Louisiana Social Studies

Grades 9, 10, 11, 12

Adopted 2022

Skills and Practices

SP1. Examine sources in order to 9-12.SP1

- a. distinguish between primary, secondary, and tertiary sources 9-12.SP1.A
- b. determine the origin, author's point of view, intended audience, and reliability 9-12.SP1.B
- c. analyze the meaning of words, phrases, and content-specific vocabulary 9-12.SP1.C

SP2. Use a variety of primary and secondary sources to 9-12.SP2

- a. analyze social studies content 9-12.SP2.A
- b. evaluate claims, counterclaims, and evidence 9-12.SP2.B
- c. compare and contrast multiple sources and accounts 9-12.SP2.C
- d. explain how the availability of sources affects historical interpretations 9-12.SP2.D

SP3. Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to 9-12.SP3

- a. demonstrate an understanding of social studies content 9-12.SP3.A
- b. compare and contrast content and viewpoints 9-12.SP3.B
- c. analyze causes and effects 9-12.SP3.C
- d. evaluate counterclaims 9-12.SP3.D

High School: Civics

1. **Evaluate continuity and change in U.S. government, politics, and civic issues throughout U.S. history, including those related to the powers of government, interpretations of founding documents, voting trends, citizenship, civil liberties, and civil rights.** HS.C.1
2. **Analyze causes and effects of events and developments in U.S. history, including those that influenced laws, processes, and civic participation.** HS.C.2
3. **Compare and contrast events and developments in U.S. history and government.** HS.C.3

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Explain connections between ideas, events, and developments related to U.S. history and government, and analyze recurring patterns, trends, and

themes. HS.C.4

5. **Use geographic representations, demographic data, and geospatial representations to analyze civic issues and government processes.** HS.C.5

6. **Use a variety of primary and secondary sources to:** HS.C.6
   a. Analyze social studies content. HS.C.6.A
   b. Evaluate claims, counterclaims, and evidence. HS.C.6.B
   c. Compare and contrast multiple sources and accounts. HS.C.6.C
   d. Explain how the availability of sources affects historical interpretations. HS.C.6.D

7. **Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to:** HS.C.7
   a. Demonstrate an understanding of social studies content. HS.C.7.A
   b. Compare and contrast content and viewpoints. HS.C.7.B
   c. Analyze causes and effects. HS.C.7.C
   d. Evaluate counterclaims. HS.C.7.D

8. **Analyze factors that influenced the Founding Fathers and the formation and development of the government of the United States.** HS.C.8
   a. Describe the purpose of government and competing ideas about the role of government in a society. HS.C.8.A
   b. Compare different systems and structures of government, including constitutional republic and autocracy, direct democracy and representative democracy, presidential system and parliamentary system, unicameral and bicameral legislatures, and unitary, federal, and confederate systems. HS.C.8.B
   c. Explain historical and philosophical factors that influenced the government of the United States, including Enlightenment philosophers such as Thomas Hobbes, John Locke, Charles de Montesquieu, Jean-Jacques Rousseau, as well as the Great Awakening. HS.C.8.C
   d. Analyze the foundational documents and ideas of the United States government and its formation, including Magna Carta, the Mayflower Compact, Enlightenment philosophies, English Bill of Rights, Declaration of Independence, the Articles of the Confederation, the Constitution of the United States of America and the Bill of Rights, and the Federalist papers, and their role and importance in the origin and development of the nation. HS.C.8.D
   e. Analyze the issues related to various debates, compromises, and plans surrounding the drafting and ratification of the 1789 Constitution of the United States. HS.C.8.E
   f. Explain how the concept of natural rights that precede politics or government influenced the foundation and development of the United States. HS.C.8.F

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g. Evaluate the fundamental principles and concepts of the U.S. government including Creator-endowed unalienable rights of the people, due process, equal justice under the law, equal protection, federalism, frequent and free elections in a representative government, individual responsibility, individual rights, limited government, private property rights, popular sovereignty, right to privacy, rule of law, the supremacy clause, and the separation of powers with checks and balances. HS.C.8.G

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9. **Analyze the structure, roles, responsibilities, powers, and functions of governments in the United States.** HS.C.9

   a. Compare and contrast the powers and responsibilities of local, state, tribal (including the Chitimacha Tribe of Louisiana, the Coushatta Tribe of Louisiana, the Jena Band of Choctaw Indians, and the Tunica-Biloxi Indian Tribe), and federal governments, and explain how each is financed, how they interact with each other, and how citizens interact with and within each of them. HS.C.9.A

   b. Explain the structure and processes of the U.S. government as outlined in the U.S. Constitution, including the branches of government; federalism; how a bill becomes a law at the federal level; and the process for amending the U.S. Constitution. HS.C.9.B

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

   d. Analyze the structure, powers, and functions of the executive branch of the U.S. federal government, including checks on other branches of government; powers of the executive branch such as those to carry out and enforce laws, issue executive orders, and conduct diplomacy with other nations; duties of the president, vice president, and Cabinet; presidential nominations, appointments, and confirmations; and the concept of the "bully pulpit." HS.C.9.D

   e. Analyze the structure, powers, and functions of the judicial branch of the U.S. federal government, including checks on the other branches of government; powers of the judicial branch such as those to interpret laws and decide the constitutionality of laws; nomination and appointment process of federal judges, origin of judicial review; and significance of stare decisis. HS.C.9.E

   f. Evaluate the reasoning for Supreme Court decisions and their political, social, and economic effects, including Marbury v. Madison (1803); McCulloch v. Maryland (1819); Cherokee Nation v. Georgia (1831); Dred Scott v. Sandford (1857); Plessy v. Ferguson (1896); Schenck v. United States (1919); Korematsu v. United States (1944); Brown v. Board of Education (1954); Baker v. Carr (1962); Engel v. Vitale (1962); Gideon v. Wainwright (1963); Miranda v. Arizona (1966); Loving v. Virginia (1967); Tinker v. Des Moines (1969); New York Times Co. v. United States (1971); Wisconsin v. Yoder (1972); Roe v. Wade (1973); United States v. Nixon (1974); Shaw v. Reno (1993); United States v. Lopez (1995); Bush v. Gore (2000); McDonald v. Chicago (2010); Citizens United v. Federal Election Commission (2010). HS.C.9.F

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g. Analyze how the Constitution has been interpreted and applied over time by the legislative, executive, and judicial branches, including loose and strict constructionist interpretations. HS.C.9.G

h. Analyze how federal, state, and local governments generate and allocate revenues to carry out the functions of government. HS.C.9.H

i. Analyze continuity and change in the Louisiana State Constitution over time, and compare and contrast the Louisiana State Constitutions and the U.S. Constitution. HS.C.9.I

j. Explain the historical connections between Civil Law, the Napoleonic Code, and Louisiana's system of laws. HS.C.9.J

10. **Evaluate how civil rights and civil liberties in the United States have developed and been protected by the U.S. government over time.** HS.C.10

a. Explain how the U.S. Constitution protects individual liberties and rights. HS.C.10.A

b. Analyze the rights enumerated in the Bill of Rights and their application to historical and current issues. HS.C.10.B

c. Evaluate restrictions and expansions of civil liberties and civil rights in the United States and the role of the legislative, executive, and judicial branches of the government in related events and developments over time, including the Thirteenth, Fourteenth, and Fifteenth Amendments; Plessy v. Ferguson (1896); the Espionage and Sedition Acts; Schenck v. United States (1919); the Nineteenth Amendment; Executive Order 9066; Executive Order 10730; Brown v. Board of Education (1954); the Civil Rights Act of 1964; the Voting Rights Act of 1965; the Twenty-Fourth Amendment; and Twenty-Sixth Amendment. HS.C.10.C

d. Describe equal protection and due process as defined by the U.S. Constitution, and explain how states subverted equal protection during the Jim Crow era. HS.C.10.D

11. **Analyze political processes and the role of public participation in the United States.** HS.C.11

a. Analyze the duties and responsibilities of citizens in the United States, including paying taxes, serving on a jury, obeying the law, voting, and Selective Service registration. HS.C.11.A

b. Describe U.S. citizenship requirements and the naturalization process in the United States. HS.C.11.B

c. Explain historical and contemporary roles of political parties, special interest groups, lobbies/lobbyists, and associations in U.S. politics. HS.C.11.C

d. Explain rules governing campaign finance and spending and their effects on the outcomes of local, state, and federal elections. HS.C.11.D

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e. Explain election processes at the local, state, and federal levels, including qualifications and procedures for voting; qualifications and terms for offices; the primary system; public hearings and forums; petition, initiative, referendum, and recall; and amendments related to elections and voting. f. Evaluate the purpose, structure, and function of the Electoral College, including how it aims to ensure representation for less populated states. HS.C.11.E

g. Analyze issues and challenges of the election process, including gerrymandering; at-large voting; voter turnout; and voter access policies. HS.C.11.G

h. Evaluate how the media affects politics and public opinion, including how public officials use the media to communicate with the people. HS.C.11.H

i. Evaluate the advantages and disadvantages of technologies in politics and government and how they affect media, civic discourse, and the credibility of sources. HS.C.11.I

j. Evaluate the processes for drawing Louisiana's congressional districts and their effect on statewide and national elections. HS.C.11.J

k. Describe local and parish governments in Louisiana, including police juries and home rule charters. HS.C.11.K

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12. Analyze the issues of foreign and domestic policy of the United States. HS.C.12

a. Distinguish between foreign and domestic policies, and analyze major U.S. foreign and domestic policies, including those in education; health care; immigration; naturalization; regulation of business and industry; foreign aid; and intervention abroad. HS.C.12.A

b. Analyze the development, implementation, and consequences of U.S. foreign and domestic policies over time, including how U.S. policies are influenced by other countries and how they influence political debates. HS.C.12.B

c. Analyze interactions between the United States and other nations over time and effects of those interactions. HS.C.12.C

d. Explain the origins and purpose of international organizations and agreements, including the United Nations, NATO, NAFTA, and USMCA; and analyze how the United States and member nations work to cooperate politically and economically. HS.C.12.D

e. Describe the development of and challenges to international law after World War II and the Holocaust. HS.C.12.E

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13. Explain elements of the United States economy within a global context and economic principles required to make sound financial decisions. HS.C.13

a. Explain ideas presented in Adam Smith's "The Wealth of Nations," including his ideas about free markets and the "invisible hand." HS.C.13.A

b. Compare and contrast capitalism and socialism as economic systems. HS.C.13.B

c. Describe different perspectives on the role of government regulation in the economy. HS.C.13.C

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d. Analyze the role of government institutions in developing and implementing economic policies, and explain the effects of government policies on market outcomes, including both intended and unintended consequences. HS.C.13.D

e. Explain the factors that influence the production and distribution of goods by individuals and businesses operating in a market system, including monopolistic competition, perfect competition, monopoly, and oligopoly; credit; currencies; economic indicators; factors of production (land, labor, capital, entrepreneurship); goods and services; price; roles of consumers and producers; rule of law; and supply and demand. HS.C.13.E

f. Explain ways in which competition, free enterprise, and government regulation influence what is produced and allocated in an economy, including national and global consequences. HS.C.13.F

g. Explain the effects of specialization and trade on the production, distribution, and consumption of goods and services for individuals, businesses, and societies. HS.C.13.G

14. **Apply economic principles to make sound personal financial decisions, including in regards to income, money management, spending and credit, and savings and investing.** HS.C.14

a. Explain the relationship between education, training, and career options to future earning potential. HS.C.14.A

b. Apply given financial data to real life situations such as balancing a checking account, reading bank and credit card statements, purchasing major goods, and avoiding consumer fraud. HS.C.14.B

c. Explain the benefits and risks of using credit and examine the various uses. HS.C.14.C

d. Compare types of credit, savings, investment, and insurance services available to the consumer from various institutions. HS.C.14.D

e. Create a budget and explain its importance in achieving personal financial goals and avoiding negative financial consequences. HS.C.14.E

High School: United States History

1. **Analyze ideas and events in the history of the United States of America from 1776 to 2008 and how they progressed, changed, or remained the same over time.** HS.US.1

2. **Analyze connections between events and developments in U.S. history within their global context from 1776 to 2008.** HS.US.2

3. **Compare and contrast events and developments in U.S. history from 1776 to 2008.** HS.US.3

4. **Use geographic representations and demographic data to analyze environmental, cultural, economic and political characteristics and changes.** HS.US.4

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Use a variety of primary and secondary sources to: HS.US.5

a. Analyze social studies content. HS.US.5.A

b. Evaluate claims, counterclaims, and evidence. HS.US.5.B

c. Compare and contrast multiple sources and accounts. HS.US.5.C

d. Explain how the availability of sources affects historical interpretations. HS.US.5.D

6. **Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to:** HS.US.6

   a. Demonstrate an understanding of social studies content. HS.US.6.A

   b. Compare and contrast content and viewpoints. HS.US.6.B

   c. Analyze causes and effects. HS.US.6.C

   d. Evaluate counterclaims. HS.US.6.D

7. **Analyze the development of the United States from the American Revolution through the ratification of the U.S. Constitution and Early Republic.** HS.US.7

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

   b. Explain the key reasons for the Patriots' improbable victory and analyze major battles of the American Revolution, including the Battle of Trenton, the Battle of Saratoga, and Yorktown. HS.US.7.B

   c. Analyze the Declaration of Independence and evaluate how the ideas expressed reflected the values and principles of the founders' and influenced development of the United States, with an emphasis on "inalienable rights" as inherent in all people by virtue of their being human meaning that they cannot be surrendered to the government; the rights to "life, liberty, and the pursuit of happiness" being the freedom to live, to protect rights, and to seek happiness as long as it does not violate the rights of others; and the concept of "consent of the governed" and how this differed from rule under a monarch. HS.US.7.C

   d. Explain how America's founding, based on the words of the Declaration of Independence and the U.S. Constitution, were unprecedented in human history. HS.US.7.D

   e. Explain the inadequacies of the Articles of Confederation. HS.US.7.E

   f. Analyze the purposes of the Preamble of the Constitution. HS.US.7.F

   g. Evaluate how the U.S. Constitution and Bill of Rights seek to prevent tyranny and protect individual liberty and freedom, including through representation, limited government, separation of powers, and checks and balances. HS.US.7.G

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h. Analyze major events and developments of U.S. presidents of the late 1700s to the early 1800s, including the presidencies of George Washington (foreign and domestic policies, Farewell Address), John Adams (Alien and Sedition Act), Thomas Jefferson (role in the Louisiana Purchase), and Andrew Jackson (Bank War). HS.US.7.H

i. Analyze how Alexis de Tocqueville's five values are crucial to America's success as a constitutional republic (liberty, egalitarianism, individualism, populism, laissez-faire). HS.US.7.I

j. Explain and evaluate the concept of American exceptionalism. HS.US.7.J

8. **Analyze key events associated with Westward Expansion during the early to mid-1800s.** HS.US.8

a. Explain the Louisiana Purchase and evaluate its effects on the United States. HS.US.8.A

b. Analyze the causes and effects of the Indian Removal Act and describe the role of key people involved in Indian removal and the Trail of Tears including Andrew Jackson and John Ross. HS.US.8.B

c. Analyze the causes and effects of the Mexican-American War. HS.US.8.C

d. Explain the concept of Manifest Destiny and evaluate its effect on Westward Expansion. HS.US.8.D

9. **Analyze the development and abolition of slavery in the United States.** HS.US.9

a. Describe the origins of the transatlantic slave trade, Middle passage, and early spread of slavery in the Americas. HS.US.9.A

b. Describe the experiences of enslaved people on the Middle Passage, at slave auctions, and on plantations. HS.US.9.B

c. Describe the significance of invention of the cotton gin and its effects on slavery and economy. HS.US.9.C

d. Explain how slavery contributed to U.S. industrial and economic growth. HS.US.9.D

e. Explain the effects of abolition efforts by key individuals including Sojourner Truth, William Lloyd Garrison, Frederick Douglass, and Harriet Beecher Stowe. HS.US.9.E

f. Explain how slavery is the antithesis of freedom. HS.US.9.F

g. Analyze the causes and effects of the Missouri Compromise, the Compromise of 1850, and the Kansas Nebraska-Act. HS.US.9.G

h. Explain the outcome of the Dred Scott v. Sandford (1857) decision, including it later being called a "self-inflicted wound." HS.US.9.H

i. Describe the purpose of the Emancipation Proclamation and its effects. HS.US.9.I

j. Evaluate the significance and extension of citizenship rights to Black Americans included in the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution of the United States. HS.US.9.J

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10. **Analyze the causes, course, and consequences of the Civil War and Reconstruction.** HS.US.10

    a. Analyze the life of Abraham Lincoln including his debates with Stephen Douglas, the meaning of his "House Divided" speech, presidency and views on the Union, first and second inaugural addresses, the Emancipation Proclamation, the Gettysburg Address, particularly the origin and meaning of "last full measure of devotion," and his assassination. HS.US.10.A

    b. Explain major and minor causes of the Civil War, especially the political tension surrounding the spread of slavery. HS.US.10.B

    c. Analyze major battles of the Civil War, including Shiloh, Antietam, Gettysburg, Vicksburg, and the capture of New Orleans. HS.US.10.C

    d. Compare and contrast resources of the Union and Confederate States and reasons attributed to the Union winning the Civil War. HS.US.10.D

    e. Explain the social, political and economic changes that resulted from Reconstruction including Jim Crow laws, the role of carpetbaggers, scalawags, Radical Republicans, the Freedmen's Bureau, sharecropping, the creation of Black Codes, and the emergence of the Ku Klux Klan and the rise of violence and intimidation of Black Americans. HS.US.10.E

11. **Describe the economic and social development of the United States in the late nineteenth and early twentieth century and its emergence as a major world power.** HS.US.11

    a. Describe how the physical geography of the United States affected industrial growth and trade. HS.US.11.A

    b. Explain the economic principles and practices that corresponded with America's industrial and economic growth after the Civil War including free markets, capitalism, mass production, division of labor, and monopolies. HS.US.11.B

    c. Explain push and pull factors for immigration to the United States in the late nineteenth and early twentieth century and analyze the immigrant experience, including assimilation, challenges, and contributions. HS.US.11.C

    d. Analyze the challenges that accompanied industrialization, including pollution, poor working conditions, child labor, and food safety, as well as proposed solutions of the Progressive Era. HS.US.11.D

    e. Analyze the Monroe Doctrine, the Roosevelt Corollary, and the development of U.S. foreign policy in the late nineteenth century and early twentieth century including the Spanish-American War, the acquisition of Hawaii and Alaska, construction of the Panama Canal, and the U.S. expedition to capture Pancho Villa. HS.US.11.E

    f. Analyze the life of Theodore Roosevelt, including his life in the West, the Rough Riders, his "Big Stick" diplomacy, presidency, and conservation efforts. HS.US.11.F

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g. Describe engagements between the U.S. government forces and Native Americans in the West following the Civil War, including the Battle of Little Bighorn and Wounded Knee, and the effects of the Dawes Act on Native Americans. HS.US.11.G

h. Analyze the life of Booker T. Washington, including his enslavement and emancipation, the Tuskegee Institute, and his Atlanta Exposition Speech. HS.US.11.H

i. Explain the origins and development of Louisiana public colleges and universities, including land grant institutions, Historically Black Colleges and Universities, and regional universities. HS.US.11.I

j. Compare and contrast the philosophies of Booker T. Washington, W. E. B. DuBois, and Marcus Garvey. HS.US.11.J

k. Explain Elizabeth Cady Stanton's reasons for writing the Declaration of Sentiments. HS.US.11.K

l. Analyze the life of Susan B. Anthony, including her time teaching, work for abolition, work for temperance, and work for suffrage. HS.US.11.L

m. Analyze ways in which the Suffrage Movement led to passage of the Nineteenth Amendment. HS.US.11.M

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12. Analyze the causes, course, and consequences of World War I. HS.US.12

a. Describe the causes of World War I. HS.US.12.A

b. Explain the events leading to and reasons for U.S. involvement in World War I. HS.US.12.B

c. Describe the effects of major military events, the role of key people, and the experiences of service members. HS.US.12.C

d. Analyze the suppression of dissent during World War I. HS.US.12.D

e. Explain why the Allied Powers won World War I. HS.US.12.E

f. Compare and contrast Wilson's Fourteen Points and the Treaty of Versailles. HS.US.12.F

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13. Analyze the political, social, cultural and economic effects of events and developments after World War I and during the 1920s. HS.US.13

a. Explain the origins, main ideas, contributors, and effects of the Harlem Renaissance. HS.US.13.A

b. Describe changes in the social and economic status of women. HS.US.13.B

c. Analyze how life in the United States changed as a result of technological advancements, including automobile, airplane, and radio. HS.US.13.C

d. Analyze the causes and events of the First Red Scare including the Bolshevik Revolution, anarchist bombings, the Immigration Act of 1918, and the Palmer Raids. HS.US.13.D

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e. Analyze the rise in labor unions in the late nineteenth century and early twentieth century including the American Federation of Labor-Congress of Industrial, the Organizations (AFL-CIO), the Industrial Workers of the World (IWW), and the Brotherhood of Sleeping Car Porters. HS.US.13.E

f. Analyze the effects of changes in immigration to the United States and migration within the United States as a result of the Immigration Act of 1924 and the Great Migration. HS.US.13.F

g. Describe Prohibition in the United States and its consequences, including the development of organized crime. HS.US.13.G

h. Describe the effects of racial and ethnic tensions, including the Chicago riot of 1919, Tulsa Massacre, and re-emergence of the Ku Klux Klan. HS.US.13.H

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14. Describe the effects of the Great Depression and New Deal policies on the United States. HS.US.14

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

b. Describe the effects of the Great Depression. HS.US.14.B

c. Analyze the government response to the Great Depression, including actions taken by the Federal Reserve, Congress, and the administrations of Herbert Hoover and Franklin D. Roosevelt. HS.US.14.C

d. Describe the causes and effects of the Dust Bowl, including natural disasters and unwise agricultural practices, and how it exacerbated the Great Depression. HS.US.14.D

e. Analyze the purpose and effectiveness of the New Deal in managing problems of the Great Depression through relief, recovery, and reform programs, including the Tennessee Valley Authority (TVA), Works Progress Administration (WPA), the Civilian Conservation Corps (CCC), and the Social Security Act (SSA). HS.US.14.E

f. Compare and contrast economic beliefs of Adam Smith, Karl Marx, John Maynard Keynes, and Milton Friedman and analyze their influence on the economy of the United States. HS.US.14.F

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15. Explain the causes, course, and consequences of World War II. HS.US.15

a. Explain the similarities and differences between totalitarianism and militarism in Imperial Japan, communism in the Soviet Union, fascism in Mussolini's Italy and Nazi Germany, and identify the major powers of the Allies and the Axis powers. HS.US.15.A

b. Explain efforts made by the U.S. government to prepare for war prior to entry including Cash and Carry and Lend Lease policies, military maneuvers at Barksdale Air Force Base, and the Louisiana Maneuvers in September 1941. HS.US.15.B

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c. Explain why Japan attacked Pearl Harbor and the response of the United States. HS.US.15.C

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

e. Explain the causes and effects of the internment of Japanese Americans in the United States during World War II, as well as the decision in Korematsu v. United States (1944) and The Civil Liberties Act of 1988. HS.US.15.E

f. Explain how the U.S. government managed the war effort on the home front, including campaigns to conserve food and fuel, sale of war bonds, and coordination of wartime production. HS.US.15.F

g. Explain the role of military intelligence, technology, and strategy during World War II including cryptology, the Manhattan Project, island hopping and describe major battles of Midway, Normandy, Iwo Jima, Okinawa, and Battle of the Bulge. HS.US.15.G

h. Describe the roles of Franklin D. Roosevelt, Harry Truman, and the United States' critical role in the Allied victory. HS.US.15.H

i. Analyze the decision for and effects of dropping atomic bombs on Hiroshima and Nagasaki. HS.US.15.I

j. Explain the use of violence and mass murder as demonstrated by the Nanjing Massacre, the Holodomor, the Holocaust, and the Bataan Death March and the treatment of U.S. prisoners of war. HS.US.15.J

k. Analyze the Holocaust, including the suspension of basic civil rights by the Third Reich, concentration camp system, antisemitism, persecution of Jews and non-Jews, Jewish and non-Jewish resistance, the role played by the United States in liberating Nazi concentration camps, immigration of Holocaust survivors, and the Nuremberg trials. HS.US.15.K

l. Describe the establishment of the United Nations, and its role in global affairs after World War II. HS.US.15.L

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16. **Analyze causes, major events, and key leaders of the civil rights movement.** HS.US.16

a. Analyze the origins and goals of the civil rights movement, the effects of segregation (de jure and de facto), and efforts to desegregate schools, transportation, and public places. HS.US.16.A

b. Analyze how the ideas, work, and life of Dr. Martin Luther King Jr. influenced civil rights movements in the United States, including civil disobedience, service with the Southern Christian Leadership Conference (SCLC), writings such as his "Letter from a Birmingham Jail" and "I Have a Dream" speech, and his assassination. HS.US.16.B

c. Explain how key individuals and groups contributed to the expansion of civil rights in the United States, including A. Philip Randolph, Jackie Robinson, Rosa Parks, Medgar Evers, Ruby Bridges, Shirley Chisholm, John Lewis, Malcolm X, and Thurgood Marshall. HS.US.16.C

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d. Analyze the role and importance of key events during the civil rights movement, including the murder of Emmett Till, Baton Rouge Bus Boycott, Montgomery Bus Boycott, Little Rock Central High School desegregation, Greensboro Sit-Ins, Freedom Rides, demonstrations in Birmingham, 1963 March on Washington, Freedom Summer, and Selma to Montgomery Marches. HS.US.16.D

e. Analyze the role of the federal government in advancing civil rights, including Brown v. Board of Education (1954), the Twenty-Fourth Amendment, the Civil Rights Act of 1964, and the Voting Rights Act of 1965. HS.US.16.E

f. Analyze the goals and outcomes of the American Indian Movement (AIM) and the changing relationship between Native Americans and the federal government, including before and after the Indian Self-Determination and Education Assistance Act. HS.US.16.F

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

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17. **Explain major events and developments of the post-World War II era in the United States and its continued rise as a world power.** HS.US.17

a. Explain the causes and effects of the Marshall Plan and the formation of NATO and the Warsaw Pact. HS.US.17.A

b. Analyze domestic policies of Dwight D. Eisenhower's presidential administration including the Federal Aid Highway Act of 1956. HS.US.17.B

c. Compare ideas of the United States and Soviet Union during the Cold War, including the strengths of American principles such as rights, equality of opportunity, liberty and equal protection under the law. HS.US.17.C

d. Describe the role of and major events and developments associated with key leaders during the Cold War, including U.S. presidents (Harry. S. Truman, Dwight D. Eisenhower, John F. Kennedy, Lyndon B. Johnson, Richard Nixon, Gerald Ford, Jimmy Carter, and Ronald Reagan); and soviet leaders (Nikita Khrushchev and Mikhail Gorbachev). HS.US.17.D

e. Analyze the causes, course of, and consequences of the Cold War and its related crises and conflicts, including the Berlin Blockade and Airlift, Chinese Civil War, Korean War, Suez Crisis, U-2 Incident, Cuban Missile Crisis, Bay of Pigs Invasion, Vietnam War, Soviet-Afghan War, and Miracle on Ice. HS.US.17.E

f. Explain the role of technology in the Cold War, including the Space Race, Sputnik, and Apollo 13 mission. HS.US.17.F

g. Analyze the effects of the campaign, election, inaugural address, presidency, and assassination of John F. Kennedy. HS.US.17.G

h. Analyze the role of Lyndon B. Johnson in the civil rights movement and the Vietnam War. HS.US.17.H

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i. Explain the term "silent majority" in the context of Richard Nixon's presidency, the Watergate scandal, his efforts to open trade with China, and his resignation. HS.US.17.I

j. Explain the outcome and consequences of key Supreme Court decisions in the late twentieth century, including Gideon v. Wainwright (1963), Miranda v. Arizona (1966), and Roe v. Wade (1973). HS.US.17.J

k. Explain factors that led to the end of the Cold War, the fall of communism, and the collapse of the Soviet Union, including foreign policy pressures; Reagan's "Tear Down this Wall" speech, the fall of the Berlin Wall; glasnost and perestroika, and the decline of communism. HS.US.17.K

l. Explain how the failure of the communist economic and political policy, American foreign policy pressure, and the assertion of American principles such as rights, equality, and liberty, led to the end of the Cold War. HS.US.17.L

18. **Explain major U.S. events and developments in the late twentieth and early twenty-first centuries.** HS.US.18

a. Analyze Ronald Reagan's political career ("A Time for Choosing" speech) and key policies of his presidency (four pillars of Reaganomics reduce taxes, reduce federal spending, reduce government regulation, tighten the money supply). HS.US.18.A

b. Explain the effects of major issues and events of the late twentieth century, including the HIV/AIDS epidemic and disease perceptions, the war on drugs, and the space shuttle Challenger disaster. HS.US.18.B

c. Explain causes of the Gulf War, its major military leaders, and unity on the home-front. HS.US.18.C

d. Explain the causes and effects of domestic incidents, terrorism, and mass shootings, including the Ruby Ridge incident, Waco siege, Oklahoma City Bombing, and Columbine High School shooting. HS.US.18.D

e. Analyze the effects of advancements in technology and media during the mid- to late twentieth century, including the radio, television, and the internet. HS.US.18.E

f. Explain events leading up to the September 11th attacks, the attack on New York City, the attack on the Pentagon, Flight 93, President George W. Bush's speech from Barksdale Air Force Base, the lives lost, national unity in the aftermath, subsequent military operations, and the expansion of intelligence agencies. HS.US.18.F

g. Compare the judicial philosophies of Supreme Court justices of the twentieth and twenty-first centuries, including those of Antonin Scalia and Ruth Bader Ginsberg. HS.US.18.G

h. Analyze the presidential administrations of George H.W. Bush (Gulf War), Bill Clinton (influence of the Contract with America on the legislative agenda, involvement in Bosnia), and George W. Bush (September 11th). HS.US.18.H

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i. Explain important issues of the 2008 presidential election and the significance of the election of Barack Obama. HS.US.18.I

High School: World History

1. **Analyze ideas and events in world history from 1300 to 2010 and how they progressed, changed, or remained the same over time.** HS.WH.1

2. **Analyze connections between events and developments in world history within their global context from 1300 to 2010.** HS.WH.2

3. **Use geographic representations and demographic data to analyze environmental, cultural, economic and political characteristics and changes.** HS.WH.3

4. **Use a variety of primary and secondary sources to:** HS.WH.4
   a. Analyze social studies content. HS.WH.4.A
   b. Evaluate claims, counterclaims, and evidence. HS.WH.4.B
   c. Compare and contrast multiple sources and accounts. HS.WH.4.C
   d. Explain how the availability of sources affects historical interpretations. HS.WH.4.D

5. **Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to:** HS.WH.5
   a. Demonstrate an understanding of social studies content. HS.WH.5.A
   b. Compare and contrast content and viewpoints. HS.WH.5.B
   c. Analyze causes and effects. HS.WH.5.C
   d. Evaluate counterclaims. HS.WH.5.D

6. **Evaluate the influence of science, technology, innovations, and explain how these developments have altered societies in the world from 1300 to 2010.** HS.WH.6

7. **Analyze causes and effects of events and developments in world history from 1300 to 2010, including fourteenth-century trade networks of Africa and Eurasia, Renaissance and Enlightenment in Europe, political revolutions, industrialization, imperialism, global conflicts of the twentieth century, decolonization, and globalization.** HS.WH.7

8. **Analyze the relationship between events and developments in Louisiana history and world history from 1300 to 2010.** HS.WH.8

9. **Analyze the origins and emergence of economic principles such as feudalism, mercantilism, capitalism, socialism, and communism and their effects on political institutions throughout the world from 1300 to 2010.** HS.WH.9

10. **Analyze the causes and effects of global and regional conflicts in the world from 1300 to 2010.** HS.WH.10
    a. Analyze the causes, effects, and reactions to imperialism from 1450 to 1945 and the experiences of those who were colonized. HS.WH.10.A
    b. Analyze causes and effects of political revolutions of the eighteenth, nineteenth, and twentieth centuries throughout the world. HS.WH.10.B

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11. **Analyze the development of political and social structures throughout the world from 1300 to 1600.** HS.WH.11

    a. Analyze how various religious philosophies have influenced government institutions and policies from 1300 to 2010. HS.WH.11.A

    b. Analyze the development and contribution of enlightenment ideas such as humanism, state of nature, and natural rights to the structure and function of civic and political institutions from 1600 to 2010. HS.WH.11.B

    c. Analyze how civic ideals such as freedom, liberty, and equal justice have influenced world governments from 1300 to 2010. HS.WH.11.C

    d. Compare and contrast systems of governance, including absolutism, communism, democracy, imperialism, fascism, monarchism, and republicanism across world history in the period from 1300 to 2010 and their methods of maintaining power. HS.WH.11.D

    e. Analyze the historical connections between Civil Law, the Napoleonic Code, and Louisiana's system of laws. HS.WH.11.E

    f. Explain the powers and responsibilities of local, state, tribal, national, and international civic and political institutions and their efforts to address social and political problems. HS.WH.11.F

12. **Describe various systems, laws, and policies of governance across world history in the period from 1300 to 2010 and their methods of maintaining power, including absolutism, communism, democracy, imperialism, fascism, theocracies, monarchism, and republicanism.** HS.WH.12

13. **Analyze the origins, consequences, and legacies of genocides that occurred in world history from 1914 to 2010.** HS.WH.13

14. **Analyze the causes of decolonization, methods of gaining independence, and geopolitical impacts of new nation-states from 1945 to 2010.** HS.WH.14

15. **Analyze the roles of various countries during the Cold War and their roles in post-Cold War international agreements and organizations.** HS.WH.15

16. **Analyze ideals and principles that contributed to the rise of independence movements from 1300 to 2010.** HS.WH.16

17. **Analyze goals, strategies, and effects of movements, both violent and non-violent, to gain freedom and political and social equality in world history from 1914 to 2010.** HS.WH.17

18. **Describe how global, national, and regional economic policies affect individual life decisions over time.** HS.WH.18

19. **Analyze the influence of fiscal policies such as taxation and tariffs, trade embargoes, and spending policies on national economies.** HS.WH.19

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20. **Describe the causes of trade, commerce, and industrialization and how they affected governments and societies from 1300 to 2010.** HS.WH.20

21. **Explain the economic, demographic, social, and cultural consequences of coerced labor throughout the world.** HS.WH.21

22. **Analyze trends of increasing economic interdependence and interconnectedness in world history from 1300 to 2010.** HS.WH.22

23. **Analyze the effects of natural resources on the development of the Louisiana economy within the context of global interdependence.** HS.WH.23

24. **Analyze the effect that humans have had on the environment in terms of resources, migration patterns, and global environmental issues.** HS.WH.24

25. **Explain the relationship between the physical environment and culture on local, national, and global scales.** HS.WH.25

26. **Analyze the causes and effects of the movement of people, culture, religion, goods, diseases, and technologies through established systems of connection.** HS.WH.26

27. **Explain how regional interactions shaped the development of empires and states from 1300 to 2010.** HS.WH.27

28. **Explain the effectiveness of institutions designed to foster collaboration, compromise, and development from the post-Napoleonic era to the present.** HS.WH.28

29. **Analyze how advancements in communication, technology, and trade have affected global interactions from 1300 to 2010.** HS.WH.29

30. **Analyze patterns of population distribution and migration from 1300 to 2010.** HS.WH.30

High School: World Geography

1. **Describe economic, social, cultural, political, and physical characteristics of countries, nations, and world regions.** HS.WG.1

2. **Analyze geographic patterns and processes using spatial knowledge of the world's continents, major landforms, major bodies of water, and major countries.** HS.WG.2

3. **Connect past events, people, and ideas to the present to draw conclusions and explain current implications.** HS.WG.3

4. **Describe how geographic tools, representations, and technologies are used in the study of geography.** HS.WG.4

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a. Create and use geographic representations, data, and geospatial technologies to analyze geographic patterns and changes over time, including maps, satellite images, photographs, charts, graphs, population pyramids, GIS, and GPS. HS.WG.4.A

b. Describe the influence of technology on the study of geography and gather geographic information using technological tools. HS.WG.4.B

c. Compare and contrast various types of maps and map projections, and evaluate distortions associated with each map projection. HS.WG.4.C

d. Analyze how maps and data illustrate territorial divisions and regional classification of the earth's surface. HS.WG.4.D

5. **Explain the spatial relationships of human settlement, migration, and population.** HS.WG.5

a. Explain the patterns and processes of human settlement and migration. HS.WG.5.A

b. Analyze population growth over time and predict future trends. HS.WG.5.B

c. Evaluate how historical processes, including cultural diffusion, colonialism, imperialism, trade, urbanization, and migration have affected countries and world regions. HS.WG.5.C

d. Explain how landscape features and natural resource use can reflect cultural attributes. HS.WG.5.D

e. Evaluate the consequences of globalization, the acceleration of communication, and the diffusion of ideas, information, and culture. HS.WG.5.E

6. **Analyze geographic factors that influence economic development.** HS.WG.6

a. Explain the spatial patterns of industrial production and development. HS.WG.6.A

b. Analyze the distribution of resources and describe their influence on individuals, businesses, and countries. HS.WG.6.B

c. Analyze factors that influence the economic development of countries. HS.WG.6.C

d. Describe social and economic measures of development in various countries. HS.WG.6.D

e. Explain how economic interdependence and globalization affect countries and their populations. HS.WG.6.E

f. Analyze the historical and contemporary economic influence that Louisiana has on other parts of the United States and on the broader world. HS.WG.6.F

g. Analyze the historical and contemporary effects that globalization has on Louisiana's economy. HS.WG.6.G

7. **Analyze how governments and political boundaries affect people and places.** HS.WG.7

a. Compare various systems of government in terms of division of power, economic ideologies, and power structure. HS.WG.7.A

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b. Analyze various economic philosophies including, capitalism, socialism, and communism that have influenced the development of political and economic systems. HS.WG.7.B

c. Evaluate the purpose of political institutions at various levels, local to supranational, and distinguish their roles, powers, and limitations. HS.WG.7.C

d. Analyze how political boundaries are created and how they affect political institutions. HS.WG.7.D

e. Describe nations and states using appropriate terminology. HS.WG.7.E

f. Analyze actions in various regions taken by individuals, groups, regional governments, and supranational organizations to expand freedoms and protect human rights. HS.WG.7.F

g. Evaluate factors that contribute to cooperation and conflict, including trade, natural resources, and land acquisition. HS.WG.7.G

h. Explain the degree to which cooperation and conflict have affected countries and world regions. HS.WG.7.H

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8. **Analyze how people have modified or adapted to the environment locally, nationally, regionally, and globally.** HS.WG.8

a. Analyze effects of human settlement patterns and land use on the natural environment. HS.WG.8.A

b. Identify ways in which people have attempted to mitigate the effects of natural disasters. HS.WG.8.B

c. Analyze causes and effects of local, national, regional, and global environmental issues. HS.WG.8.C