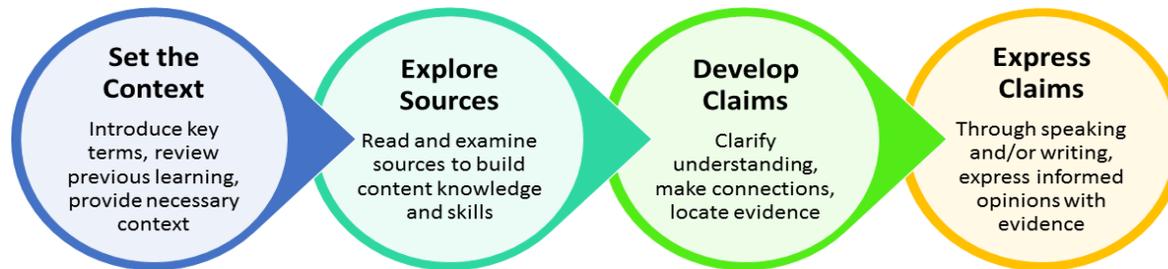


Louisiana STUDENT STANDARDS SOCIAL STUDIES

This document is designed to assist educators in interpreting Louisiana’s 2011 social studies standards. It contains the prioritized content and concepts aligned to GLEs for each unit. The intent of this document is to clarify the essential content and concepts, allowing teachers more flexibility to focus on the three shifts prescribed in the social studies vision:

1. Use **sources** to learn content.
2. Make **connections** among people, events, and ideas across time and place.
3. Express **informed claims** supported by evidence from sources and outside knowledge.

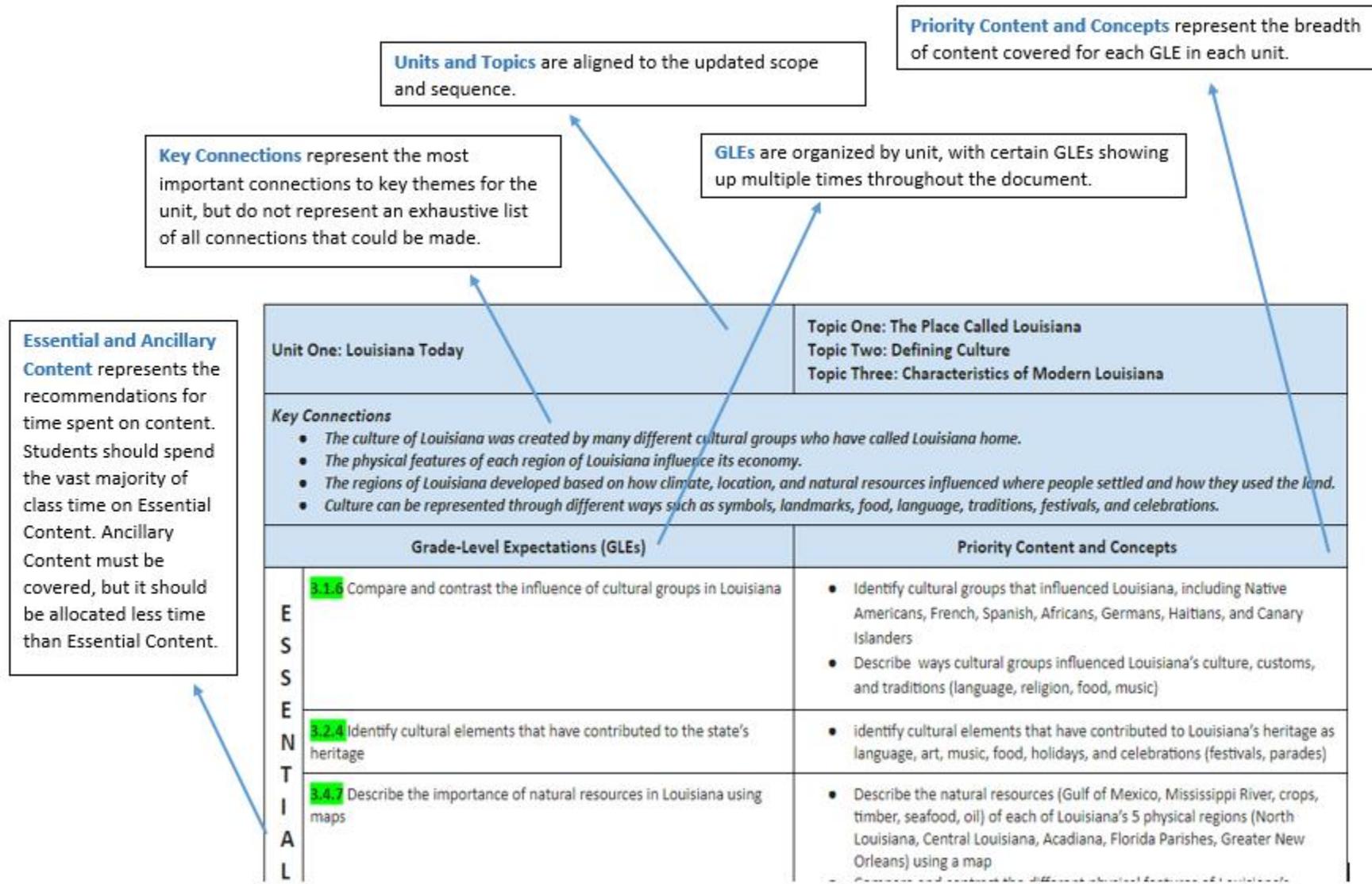


As a general caution, this companion document should not be used as a checklist. Teachers should not approach a unit by teaching each piece of prioritized content from the companion document in the order it is presented. The companion documents describe the range of content for a given GLE in each unit, but they do not reflect the sequence in which or method by which content should be taught. The content presented in the companion document is organized by standard and not integrated (as standards should be taught). If not taught in an integrated way, it is unlikely students will master course content or be prepared for the next course of study. Instead, the companion documents should be used alongside the instructional tasks in the [Updated Social Studies Scope and Sequences](#) or the curriculum adopted by the school. Companion documents should be used as a reference guide to ensure prioritized content is being adequately covered within a unit and to guide supplementation from current teaching resources.

This companion document is considered a “living” document, as we believe that teachers and other educators will find ways to improve the document as they use it. Please send feedback to louisianastandards@la.gov so that we may use your input when updating this guide.

How to Read Guide

The diagram below provides an overview of the information found in all units.



Priority Content and Concepts: Represents the content and concepts that should be taught for each GLE, aligned with assessment parameters. The priority content and concepts are organized by GLE – not sequentially. The [Updated Social Studies Scope and Sequences](#), or other classroom curriculum, should be used as a guide for sequencing content.

Key Connections: Represent the important connections students should be making within the content and across units. Making connections among people, events, and ideas across time and place is one of the social studies shifts, and the purpose of including sample connections in this document is to help students and teachers implement this shift. The key connections are not an exhaustive list, but rather serve as a guide for the type of deeper understandings students should be forming.

Essential and Ancillary Content: Content is grouped into two categories, essential and ancillary. Essential content represents the most important concepts to be taught in each unit to further connections and understandings of the main ideas in each social studies course. Teachers should spend the majority of their time teaching the essential content. Ancillary content includes skills that are used in support of main ideas (such as map skills which are necessary to interpret and analyze maps), review content within a unit (some GLEs may be essential in some units and ancillary in others), and historical thinking skills (which should be practiced every unit). Ancillary content should **not** be cut from instruction because, without it, students will not be prepared for their next course of study. The essential and ancillary content distinction can be used to help teachers prioritize how much time to spend on different concepts.

A note on teaching the historical thinking skills standards: There are many acceptable options for teaching historical thinking skills. The content provided in the companion documents aligned to historical thinking skills is purposefully broad. Teachers may make adjustments to how historical thinking skills are taught to fit the needs of their classroom. While historical thinking skills are categorized as ancillary content, it is critical that teachers teach the prioritized content in each unit through the historical thinking skills standards.

Unit One: Louisiana Today		Topic One: The Place Called Louisiana Topic Two: Defining Culture Topic Three: Characteristics of Modern Louisiana	
Key Connections <ul style="list-style-type: none"> <i>The culture of Louisiana was created by many different cultural groups who have called Louisiana home.</i> <i>The physical features of each region of Louisiana influence its economy.</i> <i>The regions of Louisiana developed based on how climate, location, and natural resources influenced where people settled and how they used the land.</i> <i>Culture can be represented through different ways such as symbols, landmarks, food, language, traditions, festivals, and celebrations.</i> 			
Grade-Level Expectations (GLEs)		Priority Content and Concepts	
ESSENTIAL CONTENT	3.1.6 Compare and contrast the influence of cultural groups in Louisiana.	<ul style="list-style-type: none"> Identify cultural groups that influenced Louisiana, including Native Americans, French, Spanish, Africans, Germans, Haitians, and Canary Islanders. Describe ways cultural groups influenced Louisiana’s culture, customs, and traditions (language, religion, food, music). 	
	3.2.4 Identify cultural elements that have contributed to the state’s heritage.	<ul style="list-style-type: none"> Identify cultural elements that have contributed to Louisiana’s heritage such as language, art, music, food, holidays, and celebrations (festivals, parades). 	
	3.4.7 Describe the importance of natural resources in Louisiana using maps.	<ul style="list-style-type: none"> Describe the natural resources (Gulf of Mexico, Mississippi River, crops, timber, seafood, oil) of each of Louisiana’s 5 physical regions (North Louisiana, Central Louisiana, Acadiana, Florida Parishes, Greater New Orleans) using a map. Compare and contrast the different physical features of Louisiana’s regions to make a connection between the physical features and economy/industry of each region. 	
	3.7.1 Identify various ways that people earn income and how earning income contributes to the economic well-being of their community and state.	<ul style="list-style-type: none"> Recognize that Louisiana citizens can earn income from careers related to the natural resources of the state. 	
	3.9.1 Explain the concepts of specialization and interdependence in the production of goods and	<ul style="list-style-type: none"> Recognize that careers in the state’s natural resources involve job specialization (for example: fishing equipment and specialization in the seafood industry or logging equipment and 	

	services.	specialization in the timber industry).
ANCILLARY CONTENT	3.1.4 Compare and contrast state and national historical symbols.	<ul style="list-style-type: none"> ● Identify Louisiana state symbols such as the pelican, magnolia and cypress trees, catatoula, crawfish, alligator, and fleur de lis and describe their importance. ● Identify national symbols such as the bald eagle, American flag, red/white/blue colors of the flag, and the U.S. constitution and describe their importance.
	3.1.5 Categorize landmarks as state and national.	<ul style="list-style-type: none"> ● Recognize the Mississippi River, the Gulf of Mexico, and Lake Pontchartrain as influential landmarks in the state of Louisiana.
	3.3.1 Describe characteristics and uses of various types of maps.	<ul style="list-style-type: none"> ● Describe the different types of maps and explain their purposes -physical, political, resource, historical, climate, economic (natural resources and industry), and road maps.
	3.3.2 Identify the hemispheres in which Louisiana is located.	<ul style="list-style-type: none"> ● Identify the hemispheres in which Louisiana is located.
	3.3.3 Locate various communities and cities in Louisiana using cardinal and intermediate directions.	<ul style="list-style-type: none"> ● Locate cities and parishes that are meaningful to students using a compass rose, and cardinal and intermediate directions on a map (<i>the focus of this standard is proficiency in using cardinal and intermediate directions, not the specific cities and parishes chosen for students to locate</i>).
	3.3.4 Locate and label major geographic features of Louisiana on a map.	<ul style="list-style-type: none"> ● Describe the physical characteristics (rivers, lakes, bayous/swamps, floodplains, forests, farmland) of Louisiana’s 5 physical regions (North Louisiana, Central Louisiana, Acadiana, Florida Parishes, Greater New Orleans). ● Identify The Mississippi River, Lake Pontchartrain, Sabine River, and Mt. Driskill using a map.
	3.3.5 Differentiate between a town, parish, state, and country in which the student lives using a political map.	<ul style="list-style-type: none"> ● Name and locate on a political map the town/city, parish, state, and country students live in, and describe the relationship between a town/city, a parish, and a state.
	3.3.6 Construct an outline map of Louisiana from memory.	<ul style="list-style-type: none"> ● Students draw a map of Louisiana, noting important features such as the Mississippi River, Lake Pontchartrain, Baton Rouge (capital), and the town in which they live.
	3.3.7 Locate specific places on a map using a simple grid system.	<ul style="list-style-type: none"> ● Locate cities, parishes, and various physical features that are meaningful to students using a grid system on a map (<i>the focus of this standard is proficiency in using a simple grid system on a map, not the specific cities, parishes, and geographic features chosen for students to locate</i>).

	<p>3.4.1 Compare and contrast the physical features of various regions of Louisiana.</p>	<ul style="list-style-type: none"> ● Identify different physical features in Louisiana’s 5 regions (North Louisiana, Central Louisiana, Acadiana, Florida Parishes, and Greater New Orleans). ● Compare and contrast the physical features of Louisiana’s 5 regions.
	<p>3.4.6 Distinguish between urban, suburban, and rural communities in Louisiana.</p>	<ul style="list-style-type: none"> ● Explain what the terms urban, suburban, and rural mean and distinguish between each of these types of communities in Louisiana.
	<p>3.8.2 Investigate ways in which people are producers and consumers and explain why they depend on one another.</p>	<ul style="list-style-type: none"> ● Define the terms producers and consumers, and give examples of each. ● Recognize that some producers use natural resources to produce goods to sell to consumers (crops, timber, seafood, oil).

Unit Two: Louisiana’s First Inhabitants		Topic One: Louisiana’s Native Americans	
<p>Key Connections:</p> <ul style="list-style-type: none"> • <i>Native Americans’ traditions and language have greatly influenced Louisiana’s culture.</i> • <i>Physical features, natural resources, and climate influenced the migration and settlement of Native Americans in Louisiana.</i> 			
Grade-Level Expectations (GLEs)		Priority Content and Concepts	
ESSENTIAL CONTENT	3.1.2 Explain how technology has changed family and community life in Louisiana over time.	<ul style="list-style-type: none"> • Explain how Native Americans used technological advancements to build settlements and thrive (technologies related to creating materials with which to hunt, farm, and fish, making clothes, constructing houses, building boats). 	
	3.1.6 Compare and contrast the influence of cultural groups in Louisiana.	<ul style="list-style-type: none"> • Describe the unique features of Native American culture (through food, religion and connection to nature, art, tools, and customs) as compared to other cultural groups in Louisiana. • Compare the influence of Native Americans of Louisiana with the cultural groups (French, Spanish, English) that were studied in Unit 1. 	
	3.2.2 Differentiate between early Native American cultures that lived in the regions of Louisiana.	<ul style="list-style-type: none"> • Describe the elements of culture and way of life at Poverty Point (including art, hunting, dress, food, use of mounds, resources used, trade), • Describe cultural elements of Louisiana’s Native Americans in different regions of Louisiana, including housing, clothing, gender roles, games/entertainment, dance, and food including materials used to make houses and clothes, differences in clothing/accessories between men, women, and children, and how food was gathered/caught and cooked. • Compare and contrast the ways of life (housing, food, use of the land and natural resources) of Native American tribes in the different regions of Louisiana. • Compare and contrast Native American tribes in Louisiana based on mound building, arts and handiwork, tools, and food gathering. • Expose students to Native American tribes indigenous to the five physical regions of Louisiana (<i>the focus of this standard is not to memorize the names of tribes and specific facts about each, but to be familiar with Native American groups in Louisiana including their settlement patterns, cultural practices, and use of natural resources based on location within the state</i>). 	

	3.2.4 Identify cultural elements that have contributed to the state’s heritage.	<ul style="list-style-type: none"> Describe the legacy of Native American cultural elements such as parishes, towns, and bodies of water that are named after Native American words/tribes, Mardi Gras Indians, and long-lasting cultural practices of food, song, spiritual practices, use of natural resources, basket making, fishing, hunting practices, respect for the environment, and art.
	3.3.3 Locate various communities and cities in Louisiana using cardinal and intermediate directions.	<ul style="list-style-type: none"> Review cardinal and intermediate directions by using maps to discuss locations of Native American groups in Louisiana (<i>the focus of this standard is implementing cardinal and intermediate directions on a map to discuss locations of Native American groups in Louisiana, not the specific Native American groups located</i>).
	3.4.2 Explain historical patterns of settlement in Louisiana using maps.	<ul style="list-style-type: none"> Use maps to locate areas of Native American settlement in Louisiana, and explain the reasons for settlement in that location (access to resources or strategic location). Make connections between the ways of life of Native Americans, the characteristics of the land they settled, and how they used the natural resources of that land in daily life (fishing and the use of boats in settlements close to bodies of water, farming in settlements that were more inland). <p><i>*This standard focuses more on patterns of settlement, and not specific Native American tribes.</i></p>
	3.4.4 Explain how humans have adapted to the physical environment in different regions of Louisiana.	<ul style="list-style-type: none"> Identify the resources that were used (water source, food for hunting, food for gathering, materials to make clothes, hunting equipment, housing, wares) that supported Native American settlement in the 5 physical regions of Louisiana.
	3.4.7 Describe the importance of natural resources in Louisiana using maps.	<ul style="list-style-type: none"> Compare a map of Louisiana’s natural resources with a map of Native American settlement in Louisiana to make a connection about the importance of natural resources to different Native American tribes.
ANCILLARY	3.1.1 Create timelines that identify important events in the history of Louisiana.	<ul style="list-style-type: none"> Start a timeline of settlement in Louisiana that identifies Native Americans as the first inhabitants of the state (this timeline should be built upon in later units).
	3.1.3 Use distinctive vocabulary to sequence events related to Louisiana history.	<ul style="list-style-type: none"> Use the words pre, post, before, and after to sequence events related to Louisiana history. Use the terms first inhabitants or indigenous people to describe Native American settlement in Louisiana.
	3.1.7 Identify community and regional historical artifacts, including primary sources, to answer	<ul style="list-style-type: none"> Using historical artifacts, describe ways of life (food, housing, clothing, religion, social structure, use of land) of Native American cultures in Louisiana.

historical questions.	
3.4.1 Compare and contrast the physical features of various regions of Louisiana	<ul style="list-style-type: none"> ● Compare and contrast the physical features in different areas of Native American settlement across the state, and describe how each region’s physical features impacted Native Americans’ way of life.
3.4.3 Describe how people have changed the land to meet their basic needs over time in Louisiana.	<ul style="list-style-type: none"> ● Describe how Native Americans have changed the land to meet basic needs (using trees for boats/building, using land for agriculture).
3.10.2 Distinguish between the use of money and barter.	<ul style="list-style-type: none"> ● Describe the economy of Poverty Point, including the use of bartering and lack of the use of money.

Unit Three: Colonial Louisiana		Topic One: Louisiana’s Early Explorers Topic Two: Colonization of Louisiana Topic Three: Settlement of Louisiana
Key Connections: <ul style="list-style-type: none"> • <i>Louisiana’s geography influenced historical patterns of settlement in the state.</i> • <i>Exploration and migration to Louisiana influenced the economic development of the state.</i> • <i>Physical features, climate, gaining land, or seeking opportunities influence the settlement of people.</i> • <i>Technology enabled human settlement and migration.</i> 		
Grade-Level Expectations (GLEs)		Priority Content and Concepts
ESSENTIAL CONTENT	3.1.2 Explain how technology has changed family and community life in Louisiana over time.	<ul style="list-style-type: none"> • Describe how advances in transportation and farming allowed the Acadians, French, and Spanish to establish settlements in South Louisiana. • Describe how advancements in seafaring and navigation technology in the 16th century led to European exploration in the Americas.
	3.1.6 Compare and contrast the influence of cultural groups in Louisiana.	<ul style="list-style-type: none"> • Explain how the French influenced Louisiana through their cultural influences of religion, education (Catholic schools), government, language, food, and music. • Explain how the Spanish influenced Louisiana through their cultural influences of religion, education, government, architecture, language, food, and music. • Explain the positive and negative interactions between Native Americans and French and Spanish explorers, including benefits and drawbacks to each group. • Explain how the Cajuns influenced Louisiana through their cultural elements of food, language, and music. • Explain ways in which African cultures influenced culture in Louisiana (food, language, art, music, spirituality). • Compare and contrast the influence of Native American, French, Spanish, Cajun, and African cultures on Louisiana.
	3.2.1 Explain how major explorers and leaders contributed to the early development of Louisiana.	<ul style="list-style-type: none"> • Explain why the major explorers DeSoto, LaSalle, d’Iberville, and Bienville were important to Louisiana. • Explain the reasons for Desoto’s exploration into North America, and its significance (looking for gold and precious metals, “discovered” the Mississippi River).

		<ul style="list-style-type: none"> ● Explain the reasons for exploration in Louisiana (acquiring natural resources, control of the Mississippi River, and strategic outposts). ● Explain why d’Iberville is important to Louisiana (founded the first permanent French settlement in Louisiana). ● Explain the importance of Bienville and the city of New Orleans’ to Louisiana (port access, control of the Mississippi for the French). ● Explain how the early economy of Louisiana (trade and production of goods) affected the development and growth of settlements.
	3.2.3 Identify the causes and effects of migration on Louisiana.	<ul style="list-style-type: none"> ● Explain how the Cajuns resettled in Louisiana from Canada (what caused the Great Upheaval, why they settled near the Atchafalaya Basin).
	3.2.4 Identify cultural elements that have contributed to the state’s heritage.	<ul style="list-style-type: none"> ● Identify long-lasting cultural influences of the Spanish, French, African, Native American, and Cajun in Louisiana through language, religion, education, and food.
	3.4.2 Explain historical patterns of settlement in Louisiana using maps.	<ul style="list-style-type: none"> ● Compare similarities and differences between the land known as Louisiana through French and Spanish ownership and settlement using maps. ● Explain the location of Cajun resettlement in Louisiana using a map.
	3.4.7 Describe the importance of natural resources in Louisiana using maps.	<ul style="list-style-type: none"> ● Explain how the unique geography of Louisiana contributed to European explorers wanting to settle and control the area. ● Explain the reasons why LaSalle explored Louisiana and claimed the land (“owning” the Mississippi for trade purposes meant economic gains).
	3.8.1 Investigate the economic concepts of opportunity cost, scarcity, and surplus/shortage and give examples of each based on needs and wants.	<ul style="list-style-type: none"> ● Explain why the surplus of food in the Atchafalaya basin was a reason for Cajuns settling in South Louisiana. ● Explain the connection between settlement and geography that fosters readily available sources of food, using the terms surplus/shortage and scarcity.
	3.8.3 Describe the basic concepts of supply and demand and explain how competition affects the prices of goods and services.	<ul style="list-style-type: none"> ● Explain the reasons for French settlement using the concepts of supply and demand (the search for resources in high demand).
ANC	3.1.1 Create timelines that identify important events in the history of Louisiana.	<ul style="list-style-type: none"> ● Create timelines of exploration and settlement in Louisiana including Native American inhabitants, the date of DeSoto’s exploration, the date of LaSalle’s exploration and claiming Louisiana for France, time range of French Control, the date of d’Iberville’s and Bienville’s

	explorations, time range of Spanish control, the date of Acadian settlement, the date of Louisiana purchase, and date of statehood for Louisiana.
3.1.3 Use distinctive vocabulary to sequence events related to Louisiana history.	<ul style="list-style-type: none"> ● Use the words pre, post, before, and after to sequence events related to Louisiana history.
3.1.7 Identify community and regional historical artifacts, including primary sources, to answer historical questions.	<ul style="list-style-type: none"> ● Using historical artifacts (historic maps, paintings, journals, engravings), answer questions about European exploration and settlement.
3.4.1 Compare and contrast the physical features of various regions of Louisiana	<ul style="list-style-type: none"> ● Describe the physical features in the regions of Louisiana where Acadians settled, and discuss reasons those physical features encouraged their settlement. ● Compare and contrast the physical features in the regions of Louisiana settled by different groups of immigrants, and make a connection on why those locations were chosen (similar to physical features of home countries).
3.8.2 Investigate ways in which people are producers and consumers and explain why they depend on one another.	<ul style="list-style-type: none"> ● Explain how settlers engaging in agriculture were producers. ● Explain how settlers were consumers.
3.10.2 Distinguish between the use of money and barter.	<ul style="list-style-type: none"> ● Describe the reason for bartering between different settlement groups, and provide examples.

Unit Four: State of Louisiana		Topic One: Events Leading to Statehood Topic Two: Louisiana’s Government and Citizens	
<p>Key Connections:</p> <ul style="list-style-type: none"> ● <i>Louisiana’s citizens can use their jobs to solve local issues.</i> ● <i>Citizens work to earn and save income and contribute to a larger economy.</i> ● <i>The purpose and role of state and local governments are to meet the needs of society.</i> 			
Grade-Level Expectations (GLEs)		Priority Content and Concepts	
ESSENTIAL CONTENT	3.1.6 Compare and contrast the influence of cultural groups in Louisiana.	<ul style="list-style-type: none"> ● Compare and contrast primary cultural influences in Louisiana prior to becoming a state (French, Spanish, Cajun, Native American, African) and after becoming a state (Germans, Irish, and more English Speaking settlers). 	
	3.2.1 Explain how major explorers and leaders contributed to the early development of Louisiana.	<ul style="list-style-type: none"> ● Explain why the U.S. would want to own the Louisiana territory (control of the Mississippi River and the Port of New Orleans, allow for free transfer of goods from other territories to the gulf of Mexico, security of other American lands). ● Explain the importance of the Louisiana Purchase to the United States (doubled the U.S. in size, control of the Mississippi River, gives the Port of Orleans to the U.S. which allows for more trade and money and easier transport of goods, provides pioneers more land to settle), and the importance of the leaders involved in making the event happen (Robert Livingston, Thomas Jefferson, James Monroe, Napoleon). ● Explain the importance of the Lewis and Clark expedition to Louisiana and the U.S. (first expedition to explore the Louisiana Purchase territory, promoted trade and settlement in the new region). ● Explain the steps Louisiana took to become a state (determining delegates by population, writing and ratifying a state constitution, determining state borders) 	
	3.2.3 Identify the causes and effects of migration on Louisiana.	<ul style="list-style-type: none"> ● Explain how annexing the territory of Louisiana influenced new settlement by Germans and English-speaking settlers. 	
	3.2.4 Identify cultural elements that have contributed to the state’s heritage.	<ul style="list-style-type: none"> ● Discuss how becoming a state altered the language and religion of Louisiana (more English speaking, protestant pioneers moved to Louisiana when it became part of the U.S.). 	

<p>3.5.1 Explain the difference between rules and laws.</p>	<ul style="list-style-type: none"> ● Identify and give examples of rules and laws, and explain the difference between the two.
<p>3.5.3 Investigate the major responsibilities of the three branches of local and state government.</p>	<ul style="list-style-type: none"> ● Identify the three branches of government and briefly explain what each branch of government does and who does the work in each branch, on the state and local level. ● Explain how dividing the responsibilities between the three branches helps government and people.
<p>3.5.4 Explain how local and state governments meet the basic needs of society.</p>	<ul style="list-style-type: none"> ● Give examples of the responsibilities of state vs local governments (example for safety: state governments set driving rules, local governments manage first responders). ● Explain what a tax is and how state and local governments use taxes to help meet the basic needs of society. ● Describe the ways that state and local government keep society safe (emergency services), provide basic health needs and services (hospitals, clean water, waste disposal), and provide infrastructure (road maintenance, power lines) and promote community (schools, libraries, parks).
<p>3.5.5 Discuss the powers of local and state officials.</p>	<ul style="list-style-type: none"> ● Explain the basic responsibilities of local and state officials, and the branch of government for which each entity works (local: mayor, judges, sheriff, city council, police jury. state: governor, senator, representative, judges).
<p>3.6.1 Explain the rights and responsibilities of individuals in making a community and state a better place to live.</p>	<ul style="list-style-type: none"> ● Describe what good citizens in a community do for each other to make the community a better place. ● Identify the responsibilities of citizens that make a community a better place (identifying and solving local issues, environmental stewardship, volunteering, jury duty, paying taxes). ● Discuss the right of voting, and the role citizens play in voting.
<p>3.6.2 Describe the qualities of a good leader and citizen.</p>	<ul style="list-style-type: none"> ● Using the leaders of the Louisiana Purchase as an example (Robert Livingston, Thomas Jefferson, Napoleon) describe the qualities of a good leader and citizen as honest, kind, smart, brave, hard-working, working for the betterment of the community, and a self-starter. ● Discuss how helping others can make for a good leader and citizen.
<p>3.6.3 Describe how a citizen can help solve a local issue.</p>	<ul style="list-style-type: none"> ● Discuss the role that volunteering, environmental stewardship, leadership, and public service plays in solving local issues.

	3.8.3 Describe the basic concepts of supply and demand and explain how competition affects the prices of goods and services.	<ul style="list-style-type: none"> Using the economic terms supply and demand, explain why it was beneficial for the U.S. to gain the port of Orleans through the Louisiana Purchase.
	3.10.1 Differentiate between imports and exports of goods in Louisiana.	<ul style="list-style-type: none"> Explain the difference between imports and exports, and identify examples of each. Explain why acquiring the Port of Orleans was important for importing and exporting goods.
	3.8.1 Investigate the economic concepts of opportunity cost, scarcity, and surplus/shortage and give examples of each based on needs and wants.	<ul style="list-style-type: none"> Use the economic term opportunity cost to help explain why the U.S. purchased the Louisiana Territory from France.
ANCILLARY	3.1.1 Create timelines that identify important events in the history of Louisiana.	<ul style="list-style-type: none"> Create a timeline of events from early settlement leading up to the Louisiana Purchase and statehood.
	3.1.3 Use distinctive vocabulary to sequence events related to Louisiana history.	<ul style="list-style-type: none"> Use the words pre, post, before, and after to sequence events related to Louisiana history.
	3.5.2 Explain who is responsible for enforcing state and local laws.	<ul style="list-style-type: none"> Discuss the role of the police and state trooper forces in enforcing laws, and how citizens can help enforce laws.
	3.5.6 Compare how government officials at the state and national levels are elected.	<ul style="list-style-type: none"> Explain who elects government officials in local and state governments (local: mayor, city council. state: governor, senator, representative, judges). Explain who elects government at the national level (President and Electoral College, senators, U.S. representatives).

Unit Five: Louisiana’s Future		Topic One: Louisiana’s Economic Relationships Topic Two: Louisiana’s Challenges Topic Three: Unique Louisiana	
Key Connections: <ul style="list-style-type: none"> ● <i>Louisiana’s natural resources contribute to the state’s economic success.</i> ● <i>The environment of Louisiana can be impacted by natural and human factors.</i> ● <i>The unique culture of Louisiana is influenced by geography, natural resources, economic, and diverse cultural groups.</i> 			
Grade-Level Expectations (GLEs)		Priority Content and Concepts	
ESSENTIAL CONTENT	3.1.6 Compare and contrast the influence of cultural groups in Louisiana.	<ul style="list-style-type: none"> ● Compare African cultural influence in Louisiana with other cultural influences (food, language, art, music). 	
	3.2.4 Identify cultural elements that have contributed to the state’s heritage.	<ul style="list-style-type: none"> ● Discuss cultural elements as reasons people would want to visit Louisiana (cultural elements like food/language/music, to see Louisiana cities and regions, to experience festivals and events, geography/hunting/fishing). 	
	3.4.4 Explain how humans have adapted to the physical environment in different regions of Louisiana.	<ul style="list-style-type: none"> ● Describe how levees meet the needs of people (protect cities, towns, homes, and crops from flooding). ● Discuss Louisiana’s big industries (oil production, agriculture, seafood, tourism) and the reasons for those industries existing in Louisiana. 	
	3.4.5 Describe how humans affect the environment in Louisiana.	<ul style="list-style-type: none"> ● Explain coastal erosion and pollution as ways humans have affected the environment in Louisiana. ● Outline factors contributing to coastal erosion (rise of sea level, tides, storms, hurricanes, animals, levees, oil production) and how they impact the environment, economy, and the quality of life for Louisianans. ● Explain the connection between populated areas and the presence of oil refineries in Louisiana. ● Describe how oil spills can impact animals, the environment, and people. 	

<p>3.4.7 Describe the importance of natural resources in Louisiana using maps.</p>	<ul style="list-style-type: none"> ● Use a map to identify the location of Louisiana’s economic resources (oil, salt, sugar cane, seafood, rice, clay, wood, cotton), and draw conclusions about how resources impact the economy of each region. ● Discuss different agricultural products that are grown in Louisiana, where they are grown, and explain which Louisiana geographical features result/aid in the growth of different agricultural products (cotton, dairy, fruit, cattle, lumber, rice, soy, sugarcane, veggies, sweet potatoes).
<p>3.6.3 Describe how a citizen can help solve a local issue.</p>	<ul style="list-style-type: none"> ● Identify writing a letter to a congressman, volunteering, voting, and advocating for important issues as ways a citizen can help solve an issue.
<p>3.7.1 Identify various ways that people earn income and how earning income contributes to the economic well-being of their community and state.</p>	<ul style="list-style-type: none"> ● Make a connection between jobs and income, and explain different ways for people to earn an income. ● Explain how tourism benefits Louisiana’s economy (creates jobs and ways for citizens to earn income). ● Explain how earning an income leads to paying taxes and the contribution of taxes to the well-being of the community and state. ● Explain how earning an income leads to buying goods, and how spending money contributes to the well-being of the community and state.
<p>3.7.2 List different ways people save their income and explain the advantages and disadvantages of each.</p>	<ul style="list-style-type: none"> ● Identify ways to save money (comparing prices when shopping, determine opportunity cost, savings accounts) and explain the advantages and disadvantages of saving one’s income.
<p>3.8.1 Investigate the economic concepts of opportunity cost, scarcity, and surplus/shortage and give examples of each based on needs and wants.</p>	<ul style="list-style-type: none"> ● Define and give examples of key economic vocabulary (good, service, need, want, consumer, producer, demand, supply, shortage, surplus, scarcity, price, opportunity cost, competition, interdependence, specialization). ● Provide examples of opportunity cost for consumers and state spending. ● Discuss how scarcity, surplus, and shortages impact the price of goods and services in the short and long term.
<p>3.8.2 Investigate ways in which people are producers and consumers and explain why they depend on one another.</p>	<ul style="list-style-type: none"> ● Explain all the ways in which citizens can impact the economy (citizens buy things and spend money, citizens work and receive income to pay for goods and services, citizens pay taxes on their income and things they buy).

		<ul style="list-style-type: none"> ● Explain the relationship between producers and consumers, and how they depend on each other.
	3.8.3 Describe the basic concepts of supply and demand and explain how competition affects the prices of goods and services.	<ul style="list-style-type: none"> ● Explain what factors impact the price of a good or service, and how they impact the price (competition, supply, demand). ● Explain how competition benefits consumers.
	3.8.4 Explain how producers and consumers affect prices.	<ul style="list-style-type: none"> ● Explain how overproduction and underproduction of goods/services can impact price. ● Explain how the price of a good or service is impacted when the demand of consumers increases or decreases. ● Explain how supply and demand impacts price.
	3.9.1 Explain the concepts of specialization and interdependence in the production of goods and services.	<ul style="list-style-type: none"> ● Explain the concept of interdependence as it relates to producing and consuming goods in a community. ● Explain why people might specialize in producing a good or service rather than doing many things. ● Explain how specialization helps meet the needs of our economy.
	3.10.1 Differentiate between imports and exports of goods in Louisiana.	<ul style="list-style-type: none"> ● Identify goods that Louisiana exports (cotton, sugarcane, oil, seafood) and goods that are imported (oil, aluminum, copper, coffee, cars and trucks). ● Explain how goods are produced, manufactured, and sold as imports or exports.
ANCILLARY CONTENT	3.4.3 Describe how people have changed the land to meet their basic needs over time in Louisiana.	<ul style="list-style-type: none"> ● Describe ways in which the land has been used to meet the basic needs of people in Louisiana over time (commercial, recreational, residential, industrial, and agricultural uses of land). ● Explain how land use is different in different types of communities (for example, in the area of the state used for growing sugarcane, there will likely be a smaller population because the land is needed to grow the crop). ● Make a connection between Louisiana’s geography and resources (seafood production needs large bodies of water, agricultural production needs a water source like a river valley, flood plain or a terrace, logging happens in forested areas and hills).
	3.4.1 Compare and contrast the physical features of various regions of Louisiana	<ul style="list-style-type: none"> ● Describe the threat of sea level rise in each of Louisiana’s five physical regions, and identify areas of Louisiana with the biggest sea level rise threat.

	<p>3.7.3 Explain the benefits of comparative shopping when making economic decisions.</p>	<ul style="list-style-type: none"> ● Explain how comparative shopping can save consumers money.
	<p>3.9.2 Investigate the responsibilities and characteristics of various jobs.</p>	<ul style="list-style-type: none"> ● For common community jobs, determine the good or service produced, what good/service the community consumes from that job, what that job specializes in making or providing to other businesses or the public, and what other resources that job needs to provide their good or service. Discuss jobs that require special training (such as doctors or fire fighters).