key figures including Julien de Lallande
25 Poydras.

26 (10) Analyze the growth and development of the United States from the
27 early to mid-1800s, including being able to:

1 (a) Describe the Era of Good Feelings (1815-1825), including Henry Clay's
2 American System, Treaty of 1818, Adams-Onis Treaty of 1819, and the development
3 of transportation networks.

4 (b) Analyze the purpose of the Monroe Doctrine (1823), with emphasis on
5 its policies of both isolationism and protection of American interests in the Western
6 Hemisphere, and how it influenced United States foreign policy and interactions with
7 other nations.

8 (c) Analyze the effects of *Marbury v. Madison* (1803), *McCulloch v.*
9 *Maryland* (1819), *Gibbons v. Ogden* (1824), and *Worcester v. Georgia* (1832).

10 (d) Analyze the ideas and motivations that contributed to westward
11 expansion, including Manifest Destiny, and its political, social, and economic
12 effects.

13 (e) Analyze the causes and effects of Indian Removal policies of the early
14 to mid-1800s, including the Indian Removal Act of 1830, Trail of Tears, and
15 Seminole Wars, and explain the role of key figures, including Andrew Jackson,
16 Chief John Ross, and Chief Osceola.

17 (f) Analyze key events and developments that contributed to westward
18 expansion, including the Oregon Treaty (1846), annexation of Texas (1845), Treaty
19 of Guadalupe Hidalgo (1848), Gadsden Purchase (1853), the Pony Express (1860),
20 Pacific Railway Act (1862), and Homestead Act (1862).

21 (g) Explain the motivation and means of migration West, the experiences of
22 the settlers, and resulting changes in the West, including the Gold Rush (1848-1855),
23 trails (Oregon Trail, Mormon Trail, and Santa Fe Trail), first transcontinental
24 telegraph, and the transcontinental railroad.

25 (h) Describe the causes, course, and consequences of the Mexican-American
26 War, including the Battle of the Alamo, Battle of San Jacinto, annexation of Texas,
27 the Mexican Cession and Zachary Taylor's role in the war and subsequent election
28 to the presidency.

1 (i) Explain the causes and effects of the first Industrial Revolution in the
2 United States, including advancements in technology, increased manufacturing,
3 changing labor conditions, growing transportation systems, and urbanization.

4 (j) Analyze the development of the agrarian economy in the South, including
5 Louisiana, and explain how advancements in technology, such as the cotton gin and
6 multiple-effect evaporator for sugar, contributed to an increase in enslaved labor.

7 (k) Explain how steamboats influence Louisiana's economic growth and the
8 significance of Captain Henry Miller Shreve in steamboat navigation.

9 (l) Compare and contrast the economies of the North and the South during
10 the early to mid-1800s.

11 (m) Describe push and pull factors for immigration to the United States in
12 the early to mid-1800s, and explain how migration within and to the United States
13 affected rural and urban areas.

14 (11) Analyze role and importance of social and political reform movements
15 of the nineteenth century, including being able to:

16 (a) Analyze the key people, ideas, and events of the women's rights
17 movement and women's suffrage movement of the early to mid-1800s, including the
18 Seneca Falls Convention, National Women's Rights Conventions, Susan B. Anthony,
19 Elizabeth Cady Stanton, Lucretia Mott, Sojourner Truth, Mary Church Terrell, and
20 Margaret Fuller.

21 (b) Explain the development of education and prison reform movements,
22 including those led by Horace Mann and Dorothea Lynde Dix.

23 (c) Explain the effects of abolition efforts by key individuals and groups,
24 including Sojourner Truth, William Lloyd Garrison, and the Quakers.

25 (d) Analyze the historical works and ideas of influential abolitionists,
26 including Frederick Douglass' speech "The Constitution of the United States: Is It
27 Pro slavery or Anti slavery?" and Harriet Beecher Stowe's *Uncle Tom's Cabin*.

28 (e) Describe the purpose, challenges, routes, and successes of the
29 Underground Railroad and the key role played by Harriet Tubman.

1 (f) Explain restrictions placed on the trade of enslaved people prior to the
2 Civil War, including the Northwest Ordinance of 1787 and the Act Prohibiting
3 Importation of Slaves of 1807.

4 (12) Explain the ideas, key people and events related to the growth of
5 sectionalism and rising tension prior to the Civil War, including being able to:

6 (a) Analyze major events, legislation, and court decisions from 1800 to 1861
7 that led to increasing sectionalism, including the Missouri Compromise of 1820,
8 *North Carolina v. Mann* (1830), the Nullification Crisis (1831-1833), the
9 Compromise of 1850, the Fugitive Slave Acts (1793, 1850), the Kansas-Nebraska
10 Act (1854), and the Dred Scott decision (1857).

11 (b) Describe the reasons for the formation of the Republican Party in 1854
12 and its founding platform.

13 (c) Compare and contrast various arguments on the issue of slavery and
14 state's rights, including those expressed in the Lincoln-Douglas debates and during
15 the 1860 presidential campaign.

16 (d) Explain the causes of and reactions to rebellions and raids, including the
17 German Coast Uprising, Nat Turner's Rebellion, and John Brown's Raid on Harpers
18 Ferry and subsequent trial.

19 (e) Analyze Lincoln's First Inaugural Address, and explain how the ideas
20 expressed affected the cause and course of the Civil War.

21 (13) Analyze the causes, course, and consequences of the Civil War,
22 including being able to:

23 (a) Explain why the Confederate states seceded from the Union.

24 (b) Explain Louisiana's decision to secede from the Union and its effects,
25 including the state seizure of federal properties in Louisiana (the United States
26 Arsenal and Barracks at Baton Rouge; United States Branch Mint).

27 (c) Describe the events leading to, significance of, and reaction to the Battle
28 of Fort Sumter, including Lincoln's call for 75,000 volunteers.

1 (d) Describe the importance and outcomes of the major military
2 engagements of the Civil War, including Manassas, Shiloh, Capture of New Orleans,
3 Antietam, Gettysburg, Vicksburg, Siege of Port Hudson, Sherman's March to the
4 Sea, and the surrender at Appomattox.

5 (e) Describe the roles and experiences of soldiers, women, enslaved people,
6 and freed people during the Civil War.

7 (f) Analyze the role of Louisiana in the Civil War and how the conflict
8 affected Louisiana and its people, including the importance of its ports and the
9 occupation of New Orleans.

10 (g) Analyze the purpose, significance, and consequences of the
11 Emancipation Proclamation.

12 (h) Describe the roles and contributions of key individuals in the Civil War,
13 including Jefferson Davis, Robert E. Lee, Thomas Stonewall Jackson, PGT
14 Beauregard, Mary Walker, Clara Barton, Ulysses S. Grant, William Tecumseh
15 Sherman, Robert Smalls, and the Louisiana Tigers.

16 (i) Analyze Lincoln's Gettysburg Address and Second Inaugural Address,
17 explain how the ideas expressed affected the course of the war, and show how ideas
18 about equality changed over time.

19 (j) Describe the significance of Lincoln's assassination and how it affected
20 the nation.

21 (14) Analyze the major events, key people, and effects of Reconstruction,
22 including being able to:

23 (a) Compare and contrast plans for Reconstruction, including Lincoln's Ten
24 Percent Plan, President Johnson's Plan, and the Radical Republican Plan for
25 Reconstruction.

26 (b) Analyze the development and effects of tenant farming and the
27 sharecropping system in the postwar South.

28 (c) Explain how federal action affected the expansion of individual rights
29 and freedoms during the Reconstruction era, including through the Thirteenth

1 Amendment, Freedmen's Bureau, Civil Rights Bill of 1866, Reconstruction Act of
2 1867, Fourteenth Amendment, and Fifteenth Amendment, and analyze the
3 challenges, achievements, and effectiveness of each.

4 (d) Explain the rise of violence toward and intimidation of Black Americans
5 by groups, including the Ku Klux Klan, White League and Red Shirts and describe
6 the significance of the Opelousas and Colfax Massacres.

7 (e) Describe the role and motivations of carpetbaggers and scalawags during
8 Reconstruction.

9 (f) Explain the roles of Black politicians in Southern states during
10 Reconstruction, including Oscar Dunn and P.B.S. Pinchback.

11 (g) Explain how the presidential election of 1876 and the Compromise of
12 1877 led to the end of Reconstruction, and analyze short-term effects of the collapse
13 of Reconstruction, including the decline of Black Americans in elected offices and
14 loss of enforcement of the Fourteenth and Fifteenth Amendments.

15 (h) Analyze how Black Codes affected the lives of Black Americans,
16 including the restriction rights to own and lease property, conduct business, bear
17 arms, and move freely through public spaces.

18 (i) Analyze how national events and amendments to the United States
19 Constitution influenced Louisiana from the 1860s to 1877, including changes to the
20 Louisiana Constitution.

21 §5140. Grade eight; the United States and Louisiana: industrial age through the
22 modern era

23 A. Beginning with the Second Industrial Revolution, this course offers a
24 chronological study of major events, issues, movements, individuals, and groups of
25 people in the United States from a national and a Louisiana perspective. In this
26 course students will examine: the rise of the United States as an industrial and world
27 power, World War I, the Great Depression, Huey P. Long, The Great Flood of 1927,
28 World War II, the Cold War, the Civil Rights movement, and the modern era.

29 B. In grade eight, students shall be expected to be able to:

1 (1) Explain ideas, events, and developments in the history of the United
2 States from 1877 to 2008 and how they progressed, changed, or remained the same
3 over time.

4 (2) Analyze connections between events and developments in United States
5 history within their global context from 1877 to 2008.

6 (3) Compare and contrast events and developments in United States history
7 from 1877 to 2008.

8 (4) Use geographic representations and historical data to analyze events and
9 developments in United States history from 1877 to 2008, including environmental,
10 cultural, economic, and political characteristics and changes.

11 (5) Use maps to identify absolute location (latitude, and longitude) and
12 describe geographical characteristics of places in Louisiana, North America, and the
13 world.

14 (6) Use a variety of primary and secondary sources to:

15 (a) Analyze social studies content.

16 (b) Evaluate claims, counterclaims, and evidence.

17 (c) Compare and contrast multiple sources and accounts.

18 (d) Explain how the availability of sources affects historical interpretations.

19 (7) Construct and express claims that are supported with relevant evidence
20 from primary or secondary sources, social studies content knowledge, and clear
21 reasoning and explanations to:

22 (a) Demonstrate an understanding of social studies content.

23 (b) Compare and contrast content and viewpoints.

24 (c) Analyze causes and effects.

25 (d) Evaluate counterclaims.

26 (8) Analyze the causes and effects of technological and industrial advances
27 during the late nineteenth century and the early twentieth century, including being
28 able to:

1 (a) Analyze factors that contributed to and effects of the growth of the
2 industrial economy, including capitalism and the growth of free markets, mass
3 production, agricultural advancements, the government's laissez-faire economic
4 policy, and the rise of corporations.

5 (b) Explain the social and economic effects of innovations in technology,
6 transportation, and communication during the late 1800s and early 1900s, including
7 the expansion of railroads, electricity, and telephone.

8 (c) Explain how industrialists and corporations revolutionized business and
9 influenced the United States economy and society, with an emphasis on business
10 practices (vertical and horizontal integration, formation of monopolies/trusts),
11 development of major industries (oil, steel, railroad, banking), and the role of
12 entrepreneurs, including Andrew Carnegie, J.P. Morgan, John D. Rockefeller,
13 Cornelius Vanderbilt, and Madam C.J. Walker.

14 (9) Analyze the social, political, and economic changes that developed in the
15 United States during the late nineteenth and early twentieth century, including being
16 able to:

17 (a) Explain how industrialization influenced the movement of people from
18 rural to urban areas and the effects of urbanization.

19 (b) Explain the causes and effects of immigration to the United States during
20 the late 1800s and early 1900s, and compare and contrast experiences of immigrants.

21 (c) Describe the working conditions and struggles experienced by the labor
22 force that led to the labor movement (child labor, hours, safety, wages, standard of
23 living), and evaluate the effectiveness of efforts to improve conditions.

24 (d) Describe the reasons for and effects of the rise of Populism in the United
25 States and Louisiana during the late 1800s, including the role of the Grange, Farmers'
26 Alliance, and Peoples Party.

27 (e) Analyze the causes and outcomes of the Progressive movement and the
28 role of muckrakers, including the Meat Inspection Act, Pure Food and Drug Act,
29 Seventeenth Amendment, Thomas Nast, Ida Tarbell, Upton Sinclair, and Jacob Riis.

1 (f) Analyze the government's response to the rise of trusts and monopolies,
2 including the passage of the Interstate Commerce Act of 1887, the Sherman Antitrust
3 Act of 1890, and the Clayton Antitrust Act of 1914.

4 (g) Describe important ideas and events of presidential administrations
5 during the late 1800s and early 1900s, with emphasis on Theodore Roosevelt's
6 administration and his support for trust busting, regulation, consumer protection
7 laws, and conservation.

8 (h) Explain the origins and development of Louisiana public colleges and
9 universities, including land grant institutions, Historically Black Colleges and
10 Universities, and regional universities.

11 (i) Analyze the events leading to *Plessy v. Ferguson* (1896) and the
12 consequences of the decision, including changes to the Louisiana Constitution.

13 (j) Explain the emergence of the Jim Crow system and how it affected Black
14 Americans.

15 (k) Explain the goals and strategies used by the African American civil rights
16 leaders of the late 1800s and early 1900s, and analyze differing viewpoints of key
17 figures and groups, including W.E.B. DuBois and the Niagara Movement, Booker
18 T. Washington, NAACP, Mary Church Terrell, and Ida B. Wells.

19 (10) Analyze ideas and events related to the expansion of the United States
20 during the late nineteenth century and early twentieth century, including being able
21 to:

22 (a) Explain the motivations for migration to and settlement of the West by
23 various groups, including Exodusters, and how their motivations relate to the
24 American Dream.

25 (b) Analyze Frederick Turner's "The Significance of the Frontier in
26 American History".

27 (c) Analyze how lives of Native Americans changed as a result of westward
28 expansion and United States policies, including extermination of the buffalo,
29 reservation system, Dawes Act, and assimilation.

1 (d) Analyze the causes and effects of conflict between Native Americans and
2 the United States government and settlers during the late nineteenth century and
3 early twentieth century, including the Battle of Little Bighorn and Wounded Knee
4 and subsequent treaties.

5 (e) Analyze the events leading to and effects of the United States acquisition
6 of Hawaii.

7 (f) Analyze the ideas and events leading to the Spanish-American War and
8 the short-term and long-term outcomes, including the terms of the Treaty of Paris
9 (1898), United States acquisition of Spanish territories, and emergence of the United
10 States as a world power.

11 (g) Analyze foreign policy achievements of Theodore Roosevelt, including
12 the construction of the Panama Canal and use of the Great White Fleet.

13 (11) Analyze the causes, course and consequences of World War I, including
14 being able to:

15 (a) Describe the causes of World War I, including militarism, alliances,
16 imperialism, nationalism, and the assassination of Archduke Franz Ferdinand.

17 (b) Explain the reasons for the initial United States policy of neutrality and
18 isolationism.

19 (c) Analyze the events leading to United States involvement in World War I,
20 including German submarine warfare, the sinking of the Lusitania and the
21 Zimmerman Telegram.

22 (d) Analyze how the United States mobilized for war and ways the American
23 people contributed to the war effort on the home front and abroad, with an emphasis
24 on military service, role of women and minority groups, liberty bonds, and victory
25 gardens.

26 (e) Explain how the United States government directed public support and
27 responded to dissent during World War I, including through the use of wartime
28 propaganda, Committee on Public Information, Espionage Act, Sedition Act, and
29 *Schenck v. United States* (1919).

1 (f) Explain how military strategies and advances in technology affected
2 warfare and the course of World War I, including trench warfare, airplanes, machine
3 guns, poison gas, submarines, and tanks.

4 (g) Describe the goals of leaders at the Paris Peace Conference, comparing
5 Woodrow Wilson's Fourteen Points, and the Treaty of Versailles.

6 (h) Explain the reaction of the United States Congress to the Treaty of
7 Versailles and League of Nations, and describe the return to isolationism after the
8 war.

9 (12) Analyze the political, social, cultural and economic effects of events and
10 developments during the early twentieth century, including being able to:

11 (a) Differentiate between the benefits and detriments of capitalism and
12 communism, and explain how the concepts affected society during the early 1900s,
13 including the Bolshevik Revolution and the first Red Scare.

14 (b) Describe the causes and consequences of Prohibition and the Eighteenth
15 Amendment, including bootlegging and organized crime, and the later repeal with
16 the Twenty-First Amendment.

17 (c) Explain how advances in transportation, technology, and media during
18 the early twentieth century changed society and culture in the United States,
19 including the automobile, radio, and household appliances.

20 (d) Explain the importance of the women's suffrage movement and events
21 leading to the passage of the Nineteenth Amendment, including the role of key
22 figures such as Susan B. Anthony, Lucy Burns, Carrie Chapman Catt, Alice Paul,
23 Elizabeth Cady Stanton, Lucy Stone, and Ida B. Wells.

24 (e) Explain the causes and effects of social and cultural changes of the 1920s
25 and 1930s on the United States, and describe the influence of notable figures of the
26 Harlem Renaissance (Louis Armstrong, Duke Ellington, Ella Fitzgerald, Langston
27 Hughes, Zora Neale Hurston, Sargent Claude Johnson, Augusta Savage) and cultural
28 figures (Amelia Earhart, Ernest Hemingway, Jacob Lawrence, Jesse Owens, and
29 Babe Ruth).

1 (f) Explain how various factors affected Louisiana's economy during the
2 early twentieth century, including booms in the timber, oil, and gas industries.

3 (g) Describe the causes of the Great Mississippi River Flood of 1927, and
4 explain how the disaster and government response affected Louisianans.

5 (h) Analyze Louisiana politics in the early twentieth century, including the
6 role of Huey Long's career in both Louisiana and national politics.

7 (i) Analyze causes and effects of changes to the Constitution of Louisiana
8 over time, with emphasis on the revisions from 1879 to 1974.

9 (j) Explain the causes and effects of migration and population shifts in the
10 United States during the early twentieth century, including the Great Migration.

11 (k) Analyze factors leading to and consequences of social and economic
12 tensions in the early twentieth century, including the 1918 influenza outbreak,
13 recession and inflation, labor strikes, resurgence of the Ku Klux Klan, Chicago riot
14 of 1919, and the Tulsa Massacre.

15 (13) Analyze the causes and effects of the Great Depression, including being
16 able to:

17 (a) Explain the causes of the Great Depression, with an emphasis on how
18 bank failures, buying stock on margin, overextension of credit, overproduction, high
19 tariffs and protectionism, and the 1929 stock market crash contributed to the
20 economic crisis.

21 (b) Explain the effects of the Great Depression on people, including rising
22 unemployment, foreclosures, growth of "Hooverilles", and soup kitchens.

23 (c) Describe the causes and effects of the Dust Bowl, including agricultural
24 practices, drought, and migration.

25 (d) Describe the government response to the Great Depression, comparing
26 the reaction of the Hoover and Roosevelt administrations.

27 (e) Analyze the purpose and effectiveness of the New Deal, including the
28 Civilian Conservation Corps (CCC), Tennessee Valley Authority (TVA),
29 Agricultural Adjustment Act, National Recovery Administration, Public Works

1 Administration, Glass-Steagall Act, Federal Deposit Insurance Corporation (FDIC),
2 Securities Exchange Act (SEC), National Housing Act, Works Progress
3 Administration (WPA), and the Social Security Act (SSA).

4 (14) Describe the causes, course, and consequences of World War II,
5 including being able to:

6 (a) Explain the rise and spread of militarism and totalitarianism
7 internationally, examining the similarities and differences between the ideologies of
8 Imperial Japan, fascist Italy and Nazi Germany, and the communist Soviet Union,
9 as well as the origins and effects of violence and mass murder in the 1930s and
10 1940s as demonstrated by the Nanjing Massacre, the Holodomor, the Holocaust, and
11 treatment of political opponents and prisoners of war during World War II.

12 (b) Describe the acts of aggression leading to World War II in both Europe
13 and Asia, and explain the effectiveness of policies and reactions, including the policy
14 of appeasement towards Nazi Germany.

15 (c) Describe the causes of World War II, and analyze events that led to
16 United States involvement in World War II, with emphasis on the attack on Pearl
17 Harbor.

18 (d) Describe the role of alliances during World War II, including the Allies
19 and Axis Powers.

20 (e) Explain the significance of major military actions and turning points
21 during World War II in the Atlantic Theater (Battle of The Atlantic, Operation
22 Torch, Battle of Normandy/Operation Overlord, Battle of The Bulge, Battle of
23 Berlin) and the Pacific Theater (Battle of Bataan and Bataan Death March, Doolittle
24 Raid, Battle of the Coral Sea, Battle of Midway, Battle of Leyte Gulf, Battle of Iwo
25 Jima, Battle of Okinawa).

26 (f) Describe the roles and importance of key figures of World War II,
27 including leaders from the United States (Franklin D. Roosevelt, Harry S. Truman,
28 Dwight D. Eisenhower, George Patton, Douglas MacArthur), Great Britain (Sir
29 Winston Churchill), France (Charles de Gaulle), the Soviet Union (Joseph Stalin),

1 Germany (Adolf Hitler), Italy (Benito Mussolini), and Japan (Michinomiya Hirohito,
2 Hideki Tojo).

3 (g) Explain the causes and consequences of the Holocaust, including
4 anti-Semitism, Nuremberg Laws restricting civil rights, resistance efforts,
5 concentration camp system, liberation of camps by the Allies, and Nuremberg trials.

6 (h) Describe the Tuskegee Study conducted on Black Americans from the
7 1930s to 1972.

8 (i) Explain the causes and effects of Japanese internment in the United States
9 during World War II.

10 (j) Explain the sacrifices and contributions of United States soldiers during
11 World War II such as the Tuskegee Airmen, the 442nd Regimental Combat team, the
12 101st Airborne, Cajun "Frenchies", the Women's Army Corps (WAC), and the
13 Navajo Code Talkers.

14 (k) Analyze how Louisiana contributed to the war effort during World War
15 II and the effects of the war on Louisiana, including the role of the Louisiana
16 Maneuvers, Higgins Boats in the success of the Allies, and prisoner of war (POW)
17 camps in Louisiana.

18 (l) Explain how life in the United States changed during and immediately
19 after World War II, with an emphasis on wartime production and the workforce,
20 rationing, conservation, victory gardens, financing through war bonds, propaganda
21 campaigns, and the Servicemen's Readjustment Act (GI Bill).

22 (m) Explain the events that led to, and the conditions of the surrender of the
23 Axis Powers in Europe and Asia, and describe the United States' critical role in the
24 Allied victory.

25 (n) Describe the importance of the Manhattan Project and development of
26 atomic bombs, and analyze the decision to use them.

27 (o) Explain how key decisions from Allied conferences during World War
28 II, including the Atlantic Charter, Tehran, Yalta, and Potsdam, affected the course
29 of the war and postwar world.

1 (15) Analyze causes, major events, and key leaders of the Civil Rights

2 Movement from 1954 to 1968, including being able to:

3 (a) Analyze events during and immediately after World War II leading to the
4 civil rights movement, including Executive Order 8022 and Executive Order 9981.

5 (b) Explain the origins and goals of the civil rights movement of the 1950s
6 and 1960s, and how segregation (de jure and de facto) affected African Americans
7 and influenced the movement.

8 (c) Analyze how the murder of Emmett Till affected support for the civil
9 rights movement.

10 (d) Analyze the importance of the *Brown v. Board of Education* (1954)
11 decision and subsequent efforts to desegregate schools, including those of the Little
12 Rock Nine at Central High School in Arkansas, Ruby Bridges at William Frantz
13 Elementary in Louisiana, and James Meredith at the University of Mississippi.

14 (e) Analyze the cause, course, and outcome of efforts to desegregate
15 transportation, including the Baton Rouge Bus Boycott, Montgomery Bus Boycott,
16 and Freedom Rides.

17 (f) Evaluate the effectiveness of methods (civil disobedience, boycotts,
18 sit-ins, marches, drives) during the civil rights movement, including during the 1960
19 Greensboro sit-ins, 1963 demonstrations in Birmingham, 1963 March on
20 Washington, 1964 Freedom Summer, and 1965 Selma Marches.

21 (g) Analyze works of civil rights leaders, including Dr. King's "Letter from
22 Birmingham Jail" and his "I Have a Dream" speech, and explain how the ideas
23 expressed in the works influenced the course of the civil rights movement.

24 (h) Explain the role and importance of key individuals and groups of the civil
25 rights movement, including the Congress of Racial Equality (CORE), Dr. Martin
26 Luther King, Jr., Rosa Parks, the Southern Christian Leadership Conference (SCLC),
27 the Student Nonviolent Coordinating Committee (SNCC), Medgar Evers, Shirley
28 Chisholm, Fannie Lou Hamer, and Malcolm X.

1 (i) Explain reactions to the civil rights movement by opposing individuals
2 and groups, including George Wallace and Leander Perez.

3 (j) Analyze the role of the Supreme Court in advancing civil rights and
4 freedoms during the 1950s and 1960s, including the court cases of *Brown v. Board*
5 *of Education* (1954), *Boynton v. Virginia* (1960), and *Bailey v. Patterson* (1962).

6 (k) Evaluate legislation and amendments passed in response to the civil
7 rights movement, including the Twenty-Fourth Amendment, Civil Rights Act of
8 1964, Voting Rights Act of 1965, and Civil Rights Act of 1968.

9 (16) Explain the causes, course, and consequences of the Cold War,
10 including being able to:

11 (a) Explain how the ideologies of communism in the Soviet Union and
12 capitalism in the United States influenced the Cold War and global tensions from
13 1945-1989.

14 (b) Evaluate the effectiveness of United States policies, programs, and
15 negotiation efforts in accomplishing their intended goals, including the Marshall
16 Plan, containment and related doctrines, mutual assured destruction, détente,
17 Strategic Arms Limitation Talks (SALT I and II), and Strategic Defense Initiative
18 (Star Wars program).

19 (c) Analyze Cold War crises and conflicts and how they contributed
20 escalating tensions, including the Berlin Blockade and Airlift, Korean War, Suez
21 Crisis, U-2 Incident, Cuban Missile Crisis, Bay of Pigs Invasion, Berlin Crisis of
22 1961, Vietnam War, and Soviet-Afghan War.

23 (d) Describe the role of organizations and alliances during the Cold War,
24 including the United Nations, NATO, and the Warsaw Pact.

25 (e) Explain how events during the Cold War affected American society,
26 including the Second Red Scare and McCarthyism.

27 (f) Explain how advances in technology and media during the mid- to late
28 twentieth century changed society and public perception, including newspapers and
29 television, the space race, and the nuclear arms race.

1 (g) Explain events and policies leading to the end of the Cold War and
2 collapse of the Soviet Union under the leadership of President Reagan, including
3 political and economic pressures, policies of glasnost and perestroika, and the fall
4 of the Berlin Wall.

5 (17) Describe the importance of key ideas, events, and developments of the
6 modern era, including being able to:

7 (a) Explain how events and developments of the modern era have affected
8 American society.

9 (b) Explain how relationships between the United States and Middle East
10 affected events and developments during the modern era, including Persian Gulf
11 Wars, 1993 World Trade Center bombing, terrorist attacks on September 11, 2001,
12 the War on Terrorism, and the establishment of the Department of Homeland
13 Security.

14 (c) Describe the effects of natural disasters on Louisiana and the United
15 States, including hurricanes Katrina and Rita.

16 (d) Describe important issues of the 2008 presidential election and the
17 significance of the election of Barack Obama.

18 PART III. HIGH SCHOOL

19 §5141. Civics

20 A. In the high school civics course, students broaden and deepen their
21 understanding of the origin, structure, and functions of government. This course is
22 designed to provide students with both the practical knowledge about how the
23 American system of government functions on local, state and national levels, as well
24 as an understanding of the philosophical and intellectual underpinnings of our
25 constitutional republic.

26 B. In civics, students shall be expected to be able to:

27 (1) Evaluate continuity and change in United States government, politics,
28 and civic issues throughout United States history, including those related to the

1 powers of government, interpretations of founding documents, voting trends,
2 citizenship, civil liberties, and civil rights.

3 (2) Analyze causes and effects of events and developments in United States
4 history, including those that influenced laws, processes, and civic participation.

5 (3) Compare and contrast events and developments in United States history
6 and government.

7 (4) Explain connections between ideas, events, and developments related to
8 United States history and government, and analyze recurring patterns, trends, and
9 themes.

10 (5) Use geographic representations, demographic data, and geospatial
11 representations to analyze civic issues and government processes.

12 (6) Use a variety of primary and secondary sources to:

13 (a) Analyze social studies content.

14 (b) Evaluate claims, counterclaims, and evidence.

15 (c) Compare and contrast multiple sources and accounts.

16 (d) Explain how the availability of sources affects historical interpretations.

17 (7) Construct and express claims that are supported with relevant evidence
18 from primary or secondary sources, social studies content knowledge, and clear
19 reasoning and explanations to:

20 (a) Demonstrate an understanding of social studies content.

21 (b) Compare and contrast content and viewpoints.

22 (c) Analyze causes and effects.

23 (d) Evaluate counterclaims.

24 (8) Analyze factors that influenced the founding fathers and the formation
25 and development of the government of the United States, including being able to:

26 (a) Describe the purpose of government and competing ideas about the role
27 of government in a society.

28 (b) Compare different systems and structures of government, including
29 constitutional republic and autocracy, direct democracy and representative

1 democracy, presidential system and parliamentary system, unicameral and bicameral
2 legislatures, and unitary, federal, and confederate systems.

3 (c) Explain historical and philosophical factors that influenced the
4 government of the United States, including Enlightenment philosophers such as
5 Thomas Hobbes, John Locke, Charles de Montesquieu, and Jean-Jacques Rousseau,
6 as well as the Great Awakening.

7 (d) Analyze the foundational documents and ideas of the United States
8 government and its formation, including Magna Carta, the Mayflower Compact,
9 Enlightenment philosophies, English Bill of Rights, Declaration of Independence,
10 the Articles of the Confederation, the Constitution of the United States, and the
11 Federalist papers, and their role and importance in the origin and development of the
12 nation.

13 (e) Analyze the issues related to various debates, compromises, and plans
14 surrounding the drafting and ratification of the 1789 Constitution of the United
15 States.

16 (f) Explain how the concept of natural rights that precede politics or
17 government influenced the foundation and development of the United States.

18 (g) Evaluate the fundamental principles and concepts of the United States
19 government including Creator-endowed unalienable rights of the people, due
20 process, equal justice under the law, equal protection, federalism, frequent and free
21 elections in a representative government, individual responsibility, individual rights,
22 limited government, private property rights, popular sovereignty, right to privacy,
23 rule of law, the supremacy clause, and the separation of powers with checks and
24 balances.

25 (9) Analyze the structure, roles, responsibilities, powers, and functions of
26 governments in the United States, including being able to:

27 (a) Compare and contrast the powers and responsibilities of local, state, tribal
28 (including Chitimacha Tribe of Louisiana, Coushatta Tribe of Louisiana, Jena Band
29 of Choctaw Indians, and Tunica-Biloxi Indian Tribe), and federal governments, and

1 explain how each is financed, how they interact with each other, and how citizens
2 interact with and within each of them.

3 (b) Explain the structure and processes of the United States government as
4 outlined in the United States Constitution, including the branches of government,
5 federalism, how a bill becomes a law at the federal level, and the process for
6 amending the United States Constitution.

7 (c) Analyze the structure, powers, and functions of the legislative branch of
8 the United States federal government, including rules of operations of Congress;
9 checks on the other branches of government; powers of the legislative branch such
10 as those to make laws, declare war, tax, and spend; and duties of representatives,
11 senators, leadership (Speaker of the House, the Senate President Pro Tempore,
12 majority and minority leaders, party whips), committees, and commissions.

13 (d) Analyze the structure, powers, and functions of the executive branch of
14 the United States federal government, including checks on other branches of
15 government; powers of the executive branch such as those to carry out and enforce
16 laws, issue executive orders, and conduct diplomacy with other nations; duties of the
17 president, vice president, and Cabinet; presidential nominations, appointments, and
18 confirmations; and the concept of the "bully pulpit".

19 (e) Analyze the structure, powers, and functions of the judicial branch of the
20 United States federal government, including checks on the other branches of
21 government; powers of the judicial branch such as those to interpret laws and decide
22 the constitutionality of laws; nomination and appointment process of federal judges,
23 origin of judicial review; and significance of stare decisis.

24 (f) Evaluate the reasoning for Supreme Court decisions and their political,
25 social, and economic effects, including *Marbury v. Madison* (1803); *McCulloch v.*
26 *Maryland* (1819); *Gibbons v. Ogden* (1824); *Cherokee Nation v. Georgia* (1831);
27 *Dred Scott v. Sandford* (1857); *Plessy v. Ferguson* (1896); *Schenck v. United States*
28 (1919); *Korematsu v. United States* (1944); *Brown v. Board of Education* (1954);
29 *Baker v. Carr* (1962); *Engel v. Vitale* (1962); *Gideon v. Wainwright* (1963); *Miranda*

1 v. Arizona (1966); Loving v. Virginia (1967); Tinker v. Des Moines (1969); New York
2 Times Co. v. United States (1971); Wisconsin v. Yoder (1972); Roe v. Wade (1973);
3 United States v. Nixon (1974); Shaw v. Reno (1993); United States v. Lopez (1995);
4 Bush v. Gore (2000); McDonald v. Chicago (2010); Citizens United v. Federal
5 Election Commission (2010).

6 (g) Analyze how the Constitution has been interpreted and applied over time
7 by the legislative, executive, and judicial branches, including loose and strict
8 constructionist interpretations.

9 (h) Analyze how federal, state, and local governments generate and allocate
10 revenues to carry out the functions of government.

11 (i) Analyze continuity and change in the Louisiana State Constitution over
12 time, and compare and contrast the Louisiana State Constitutions and the United
13 States Constitution.

14 (j) Explain the historical connections between Civil Law, the Napoleonic
15 Code, and Louisiana's system of laws.

16 (10) Evaluate how civil rights and civil liberties in the United States have
17 developed and been protected by the United States government over time, including
18 being able to:

19 (a) Explain how the United States Constitution protects individual liberties
20 and rights.

21 (b) Analyze the rights enumerated in the Bill of Rights and their application
22 to historical and current issues.

23 (c) Evaluate restrictions and expansions of civil liberties and civil rights in
24 the United States and the role of the legislative, executive, and judicial branches of
25 the government in related events and developments over time, including the
26 Thirteenth, Fourteenth, and Fifteenth Amendments; Plessy v. Ferguson (1896); the
27 Espionage and Sedition Acts; Schenck v. United States (1919); the Nineteenth
28 Amendment; Executive Order 9066; Executive Order 10730; Brown v. Board of

1 Education (1954); the Civil Rights Act of 1964; the Voting Rights Act of 1965; the
2 Twenty-Fourth Amendment; and the Twenty-Sixth Amendment.

3 (d) Describe equal protection and due process as defined by the United
4 States Constitution and explain how states subverted equal protection during the Jim
5 Crow era.

6 (11) Analyze political processes and the role of public participation in the
7 United States, including being able to:

8 (a) Analyze the duties and responsibilities of citizens in the United States,
9 including paying taxes, serving on a jury, obeying the law, voting, and Selective
10 Service registration.

11 (b) Describe United States citizenship requirements and the naturalization
12 process in the United States.

13 (c) Explain historical and contemporary roles of political parties, special
14 interest groups, lobbies and lobbyists, and associations in United States politics.

15 (d) Explain rules governing campaign finance and spending and their effects
16 on the outcomes of local, state, and federal elections.

17 (e) Explain election processes at the local, state, and federal levels, including
18 qualifications and procedures for voting; qualifications and terms for offices; the
19 primary system; public hearings and forums; petition, initiative, referendum, and
20 recall; and amendments related to elections and voting.

21 (f) Evaluate the purpose, structure, and function of the Electoral College,
22 including how it aims to ensure representation for less populated states.

23 (g) Analyze issues and challenges of the election process, including
24 gerrymandering; at-large voting; voter turnout; and voter access policies.

25 (h) Evaluate how the media affects politics and public opinion, including
26 how public officials use the media to communicate with the people.

27 (i) Evaluate the advantages and disadvantages of technologies in politics and
28 government and how they affect media, civic discourse, and the credibility of
29 sources.

1 (j) Evaluate the processes for drawing Louisiana's congressional districts and
2 their effect on statewide and national elections.

3 (k) Describe local and parish governments in Louisiana, including police
4 juries and home rule charters.

5 (12) Analyze the issues of foreign and domestic policy of the United States,
6 including being able to:

7 (a) Distinguish between foreign and domestic policies, and analyze major
8 United States foreign and domestic policies, including those in education; health
9 care; immigration; naturalization; regulation of business and industry; foreign aid;
10 and intervention abroad.

11 (b) Analyze the development, implementation, and consequences of United
12 States foreign and domestic policies over time, including how United States policies
13 are influenced by other countries and how they influence political debates.

14 (c) Analyze interactions between the United States and other nations over
15 time and effects of those interactions.

16 (d) Explain the origins and purpose of international organizations and
17 agreements, including the United Nations, NATO, and NAFTA; and analyze how the
18 United States and member nations work to cooperate politically and economically.

19 (e) Describe the development of and challenges to international law after
20 World War II and the Holocaust.

21 (13) Explain elements of the United States economy within a global context
22 and economic principles required to make sound financial decisions, including being
23 able to:

24 (a) Explain ideas presented in Adam Smith's "The Wealth of Nations",
25 including his ideas about free markets and the "invisible hand".

26 (b) Compare and contrast capitalism and socialism as economic systems.

27 (c) Describe different perspectives on the role of government regulation in
28 the economy.

1 (d) Analyze the role of government institutions in developing and
2 implementing economic policies, and explain the effects of government policies on
3 market outcomes, including both intended and unintended consequences.

4 (e) Explain the factors that influence the production and distribution of goods
5 by individuals and businesses operating in a market system, including monopolistic
6 competition, perfect competition, monopoly, and oligopoly; credit; currencies;
7 economic indicators; factors of production (land, labor, capital, entrepreneurship);
8 goods and services; price; roles of consumers and producers; rule of law; and supply
9 and demand.

10 (f) Explain ways in which competition, free enterprise, and government
11 regulation influence what is produced and allocated in an economy, including
12 national and global consequences.

13 (g) Explain the effects of specialization and trade on the production,
14 distribution, and consumption of goods and services for individuals, businesses, and
15 societies.

16 (14) Apply economic principles to make sound personal financial decisions,
17 including in regards to income, money management, spending and credit, and
18 savings and investing, including being able to:

19 (a) Explain the relationship between education, training, and career options
20 to future earning potential.

21 (b) Apply given financial data to real life situations such as balancing a
22 checking account, reading bank and credit card statements, purchasing major goods,
23 and avoiding consumer fraud.

24 (c) Explain the benefits and risks of using credit and examine the various
25 uses.

26 (d) Compare types of credit, savings, investment, and insurance services
27 available to the consumer from various institutions.

28 (e) Create a budget and explain its importance in achieving personal
29 financial goals and avoiding negative financial consequences.

1 §5142. United States history

2 A. This course presents a cohesive and comprehensive overview of the
3 history of the United States, surveying the major events and turning points of U.S.
4 history as it moves from the Declaration of Independence through modern times. As
5 students examine each era of history, they will analyze primary sources and carefully
6 research events to gain a deeper understanding of the factors that have shaped U.S.
7 history.

8 B. In United States history, students shall be expected to be able to:

9 (1) Analyze ideas and events in the history of the United States from 1776
10 to 2008 and how they progressed, changed, or remained the same over time.

11 (2) Analyze connections between events and developments in United States
12 history within their global context from 1776 to 2008.

13 (3) Compare and contrast events and developments in United States history
14 from 1776 to 2008.

15 (4) Use geographic representations and demographic data to analyze
16 environmental, cultural, economic and political characteristics and changes.

17 (5) Use a variety of primary and secondary sources to:

18 (a) Analyze social studies content.

19 (b) Evaluate claims, counterclaims, and evidence.

20 (c) Compare and contrast multiple sources and accounts.

21 (d) Explain how the availability of sources affects historical interpretations.

22 (6) Construct and express claims that are supported with relevant evidence
23 from primary or secondary sources, social studies content knowledge, and clear
24 reasoning and explanations to:

25 (a) Demonstrate an understanding of social studies content.

26 (b) Compare and contrast content and viewpoints.

27 (c) Analyze causes and effects.

28 (d) Evaluate counterclaims.

1 (7) Analyze the development of the United States from the American
2 Revolution through the ratification of the U.S. Constitution and early republic,
3 including being able to:

4 (a) Explain the historical context of and the events leading to the signing of
5 the Declaration of Independence, including the Boston Massacre, Boston Tea Party,
6 Patrick Henry's "Give Me Liberty or Give Me Death" speech, the battles at
7 Lexington, Concord, and Bunker Hill, Second Continental Congress, failed Olive
8 Branch Petition, and Thomas Paine's *Common Sense*.

9 (b) Explain the key reasons for the Patriots' improbable victory and analyze
10 major battles of the American Revolution, including the battles of Trenton, Saratoga,
11 and Yorktown.

12 (c) Analyze the Declaration of Independence, and evaluate how the ideas
13 expressed reflected the values and principles of the founders' and influenced
14 development of the United States, with an emphasis on "inalienable rights" as
15 inherent in all people by virtue of their being human meaning that they cannot be
16 surrendered to the government; the rights to "life, liberty, and the pursuit of
17 happiness" being the freedom to live, to protect rights, and to seek happiness as long
18 as it does not violate the rights of others; and the concept of "consent of the
19 governed" and how this differed from rule under a monarch.

20 (d) Explain how America's founding, based on the words of the Declaration
21 of Independence, was unprecedented in human history.

22 (e) Explain the inadequacies of the Articles of Confederation.

23 (f) Analyze the purposes of the Preamble of the Constitution.

24 (g) Evaluate how the United States Constitution and Bill of Rights seek to
25 prevent tyranny and protect individual liberty and freedom, including through
26 representation, limited government, separation of powers, and checks and balances.

27 (h) Analyze major events and developments of U.S. presidents of the late
28 1700s to the early 1800s, including the presidencies of George Washington (foreign
29 and domestic policies, Farewell Address), John Adams (Alien and Sedition Act),

1 Thomas Jefferson (role in the Louisiana Purchase), and Andrew Jackson (Bank
2 War).

3 (i) Analyze how Alexis de Tocqueville's five values are crucial to America's
4 success as a constitutional republic (liberty, egalitarianism, individualism, populism,
5 laissez-faire).

6 (j) Explain and evaluate the concept of American exceptionalism.

7 (8) Analyze key events associated with Westward Expansion during the
8 early to mid-1800s, including being able to:

9 (a) Explain the Louisiana Purchase and evaluate its effects on the United
10 States.

11 (b) Analyze the causes and effects of the Indian Removal Act and describe
12 the role of key people involved in Indian removal and the Trail of Tears including
13 Andrew Jackson and John Ross.

14 (c) Analyze the causes and effects of the Mexican-American War.

15 (d) Evaluate the concept of Manifest Destiny and its effect on Westward
16 Expansion.

17 (9) Analyze the development and abolition of slavery in the United States,
18 including being able to:

19 (a) Describe the origins of the transatlantic slave trade, Middle Passage, and
20 early spread of slavery in the Americas.

21 (b) Describe the experiences of enslaved people on the Middle Passage, at
22 slave auctions, and on plantations.

23 (c) Describe the significance of invention of the cotton gin and its effects on
24 slavery and the economy.

25 (d) Explain how slavery contributed to United States industrial and economic
26 growth.

27 (e) Explain the effects of abolition efforts by key individuals including
28 Sojourner Truth, William Lloyd Garrison, Frederick Douglass, and Harriet Beecher
29 Stowe.

- 1 (f) Explain how slavery is the antithesis of freedom.
- 2 (g) Analyze the causes and effects of the Missouri Compromise and the
3 Kansas-Nebraska Act.
- 4 (h) Explain the outcome of the *Dred Scott v. Sandford* (1857) decision,
5 including it later being coined a "self-inflicted wound".
- 6 (i) Describe the purpose of the Emancipation Proclamation and its effects.
- 7 (j) Evaluate the significance and extension of citizenship rights to Black
8 Americans included in the Thirteenth, Fourteenth, and Fifteenth Amendments to the
9 Constitution of the United States.
- 10 (10) Analyze the causes, course, and consequences of the Civil War and
11 Reconstruction, including being able to:
- 12 (a) Analyze the life of Abraham Lincoln including his debates with Stephen
13 Douglas, the meaning of his "House Divided" speech, presidency and views on the
14 Union, first and second inaugural addresses, the Emancipation Proclamation, the
15 Gettysburg Address, particularly the origin and meaning of "last full measure of
16 devotion", and his assassination.
- 17 (b) Explain major and minor causes of the Civil War, especially the political
18 tension surrounding the spread of slavery.
- 19 (c) Analyze major battles of the Civil War, including Antietam, Gettysburg,
20 Vicksburg, and the capture of New Orleans.
- 21 (d) Compare and contrast resources of the Union and Confederate States and
22 reasons attributed to the Union winning the Civil War.
- 23 (e) Explain the social, political and economic changes that resulted from
24 Reconstruction including Jim Crow laws, the role of carpetbaggers, scalawags,
25 Radical Republicans, the Freedmen's Bureau, sharecropping, the creation of Black
26 Codes, and the emergence of the Ku Klux Klan and the rise of violence toward and
27 intimidation of Black Americans.

1 (11) Describe the economic and social development of the United States in
2 the late nineteenth and early twentieth century and its emergence as a major world
3 power, including being able to:

4 (a) Describe how the physical geography of the United States affected
5 industrial growth and trade.

6 (b) Explain the economic principles and practices that corresponded with
7 America's industrial and economic growth after the Civil War including free
8 markets, capitalism, mass production, division of labor, and monopolies.

9 (c) Explain push and pull factors for people who immigrated to America in
10 the late nineteenth and early twentieth century and analyze the immigrant experience,
11 including assimilation, challenges, and contributions.

12 (d) Analyze the challenges that accompanied industrialization, including
13 pollution, poor working conditions, child labor, and food safety, as well as proposed
14 solutions of the Progressive Era.

15 (e) Analyze the Monroe Doctrine, the Roosevelt Corollary, and the
16 development of United States foreign policy in the late nineteenth century and early
17 twentieth century including the Spanish-American War, the acquisition of Hawaii
18 and Alaska, construction of the Panama Canal, and the United States expedition to
19 capture Pancho Villa.

20 (f) Analyze the life of Theodore Roosevelt, including his life in the West, the
21 Rough Riders, his "Big Stick" diplomacy, presidency, and conservation efforts.

22 (g) Describe engagements between the United States government forces and
23 Native Americans in the West following the Civil War, including the Battle of Little
24 Bighorn and Wounded Knee, and the effects of the Dawes Act on Native Americans.

25 (h) Analyze the life of Booker T. Washington, including his enslavement and
26 emancipation, the Tuskegee Institute, and his Atlanta Exposition Speech.

27 (i) Explain the origins and development of Louisiana public colleges and
28 universities, including land grant institutions, Historically Black Colleges and
29 Universities, and regional universities.

1 (j) Compare and contrast the philosophies of Booker T. Washington, W.E.B.

2 DuBois, and Marcus Garvey.

3 (k) Explain Elizabeth Cady Stanton's reasons for writing the Declaration of
4 Sentiments.

5 (l) Analyze the life of Susan B. Anthony, including her time teaching, work
6 for abolition, work for temperance, and work for suffrage.

7 (m) Analyze ways in which the Suffrage Movement led to passage of the
8 Nineteenth Amendment.

9 (12) Analyze the causes, course, and consequences of World War I,
10 including being able to:

11 (a) Describe the causes of World War I.

12 (b) Explain the events leading to and reasons for United States involvement
13 in World War I.

14 (c) Describe the effects of major military events, the role of key people, and
15 the experiences of service members.

16 (d) Analyze the suppression of dissent during World War I.

17 (e) Explain why the Allied Powers won World War I.

18 (f) Compare and contrast Wilson's Fourteen Points and the Treaty of
19 Versailles.

20 (13) Analyze the political, social, cultural and economic effects of events and
21 developments after World War I and during the 1920s, including being able to:

22 (a) Explain the origins, main ideas, contributors, and effects of the Harlem
23 Renaissance.

24 (b) Describe changes in the social and economic status of women.

25 (c) Analyze how life in the United States changed as a result of technological
26 advancements, including automobile, airplane, and radio.

27 (d) Analyze the causes and events of the First Red Scare including the
28 Bolshevik Revolution, anarchist bombings, the Immigration Act of 1918, and the
29 Palmer Raids.

1 (e) Analyze the rise in labor unions in the late nineteenth century and early
2 twentieth century including the American Federation of Labor-Congress of
3 Industrial, the Organizations (AFL-CIO), the Industrial Workers of the World
4 (IWW), and the Brotherhood of Sleeping Car Porters.

5 (f) Analyze the effects of changes in immigration to the United States and
6 migration within the United States as a result of the Immigration Act of 1924 and the
7 Great Migration.

8 (g) Describe Prohibition in the United States and its consequences, including
9 the development of organized crime.

10 (h) Describe the effects of racial and ethnic tensions, including the Chicago
11 riot of 1919, Tulsa Massacre, and re-emergence of the Ku Klux Klan.

12 (14) Describe the effects of the Great Depression and New Deal policies on
13 the United States, including being able to:

14 (a) Explain the causes of the Great Depression, with an emphasis on how
15 bank failures, buying stock on margin, overextension of credit, overproduction, high
16 tariffs and protectionism, and the 1929 stock market crash contributed to the
17 economic crisis.

18 (b) Describe the effects of the Great Depression.

19 (c) Analyze the government response to the Great Depression, including
20 actions taken by the Federal Reserve, Congress, and the administrations of Herbert
21 Hoover and Franklin D. Roosevelt.

22 (d) Describe the causes and effects of the Dust Bowl, including natural
23 disasters and unwise agricultural practices, and how it exacerbated the Great
24 Depression.

25 (e) Analyze the purpose and effectiveness of the New Deal in managing
26 problems of the Great Depression through relief, recovery, and reform programs,
27 including the Tennessee Valley Authority (TVA), Works Progress Administration
28 (WPA), the Civilian Conservation Corps (CCC), and the Social Security Act (SSA).

1 (f) Compare and contrast economic beliefs of Adam Smith, Karl Marx, John
2 Maynard Keynes, and Milton Friedman and analyze their influence on the economy
3 of the United States.

4 (15) Explain the causes, course, and consequences of World War II,
5 including being able to:

6 (a) Explain the similarities and differences between totalitarianism and
7 militarism in Imperial Japan, communism in the Soviet Union, fascism in Mussolini's
8 Italy, and Nazi Germany, and identify the major powers of the Allies and the Axis
9 powers.

10 (b) Explain efforts made by the United States government to prepare for war
11 prior to entry including Cash and Carry and Lend Lease policies, military maneuvers
12 at Barksdale Air Force Base, and the Louisiana Maneuvers in September 1941.

13 (c) Explain why Japan attacked Pearl Harbor and the response of the United
14 States.

15 (d) Describe the sacrifices and contributions of American service members
16 in the war effort including the Tuskegee Airmen, Military Intelligence Service,
17 442nd Regimental Combat team, the 101st Airborne, Women's Army Corps (WAC),
18 Navajo Code Talkers, and the Army Signal Corps.

19 (e) Explain the causes and effects of the internment of Japanese Americans
20 in the United States during World War II, as well as the decision in *Korematsu v.*
21 *United States* (1944) and the Civil Liberties Act of 1988.

22 (f) Explain how the United States government managed the war effort on the
23 home front, including campaigns to conserve food and fuel, sale of war bonds, and
24 coordination of wartime production.

25 (g) Explain the role of military intelligence, technology, and strategy during
26 World War II including cryptology, the Manhattan Project, and island hopping and
27 describe major battles of Midway, Normandy, Iwo Jima, Okinawa, and Battle of the
28 Bulge.

1 (h) Describe the roles of Franklin D. Roosevelt and Harry Truman and the
2 United States' critical role in the Allied victory.

3 (i) Analyze the decision for and effects of dropping atomic bombs on
4 Hiroshima and Nagasaki.

5 (j) Explain the use of violence and mass murder as demonstrated by the
6 Nanjing Massacre, the Holodomor, the Holocaust, and the Bataan Death March and
7 the treatment of United States prisoners of war.

8 (k) Analyze the Holocaust, including the suspension of basic civil rights by
9 the Third Reich, concentration camp system, anti-Semitism, persecution of Jews and
10 non-Jews, Jewish and non-Jewish resistance, the role played by the United States in
11 liberating Nazi concentration camps, immigration of Holocaust survivors, and the
12 Nuremberg trials.

13 (l) Describe the establishment of the United Nations and its role in global
14 affairs after World War II.

15 (16) Analyze causes, major events, and key leaders of the civil rights
16 movement, including being able to:

17 (a) Analyze the origins and goals of the civil rights movement, the effects
18 of segregation (de jure and de facto), and efforts to desegregate schools,
19 transportation, and public places.

20 (b) Analyze how the ideas, work, and life of Dr. Martin Luther King, Jr.
21 influenced civil rights movements in the United States, including civil disobedience,
22 service with the Southern Christian Leadership Conference (SCLC), writings such
23 as his "Letter from a Birmingham Jail" and "I Have a Dream" speech, and his
24 assassination.

25 (c) Explain how key individuals and groups contributed to the expansion of
26 civil rights in the United States, including A. Philip Randolph, Jackie Robinson,
27 Rosa Parks, Medgar Evers, Ruby Bridges, Shirley Chisholm, John Lewis,
28 Malcolm X, and Thurgood Marshall.

1 (d) Analyze the role and importance of key events during the civil rights
2 movement, including the murder of Emmett Till, Baton Rouge Bus Boycott,
3 Montgomery Bus Boycott, Little Rock Central High School desegregation,
4 Greensboro Sit-Ins, Freedom Rides, demonstrations in Birmingham, 1963 March on
5 Washington, Freedom Summer, and Selma to Montgomery Marches.

6 (e) Analyze the role of the federal government in advancing civil rights,
7 including *Brown v. Board of Education* (1954), the Twenty-Fourth Amendment, the
8 Civil Rights Act of 1964, and the Voting Rights Act of 1965.

9 (f) Analyze the goals and outcomes of the American Indian Movement
10 (AIM) and the changing relationship between Native Americans and the federal
11 government, including before and after the Indian Self-Determination and Education
12 Assistance Act.

13 (g) Analyze the goals and course of the women's rights movement of the
14 mid- to late twentieth century, with attention to House Resolution 5056, Equal Pay
15 Act, Civil Rights Act of 1964, Title IX of the Education Amendments, Equal Rights
16 Amendment, and the advancement of women in government and various professions.

17 (17) Explain major events and developments of the post-World War II era
18 in the United States and its continued rise as a world power, including being able to:

19 (a) Explain the causes and effects of the Marshall Plan and the formation of
20 NATO and the Warsaw Pact.

21 (b) Analyze domestic policies of Dwight D. Eisenhower's presidential
22 administration including the Federal Aid Highway Act of 1956.

23 (c) Compare ideas of the United States and Soviet Union during the Cold
24 War, including the strengths of American principles such as rights, equality of
25 opportunity, and liberty and equal protection under the law.

26 (d) Describe the role of and major events and developments associated with
27 key leaders during the Cold War, including U.S. presidents (Harry S. Truman,
28 Dwight D. Eisenhower, John F. Kennedy, Lyndon B. Johnson, Richard Nixon,

1 Gerald Ford, Jimmy Carter, Ronald Reagan) and soviet leaders (Nikita Khrushchev
2 and Mikhail Gorbachev).

3 (e) Analyze the causes, course of, and consequences of the Cold War and its
4 related crises and conflicts, including the Berlin Blockade and Airlift, Chinese Civil
5 War, the Korean War, Suez Crisis, U-2 Incident, Cuban Missile Crisis, Bay of Pigs
6 Invasion, Vietnam War, Soviet-Afghan War, and Miracle on Ice.

7 (f) Explain the role of technology in the Cold War, including the Space Race,
8 Sputnik, and Apollo 13 mission.

9 (g) Analyze the effects of the campaign, election, inaugural address,
10 presidency, and assassination of John F. Kennedy.

11 (h) Analyze the role of Lyndon B. Johnson in the civil rights movement and
12 the Vietnam War.

13 (i) Explain the term "silent majority" in the context of Richard Nixon's
14 presidency, the Watergate scandal, his efforts to open trade with China, and his
15 resignation.

16 (j) Explain the outcome and consequences of key supreme court decisions
17 in the late twentieth century, including *Gideon v. Wainwright* (1963), *Miranda v.*
18 *Arizona* (1966), and *Roe v. Wade* (1973).

19 (k) Explain factors that led to the end of the Cold War, the fall of
20 communism, and the collapse of the Soviet Union, including foreign policy
21 pressures; Reagan's "Tear Down this Wall" speech, the fall of the Berlin Wall;
22 glasnost and perestroika, and the decline of communism.

23 (l) Explain how the failure of the communist economic and political policy,
24 American foreign policy pressure, and the assertion of American principles such as
25 rights, equality, and liberty, led to the end of the Cold War.

26 (18) Explain major United States events and developments in the late
27 twentieth and early twenty-first centuries, including being able to:

28 (a) Analyze Ronald Reagan's political career ("A Time for Choosing"
29 speech) and key policies of his presidency (four pillars of Reaganomics: reduce

1 taxes, reduce federal spending, reduce government regulation, and tighten the money
2 supply).

3 (b) Explain the effects of major issues and events of the late twentieth
4 century, including the HIV/AIDS epidemic and disease perceptions, the war on
5 drugs, and the space shuttle Challenger disaster.

6 (c) Explain causes of the Gulf War, its major military leaders, and unity on
7 the home-front.

8 (d) Explain the causes and effects of domestic incidents, terrorism, and mass
9 shootings, including the Ruby Ridge incident, Waco siege, Oklahoma City bombing,
10 and Columbine High School shooting.

11 (e) Analyze the effects of advancements in technology and media during the
12 mid- to late twentieth century, including the radio, television, and the internet.

13 (f) Explain events leading up to the September 11th attacks, the attack on
14 New York City, the attack on the Pentagon, Flight 93, President George W. Bush's
15 speech from Barksdale Air Force Base, the lives lost, national unity in the aftermath,
16 subsequent military operations, and the expansion of intelligence agencies.

17 (g) Compare the judicial philosophies of Supreme Court justices of the
18 twentieth and twenty-first centuries, including those of Antonin Scalia and Ruth
19 Bader Ginsberg.

20 (h) Analyze the presidential administrations of George H.W. Bush (Gulf
21 War), Bill Clinton (influence of the Contract with America on the legislative agenda,
22 involvement in Bosnia), and George W. Bush (September 11th).

23 (i) Explain important issues of the 2008 presidential election and the
24 significance of the election of Barack Obama.

25 §5143. World history

26 A. This course presents a cohesive and comprehensive overview of the
27 history of the world from 1300 to 2010. As students examine each era of history,
28 they will analyze primary sources and carefully research events to gain a deeper
29 understanding of the factors that have shaped world history. In this course, students

1 will examine fourteenth century trade networks of Africa and Eurasia, Renaissance
2 and Enlightenment in Europe, political revolutions, industrialization, imperialism,
3 global conflicts of the twentieth century, decolonization, and globalization.

4 B. In world history, students shall be expected to be able to:

5 (1) Analyze ideas and events in world history from 1300 to 2010 and how
6 they progressed, changed, or remained the same over time.

7 (2) Analyze connections between events and developments in world history
8 within their global context from 1300 to 2010.

9 (3) Use geographic representations and demographic data to analyze
10 environmental, cultural, economic and political characteristics and changes.

11 (4) Use a variety of primary and secondary sources to:

12 (a) Analyze social studies content.

13 (b) Evaluate claims, counterclaims, and evidence.

14 (c) Compare and contrast multiple sources and accounts.

15 (d) Explain how the availability of sources affects historical interpretations.

16 (5) Construct and express claims that are supported with relevant evidence
17 from primary or secondary sources, social studies content knowledge, and clear
18 reasoning and explanations to:

19 (a) Demonstrate an understanding of social studies content.

20 (b) Compare and contrast content and viewpoints.

21 (c) Analyze causes and effects.

22 (d) Evaluate counterclaims.

23 (6) Evaluate the influence of science, technology, innovations, and explain
24 how these developments have altered societies in the world from 1300 to 2010.

25 (7) Analyze causes and effects of events and developments in world history
26 from 1300 to 2010, including fourteenth century trade networks of Africa and
27 Eurasia, Renaissance and Enlightenment in Europe, political revolutions,
28 industrialization, imperialism, global conflicts of the twentieth century,
29 decolonization, and globalization.

1 (8) Analyze the relationship between events and developments in Louisiana
2 history and world history from 1300 to 2010.

3 (9) Analyze the origins and emergence of economic principles such as
4 feudalism, mercantilism, capitalism, socialism, and communism and their effects on
5 political institutions throughout the world from 1300 to 2010.

6 (10) Analyze the causes and effects of global and regional conflicts in the
7 world from 1300 to 2010, including being able to:

8 (a) Analyze the causes and effects of, and reactions to, imperialism from
9 1450 to 1945 and the experiences of those who were colonized.

10 (b) Analyze causes and effects of political revolutions of the eighteenth,
11 nineteenth, and twentieth centuries throughout the world.

12 (11) Analyze the development of political and social structures throughout
13 the world from 1300 to 1600, including being able to:

14 (a) Analyze how various religious philosophies have influenced government
15 institutions and policies from 1300 to 2010.

16 (b) Analyze the development and contribution of enlightenment ideas such
17 as humanism, state of nature, social contract, and natural rights to the structure and
18 function of civic and political institutions from 1600 to 2010.

19 (c) Analyze how civic ideals such as freedom, liberty, and equal justice have
20 influenced world governments from 1300 to 2010.

21 (d) Compare and contrast systems of governance, including absolutism,
22 communism, democracy, imperialism, fascism, monarchism, and republicanism
23 across world history in the period from 1300 to 2010 and their methods of
24 maintaining power.

25 (e) Analyze the historical connections between Civil Law, the Napoleonic
26 Code, and Louisiana's system of laws.

27 (f) Explain the powers and responsibilities of local, state, tribal, national, and
28 international civic and political institutions and their efforts to address social and
29 political problems.

1 (12) Describe various systems, laws, and policies of governance across
2 world history in the period from 1300 to 2010 and their methods of maintaining
3 power, including absolutism, communism, democracy, imperialism, fascism,
4 theocracies, monarchism, and republicanism.

5 (13) Analyze the origins, consequences, and legacies of genocides that
6 occurred in world history from 1914 to 2010.

7 (14) Analyze the causes of decolonization, methods of gaining
8 independence, and geopolitical impacts of new nation-states from 1945 to 2010.

9 (15) Analyze the roles of various countries during the Cold War and their
10 roles in post-Cold War international agreements and organizations.

11 (16) Analyze ideals and principles that contributed to the rise of
12 independence movements from 1300 to 2010.

13 (17) Analyze goals, strategies, and effects of movements, both violent and
14 nonviolent, to gain freedom and political and social equality in world history from
15 1914 to 2010.

16 (18) Describe how global, national, and regional economic policies affect
17 individual life decisions over time.

18 (19) Analyze the influence of fiscal policies such as taxation and tariffs,
19 trade embargoes, and spending policies on national economies.

20 (20) Describe the causes of trade, commerce, and industrialization and how
21 they affected governments and societies from 1300 to 2010.

22 (21) Explain the economic, demographic, social, and cultural consequences
23 of coerced labor throughout the world.

24 (22) Analyze trends of increasing economic interdependence and
25 interconnectedness in world history from 1300 to 2010.

26 (23) Analyze the impact of natural resources on the development of the
27 Louisiana economy within the context of global interdependence.

28 (24) Analyze the effect that humans have had on the environment in terms
29 of resources, migration patterns, and global environmental issues.

1 (25) Explain the relationship between the physical environment and culture
2 on local, national, and global scales.

3 (26) Analyze the causes and effects of the movement of people, culture,
4 religion, goods, diseases, and technologies through established systems of
5 connection.

6 (27) Explain how regional interactions shaped the development of empires
7 and states from 1300 to 2010.

8 (28) Explain the effectiveness of institutions designed to foster collaboration,
9 compromise, and development from the post-Napoleonic era to the present.

10 (29) Analyze how advancements in communication, technology, and trade
11 impact global interactions from 1300 to 2010.

12 (30) Analyze patterns of population distribution and migration from 1300 to
13 2010.

14 §5144. World geography

15 A. In the high school world geography course, students will develop
16 geographic and spatial thinking skills to better understand the different people,
17 places, and environments around the world. Students will examine various themes
18 including population, culture, migration, urbanization, agriculture, economics, and
19 political systems.

20 B. In world geography, students shall be expected to be able to:

21 (1) Describe economic, social, cultural, political, and physical characteristics
22 of countries, nations, and world regions.

23 (2) Analyze geographic patterns and processes using spatial knowledge of
24 the world's continents, major landforms, major bodies of water, and major countries.

25 (3) Connect past events, people, and ideas to the present to draw conclusions
26 and explain current implications.

27 (4) Describe how geographic tools, representations, and technologies are
28 used in the study of geography, including being able to:

- 1 (a) Create and use geographic representations, data, and geospatial
2 technologies to analyze geographic patterns and changes over time, including maps,
3 satellite images, photographs, charts, graphs, population pyramids, GIS, and GPS.
- 4 (b) Describe the influence of technology on the study of geography and
5 gather geographic information using technological tools.
- 6 (c) Compare and contrast various types of maps and map projections, and
7 evaluate distortions associated with each map projection.
- 8 (d) Analyze how maps and data illustrate territorial divisions and regional
9 classification of the earth's surface.
- 10 (5) Explain the spatial relationships of human settlement, migration, and
11 population, including being able to:
- 12 (a) Explain the patterns and processes of human settlement and migration.
13 (b) Analyze population growth over time and predict future trends.
14 (c) Evaluate how historical processes, including cultural diffusion,
15 colonialism, imperialism, trade, urbanization, and migration have affected countries
16 and world regions.
- 17 (d) Explain how landscape features and natural resource use can reflect
18 cultural attributes.
- 19 (e) Evaluate the consequences of globalization, the acceleration of
20 communication, and the diffusion of ideas, information, and culture.
- 21 (6) Analyze geographic factors that influence economic development,
22 including being able to:
- 23 (a) Explain the spatial patterns of industrial production and development.
24 (b) Analyze the distribution of resources and describe their influence on
25 individuals, businesses, and countries.
- 26 (c) Analyze factors that influence the economic development of countries.
27 (d) Describe social and economic measures of development in various
28 countries.

1 (e) Explain how economic interdependence and globalization affect
2 countries and their populations.

3 (f) Analyze the historical and contemporary economic influence that
4 Louisiana has on other parts of the United States and on the broader world.

5 (g) Analyze the historical and contemporary effects that globalization has on
6 Louisiana's economy.

7 (7) Analyze how governments and political boundaries affect people and
8 place, including being able to:

9 (a) Compare various systems of government in terms of division of power,
10 economic ideologies, and power structure.

11 (b) Analyze various economic philosophies including, capitalism, socialism,
12 and communism that have influenced the development of political and economic
13 systems.

14 (c) Evaluate the purpose of political institutions at various levels, local to
15 supranational, and distinguish their roles, powers, and limitations.

16 (d) Analyze how political boundaries are created and how they affect
17 political institutions.

18 (e) Describe nations and states using appropriate terminology.

19 (f) Analyze actions in various regions taken by individuals, groups, regional
20 governments, and supranational organizations to expand freedoms and protect human
21 rights.

22 (g) Evaluate factors that contribute to cooperation and conflict, including
23 trade, natural resources, and land acquisition.

24 (h) Explain the degree to which cooperation and conflict have affected
25 countries and world regions.

26 (8) Analyze how people have modified or adapted to the environment
27 locally, nationally, regionally, and globally, including being able to:

28 (a) Analyze effects of human settlement patterns and land use on the natural
29 environment.

1 (b) Identify ways in which people have attempted to mitigate the effects of
2 natural disasters.

3 (c) Analyze causes and effects of local, national, regional, and global
4 environmental issues.

5 Section 2. The provisions of this Act shall supersede and control to the extent of any
6 conflict with any other provision of law.

DIGEST

The digest printed below was prepared by House Legislative Services. It constitutes no part of the legislative instrument. The keyword, one-liner, abstract, and digest do not constitute part of the law or proof or indicia of legislative intent. [R.S. 1:13(B) and 24:177(E)]

HB 929 Original

2022 Regular Session

Hodges

Proposed law provides the state content standards for the subject of social studies in grades kindergarten through 12, notwithstanding any present law to the contrary.

(Adds R.S. 17:5131-5144)