|  |  |
| --- | --- |
| **DATE TAUGHT** | **STANDARD** |
|  | **History: Historical Thinking Skills** Students use information and concepts to analyze, interpret, and draw conclusions from historical events. |
|  | 8.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by:  • Conducting historical research  • Evaluating a broad variety of primary and secondary sources  • Determining the meaning of words and phrases from historical texts  • Recognizing varied points of view within historical context |
|  | 8.1.2 Construct and interpret a timeline of key events in Louisiana history and describe how they connect to United States and world events |
|  | **Key Events, Ideas and People** Students analyze how the contributions of key events, ideas, and people influenced the development of modern Louisiana |
|  | 8.2.1 Describe the contributions of explorers and early settlement groups to the development of Louisiana |
|  | 8.2.2 Explain the importance of the Mississippi River as it relates to historical events throughout Louisiana’s history |
|  |  |
|  | 8.2.3 Analyze push-pull factors for migration/settlement patterns of Louisiana’s inhabitants from French colonization to statehood in 1812 |
|  | 8.2.4 Explain how differences and similarities among ethnic groups in colonial Louisiana contributed to cooperation and conflict |
|  | 8.2.5 Analyze causes and effects of major events and evaluate their impact on the growth and development of Louisiana |
|  | 8.2.6 Identify and describe economic, social, and political characteristics of Louisiana during the Antebellum/plantation economy, the Civil War, and the Reconstruction eras |
|  | 8.2.7 Explain major social, political, and economic changes that affected Louisiana during the Progressive, Great Depression, and Huey Long eras |
|  | 8.2.8 Investigate and describe the impact of World War II on Louisiana’s social, political, and economic systems |
|  | 8.2.9 Describe the Civil Rights movement in Louisiana and analyze how it changed the course of Louisiana’s history |
|  | 8.2.10 Predict ways in which Louisiana will continue to grow toward economic, cultural, and political diversity in the 21st century |
|  | **Geography: Geography Skills** Students develop spatial understanding through the study of location, distance, direction, pattern, shape, and arrangement |
|  | 8.3.1 Locate and describe the physical and political features of Louisiana |
|  | 8.3.2 Use maps, charts, and diagrams to ask and answer questions about Louisiana’s geographic features |
|  | 8.3.3 Apply knowledge of geography skills and terms to:  • create maps and diagrams  • plot latitude and longitudinal coordinates  • read and interpret a map  • use a map to compare Louisiana’s time zone in relation to time zones around the world |
| **DATE TAUGHT** | **STANDARD** |
|  | **Culture** Students analyze the relationships between cultural groups and physical features of Louisiana. |
|  | 8.4.1 Analyze how the physical features and natural resources of Louisiana affected the migration patterns of cultural groups |
|  | 8.4.2 Describe the causes and effects of cultural diffusion and its impact on diversity in early Louisiana |
|  | 8.4.3 Explain ways in which inventions and technological advances have affected Louisiana’s culture |
|  |  |
|  | **Environment** Students analyze the effects of the environment on people and places in Louisiana. |
|  | 8.5.1 Describe how natural phenomena impact the physical environment of Louisiana |
|  | 8.5.2 Analyze and predict consequences of environment modifications on Louisiana and its inhabitants |
|  | **Civics: Government: Purposes, Foundation, and Structure** Students examine the foundation, structure, and purposes of Louisiana government and the correlations between local, state, and federal governments. |
|  | 8.6.1 Compare the foundation, function, and powers of the Louisiana and United States Constitutions |
|  | 8.6.2 Compare and contrast the preambles of the Louisiana and United States Constitutions |
|  | 8.6.3 Describe the role of various forms of local government in Louisiana |
|  | **Global Awareness** Students interpret the role of Louisiana in a global society. |
|  | 8.7.1 Explain how the United States and world foreign policy have affected Louisiana |
|  | 8.7.2 Evaluate the role and importance of Louisiana ports and products in the international economy |
|  | **Civic Literacy** Students examine the rights and responsibilities of Louisiana citizens that enable them to become informed participants in civic life. 8.8.2 Explain the importance of being an informed citizen on public issues, recognizing propaganda, and knowing the voting issues |
|  | 8.8.1 Describe ways in which citizens can organize, monitor, or influence government and politics at the local, state, and national levels |
|  | **Economics: Resources** Students analyze Louisiana’s natural, human, and capital resources and their connection to the past and present economy. |
|  | 8.9.1 Analyze the role of specialization in Louisiana’s economy |
|  | 8.9.2 Apply the laws of supply and demand to demonstrate the effects on Louisiana products and resources |
|  | 8.9.3 Analyze and explain factors affecting the production and allocation of goods and services in Louisiana, the United States, and the world |
| **DATE TAUGHT** | **STANDARD** |
|  |  |
|  | **Interdependence and Decision Making** Students use economic knowledge and skills to make decisions as individuals, families, groups, or businesses in the interdependent and changing state, nation, and world. |
|  | 8.10.1 Analyze how scarcity of resources affects the choices of individuals and communities |
|  | 8.10.2 Explain choice/trade-offs, cost/benefits, and opportunity costs related to making personal economic decisions |
|  | 8.10.3 Describe historical factors influencing the economic growth, interdependence, and development of Louisiana |
|  | 8.10.4 Explain the impact of inflation and unemployment on different groups |
|  | 8.10.5 Use a variety of resources to research and present findings about education and training for jobs and careers |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |