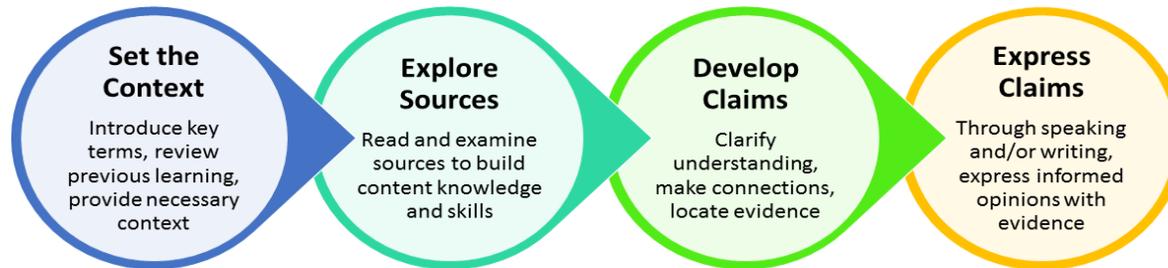


Louisiana STUDENT STANDARDS SOCIAL STUDIES

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.

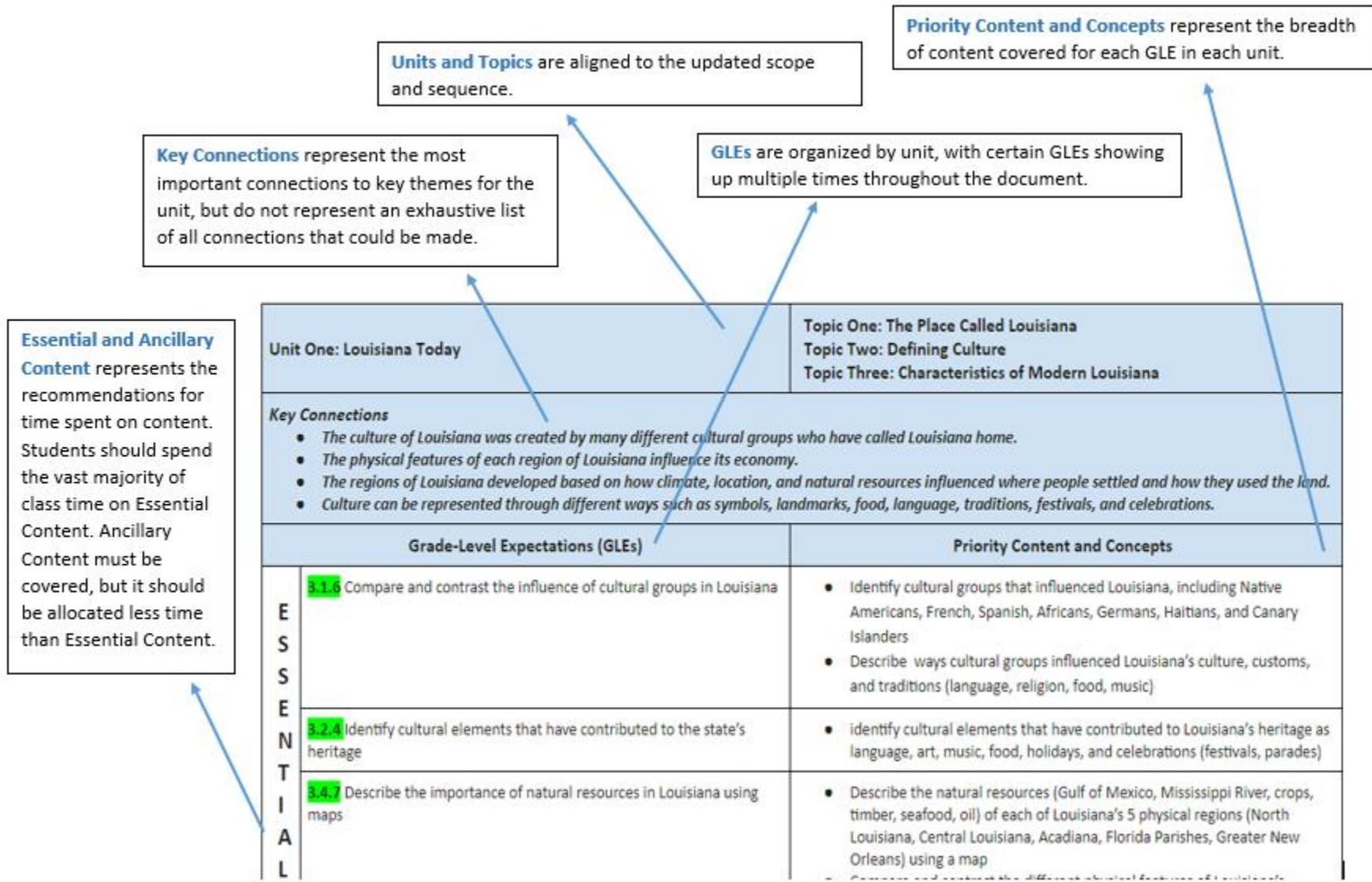


As a general caution, this companion document should not be used as a checklist. Teachers should not approach a unit by teaching each piece of prioritized content from the companion document in the order it is presented. The companion documents describe the range of content for a given GLE in each unit, 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: America the Beautiful		Topic One: The Many Maps of the United States Topic Two: Regions of the U.S.	
<p>Key Connections</p> <ul style="list-style-type: none"> Climate and Geography shape the economies of the five regions of the United States. The environment of the U.S. has been affected by human factors and natural processes. 			
Grade-Level Expectations (GLEs)		Priority Content and Concepts	
ESSENTIAL CONTENT	<p>4.5.1 Compare and contrast the distinguishing physical characteristics of the five regions of the United States.</p>	<ul style="list-style-type: none"> Compare and contrast the physical characteristics within each region, and between regions: <ul style="list-style-type: none"> West: Mountains, coastline, farmland, forest Southwest: deserts, canyons, farmland Midwest: plains, rivers, farmland Southeast: bayous, rivers, coastline, mountain ranges, farmland Northeast: coastlines, waterways, natural deep harbor ports 	
	<p>4.5.2 Analyze how physical characteristics of a region shape its economic development.</p>	<ul style="list-style-type: none"> Describe the main natural resources in each region, and their impact on the population and economy of that region <ul style="list-style-type: none"> West: gold/minerals, seafood, timber, seaports on the coast, mining Southwest: metals/minerals, grazing land, farm resources, oil, adobe building materials, inland ports Midwest: coal mining, agriculture, fertile soil, fur Southeast: seafood, oil, agriculture, seaports, rivers, coal, fertile soil Northeast: forests, seafood, natural deep harbor seaports, rivers, furs 	
	<p>4.6.1 Illustrate how natural processes have created and/or changed the physical characteristics of places in the United States.</p>	<ul style="list-style-type: none"> Explain what causes erosion, and how erosion has changed the physical characteristics of coastal areas in the U.S. Identify natural disasters common to each U.S. region (tornadoes, hurricanes, floods, forest fires, earthquakes, volcanoes, mudslides, severe thunderstorms) and explain why that natural disaster is likely to occur in that region. Explain how natural disasters have changed the physical characteristics of the five regions in the U.S. Explain how rivers have impacted farmland by contributing fertile soil. 	

	<p>4.6.2 Describe the human impact on the land and bodies of water of the five regions of the United States.</p>	<ul style="list-style-type: none"> ● Explain ways in which humans have altered the land in each of the 5 regions of the U.S. (roads, dams, levees, canals, irrigation systems, waste, pollution, mining, cattle grazing).
<p>ANCILLARY CONTENT</p>	<p>4.1.4 Produce clear and coherent writing to:</p> <ul style="list-style-type: none"> ● compare and contrast past and present viewpoints on a given historical topic ● conduct simple research ● summarize actions/events and explain significance ● differentiate between the 5 regions of the United States 	<p><i>Options to cover 4.1.4 in this unit:</i></p> <ul style="list-style-type: none"> ● Conduct simple research on the geography of the 5 regions of the United States. ● Compare and contrast the geography, climate, and economies of the 5 regions of the United States. ● Differentiate between the geography, climate, and economies of the 5 regions of the United States.
	<p>4.4.1 Locate and label continents, oceans, the poles, hemispheres, and key parallels and meridians on a map and globe.</p>	<ul style="list-style-type: none"> ● Label the 7 continents (Africa, Antarctica, Asia, Australia, Europe, North America, South America), 5 oceans (Pacific, Atlantic, Southern, Arctic, Indian), North Pole, South Pole, and Equator on a blank map.
	<p>4.4.2 Locate and label on a map the major physical features of each of the five regions of the United States and summarize how they affect the climate, economy, and population of each region.</p>	<ul style="list-style-type: none"> ● Name the 5 regions of the U.S. (West, Midwest, Southwest, Southeast, Northeast), and locate and label them on a map. ● Locate and label on a map the major physical features of each U.S. Region, and how these physical features affect the region’s population and economy. <ul style="list-style-type: none"> ○ West: Pacific Ocean, Rocky mountains, Cascade mountains ○ Southwest: Grand Canyon, border with Mexico ○ Midwest: Ohio River, Mississippi River, Great Lakes, Great Plains ○ Southeast: Appalachian mountains, Mississippi River, Gulf Coast/Atlantic Coast ○ Northeast: Atlantic Coast and waterways, Niagara Falls ● Describe the climate of each of the regions of the U.S., and explain how the climate impacts the economy and population of each region.
	<p>4.4.3 Identify the states of each of the five regions of the United States.</p>	<ul style="list-style-type: none"> ● Name the states that are in each region, using a map.
	<p>4.4.4 Measure approximate distance on a map using scale to the nearest hundredth mile.</p>	<ul style="list-style-type: none"> ● Measure the distance between different places on a map using a scale.

<p>4.4.5 Determine the approximate longitude and latitude coordinates of various locations in the United States.</p>	<ul style="list-style-type: none"> ● Using a map, determine the approximate longitude and latitude coordinates of teacher selected locations in all 5 regions of the United States.
<p>4.4.6 Interpret various types of maps using a key/legend, compass rose including cardinal and intermediate directions, latitude/longitude, and scale.</p>	<ul style="list-style-type: none"> ● Explain what information maps give us using physical, political, topographic, road, climate, resource, and population maps, and give examples of when each type of map is best used. ● Proficiently use each feature of a map: title, key/legend, compass rose, cardinal and intermediate directions, and scale. ● Explain the purpose of latitude and longitude lines. ● Identify places on the map using latitude and longitude coordinates.
<p>4.4.7 Use mental mapping to construct a map of the United States regions and the world to include map elements (title, compass rose, legend/key, scale).</p>	<ul style="list-style-type: none"> ● Create a key/legend and label/color each region of the U.S. on a map.
<p>4.5.3 Identify and explain how the physical characteristics of a region influenced human settlement.</p>	<ul style="list-style-type: none"> ● Explain how physical features limited human migration and settlement (mountains, deserts, and crossing large waterways created barriers to travel and migration before railway technology). ● Explain how rivers and waterways promoted settlement and migration.

Unit Two: Early America		Topic One: Early Exploration Topic Two: American Colonies
Key Connections: <ul style="list-style-type: none"> European exploration and subsequent settlement in America was motivated by economics and religion. The development of the United States was influenced by geography and available natural resources. 		
Grade-Level Expectations (GLEs)		Priority Content and Concepts
ESSENTIAL CONTENT	4.2.1 Explain how early explorations affected the expansion of boundaries and development in the United States.	<i>In unit 2, GLE 4.2.1 addresses European exploration outside of the U.S. only to address the foundations for learning about Spanish exploration that extended into the Southwest U.S., as that understanding will be important in further units addressing westward expansion.</i> <ul style="list-style-type: none"> Explain the motivations of early Europeans explorers (gaining access to spices and natural resources, finding a sea route to access Asia’s resources instead of a land route, claiming new land for European countries to increase wealth). Explain the challenges faced by early European explorers (navigating across oceans, navigating to the right destination, securing funding from European countries, warring with indigenous peoples to take control of lands). Explain how European expansion affected the borders and territory of European countries by creating colonies in North and South America. Explain how European colonization affected the borders and territory of North and South America by claiming territories through taking land and spreading European languages (English, French, Spanish, and Portuguese). Explain how conflicts arose from colonization (Indigenous peoples fighting European explorers and armies to maintain their land and resources), and cooperation that occurred, too (exchange of goods). Explain the impact of European colonization on Native Americans (mass amount of deaths due to European diseases, mass amount of deaths due to wars with Europeans, loss of land and resources to European colonizers, exchange of resources-firearms, tools, horses).
	4.2.3 Explain the voluntary migration of people and its significance in the development of the boundaries of the United States.	<ul style="list-style-type: none"> Explain the reasons for the establishment of the Jamestown and Plymouth colonies (Jamestown was an economic venture for England, Plymouth was established by families who wanted religious freedom).

ANCILLARY CONTENT	<p>4.5.2 Analyze how physical characteristics of a region shape its economic development.</p>	<ul style="list-style-type: none"> ● Compare and contrast the climate and geographic features of Jamestown and Plymouth. ● Explain how life was different for colonists in the Jamestown and Plymouth colonies. ● Explain how trading developed between colonies in the U.S. and European countries based on supply and demand of natural resources. ● Explain why slavery was more important to the southern colonies than the northern colonies. ● Explain how geography and climate impacted the uneven expansion of slavery throughout the colonies.
	<p>4.5.3 Identify and explain how the physical characteristics of a region influenced human settlement.</p>	<ul style="list-style-type: none"> ● Explain how geography and climate affected the survival of colonists. ● Explain how colonists interacted with Native American people to help ensure colonist survival (trading and bartering for goods and crops).
	<p>4.9.2 Identify examples of human, natural, and capital resources and explain how these resources are used to produce goods and provide services.</p>	<ul style="list-style-type: none"> ● Identify examples of human, natural, and capital resources used in the exchange of goods between U.S. colonies and European countries. ● Identify the natural resources sought out by Europeans, and why they were seeking those resources. ● Explain how European countries used capital resources to access natural resources in North America. ● Explain how natural resources from the colonies were traded to European countries and used to produce finished goods.
	<p>4.1.1 Construct timelines of historical events.</p>	<ul style="list-style-type: none"> ● Construct a timeline of European exploration and colonization in North America (Columbus exploration of 1492, first French exploration to North America, first British exploration to North America, first Spanish exploration to North America, founding of Jamestown and Plymouth colonies).
	<p>4.1.2 Use timelines to explain how changes over time have caused movement of people or expansion of boundaries in the United States.</p>	<ul style="list-style-type: none"> ● Compare and contrast maps of the world before and after European exploration to North and South America. ● Use a timeline to explain which European countries settled which parts of the U.S. first, and where they settled.
	<p>4.1.4 Produce clear and coherent writing to:</p> <ul style="list-style-type: none"> ● compare and contrast past and present viewpoints on a given historical topic ● conduct simple research 	<p><i>Options to cover 4.1.4 in this unit:</i></p> <ul style="list-style-type: none"> ● Compare and contrast viewpoints of Native Americans and European Explorers during the early exploration of America. ● Conduct simple research on American Colonies.

- summarize actions/events and explain significance
- differentiate between the 5 regions of the United States

- Summarize the events of early European exploration into America.
- Differentiate between colonies in the coastal Southeast and Northeast United States.

Unit Three: Governing a New Nation		Topic One: Rebellion to Revolution Topic Two: Developing a Government Topic Three: Citizenship	
Key Connections: <ul style="list-style-type: none"> British colonial policies motivated the founders of the United States to fight for a representative government. The Constitution of the United States has been amended over time to better reflect the ideals contained in the Declaration of Independence. 			
Grade-Level Expectations (GLEs)		Priority Content and Concepts	
ESSENTIAL CONTENT	4.2.2 Cite evidence to support the key contributions and influence of people in the history of the United States.	<ul style="list-style-type: none"> Explain the difference between the opinions of the Loyalists and Patriots during the time of the American Revolution. Identify the founding fathers and explain how they were suited to draft the constitution. 	
	4.2.4 Draw conclusions about the relationship of significant events in the history of the United States to the expansion of democracy in the United States.	<p><i>4.2.4 as it relates to events leading up to the American Revolution:</i></p> <ul style="list-style-type: none"> Discuss events leading up to the American Revolution, and explain why those events would cause colonists to declare independence (the Sugar Act, the Stamp Act, the Townshend Revenue Act, the Tea Act, the Intolerable Acts). Explain key events leading up to the American Revolution, why those events occurred, and what they accomplished (the Boston Massacre, the Boston Tea party, Battles of Lexington and Concord). Explain the effects of the American Revolution (a new nation is born and the new America has to figure out how to govern itself and keep its economy running separate from Britain, many loyalists leave the U.S. to live elsewhere). <p><i>4.2.4 as it relates to events leading up to the Modern Era:</i></p> <ul style="list-style-type: none"> Discuss how voting rights expanded from the founding of the United States through the Civil Rights Era (white male landowners were the only voters when the U.S. was founded, all white males, African American men, all women, and Native Americans gained the right to vote later through social movements). Explain the purpose and importance of major protests of the civil rights movement (historic lunch-counter sit-ins, Montgomery bus boycott, and the march on Washington for jobs and freedom). 	

	<ul style="list-style-type: none"> ● Explain the purpose and impact of the Civil Rights Act of 1964 and the Voting Rights Act of 1965. ● Explain how the civil rights movement impacted and changed the culture of the U.S. ● Explain ways that women were successful in achieving voting rights between 1848 and the 1920s (Seneca Falls convention, the passage of the 19th amendment).
<p>4.7.1 Identify and summarize significant changes that have been made to the United States Constitution through the amendment process.</p>	<ul style="list-style-type: none"> ● Explain what an amendment to the constitution is. ● Explain what the Bill of Rights is, why it was created, and what rights are protected within it. ● Determine the purpose of the 14th amendment to the Constitution, and what rights and privileges that amendment protects. ● Explain what it means for a citizen to be denied the right to vote, and discuss discriminatory practices to try and block voting at points in American history (literacy tests, poll taxes). ● Explain how the ruling in the case Plessy v. Ferguson related to the 14th amendment, and how Brown v. Board of Education interpreted the result differently.
<p>4.7.2 Explain the significance of key ideas contained in the Declaration of Independence, the United States Constitution, and the Bill of Rights.</p>	<ul style="list-style-type: none"> ● Explain the major grievances the colonists had with King George III in the Declaration of Independence. ● Explain the type of government the colonists wanted, as expressed in the Declaration of Independence.
<p>4.7.3 Identify and analyze the basic purposes and necessity of government as identified in the Preamble to the United States Constitution.</p>	<ul style="list-style-type: none"> ● Explain what the Preamble to the Constitution requires of the U.S. government to preserve America as a republic.
<p>4.7.4 Differentiate between the structure and function of the three branches of federal government.</p>	<ul style="list-style-type: none"> ● Identify the key people, groups, and jobs for each branch of government. ● Identify the checks and balances for the three branches of government. ● Explain why the founding fathers created a separation of powers, and how the separation of powers reflects the ideals of the Declaration of Independence and Preamble to the Constitution.
<p>4.8.2 Differentiate between citizens’ rights, responsibilities, and duties.</p>	<ul style="list-style-type: none"> ● Define and identify what rights and responsibilities are <ul style="list-style-type: none"> ○ Rights: freedoms listed in the bill of rights, plus voting; run for elected office; the freedom to pursue “life, liberty, and the pursuit of happiness”. ○ Responsibilities: support and defend the constitution; stay informed on issues affecting your community; participate in the democratic process, respect and obey federal, state, and local laws; respect the rights, beliefs, and opinions of others; participate in your local community; pay taxes honestly and on time to federal, state, and local authorities; serve

		<p>on a jury when called upon, defend the country if the need should arise</p> <ul style="list-style-type: none"> ● Explain why it's important for citizens to have both rights and responsibilities. ● Explain why voting is such an important right for citizens and why many groups have fought for and gained the right to vote.
	<p>4.8.3 Describe the qualities of a good citizen and how good citizenship contributes to the United States' democracy.</p>	<ul style="list-style-type: none"> ● Explain how citizens can strengthen their community by embracing their rights and responsibilities (being an informed voter, advocating for everyone's rights).
	<p>4.8.4 Explain how good citizenship can solve a current issue.</p>	<ul style="list-style-type: none"> ● Identify qualities of citizens that help to solve current issues (self-starter, leader, persistent). ● Explain how civic engagement can solve issues in a student's community and provide examples.
	<p>4.9.5 Describe how government pays for goods and services through taxes and fees.</p>	<ul style="list-style-type: none"> ● Explain why the British government imposed the tax acts on the colonies. ● Identify services the British government provided colonists through taxes (protection).
ANCILLARY CONTENT	<p>4.1.1 Construct timelines of historical events.</p>	<ul style="list-style-type: none"> ● Construct a timeline of British colonization in the U.S. through the founding of the United States.
	<p>4.1.2 Use timelines to explain how changes over time have caused movement of people or expansion of boundaries in the United States.</p>	<ul style="list-style-type: none"> ● Use a timeline of the events leading up to the American Revolution to explain why colonists fought for independence from Great Britain. ● Use a timeline of events related to voting rights to explain how the right to vote was expanded over time.
	<p>4.1.4 Produce clear and coherent writing to:</p> <ul style="list-style-type: none"> ● compare and contrast past and present viewpoints on a given historical topic ● conduct simple research ● summarize actions/events and explain significance ● differentiate between the 5 regions of the United States 	<p><i>Options to cover 4.1.4 in this unit:</i></p> <ul style="list-style-type: none"> ● Compare and contrast the viewpoints of the Patriots and the Loyalists leading up to the American Revolution. ● Conduct simple research on how citizens exercise their rights and responsibilities. ● Summarize the actions and events of the American Revolution and explain its significance to the United States of America. ● Explain how the development of the Constitution supported the beliefs of the founding fathers and their grievances from imposed British policies. ● Analyze the expansion of rights granted from the time the Constitution was ratified, to present day.
	<p>4.1.5 Explain the historical significance of U.S. political symbols.</p>	<ul style="list-style-type: none"> ● Discuss the different features of the American Flag and explain its overall significance (stars, stripes, what the flag represents, why it's an important symbol).

	<ul style="list-style-type: none"> ● Discuss how the Liberty Bell and the Statue of Liberty represent the freedom of the American people.
4.1.7 Summarize primary resources and explain their historical importance.	<ul style="list-style-type: none"> ● Read and understand excerpts from the Declaration of Independence, the Preamble, the Bill of Rights, and the Articles of the Constitution.
4.8.1 Identify the key requirements to become a United States citizen.	<ul style="list-style-type: none"> ● Identify the requirements for citizenship as born in the U.S., or born in a foreign country but having one parent born in the U.S. ● Explain what naturalization is, and determine the qualifications for becoming a naturalized U.S. citizen.
4.9.4 Investigate the relationship between supply, demand, and price.	<ul style="list-style-type: none"> ● Use the terms supply and demand to explain the effects of British economic policies imposed on the colonists (Tea Act, taxes).
4.9.7 Explain why individuals and businesses engage in barter and trade.	<ul style="list-style-type: none"> ● Explain why trade was necessary in the colonies (had to trade to get manufactured goods and natural resources not present in the U.S.).

Unit Four: Westward Expansion		Topic One: Migration and Manifest Destiny Topic Two: Transportation and Movement	
<p>Key Connections:</p> <ul style="list-style-type: none"> ● <i>Geography influenced the migration and settlement of people in North America.</i> ● <i>The Louisiana Purchase led to geographic and economic expansion of the United States.</i> ● <i>Technological innovations helped expand the boundaries of the United States.</i> ● <i>The Belief in Manifest Destiny supported the expansion of the United States and the spread of democracy.</i> 			
Grade-Level Expectations (GLEs)		Priority Content and Concepts	
ESSENTIAL CONTENT	<p>4.2.1 Explain how early explorations affected the expansion of boundaries and development in the United States.</p>	<ul style="list-style-type: none"> ● Explain how the territory of the United States changed with the Louisiana Purchase. ● List the major physical features the U.S. gained in the Louisiana Purchase and their importance (Mississippi River for trade, more land for agricultural production and settlement). ● Explain why Napoleon decided to sell the Louisiana Territory to the U.S. ● Describe the purpose and hazards of the Lewis and Clark expedition (map the territory newly acquired by the U.S., document natural resources, establish trading relationships with Native Americans, open the door for other Americans to move west). ● Explain what the term “Manifest Destiny” means, and how the belief in Manifest Destiny influenced Westward Expansion. ● Identify the impact of the Homestead Act on Western Expansion. 	
	<p>4.2.3 Explain the voluntary migration of people and its significance in the development of the boundaries of the United States.</p>	<ul style="list-style-type: none"> ● Explain why Americans wanted to move West (wanted to claim land for farming and economic opportunities, in search of fortune from new natural resources such as gold). ● Describe the experience of pioneers on the Oregon Trail migrating westward (traveling in wagons pulled by mules/oxen, physical risks of the journey, camping, encountering Native Americans, supplies needed). ● Explain the impact of Westward migration and expansion on Native American populations (pushed out of land and forced relocation, loss of resources vital to survival, substantial population losses due to spread of foreign diseases). ● Explain migration patterns as influenced by the belief in Manifest Destiny. ● Explain the negative consequences of the belief in Manifest Destiny (justification for forced cultural assimilation of Native tribes, loss of identity, forced relocation). 	

<p>4.3.1 Explain how inventions and new processes affected the lives of people, migration, and the economy of regions of the United States.</p>	<ul style="list-style-type: none"> ● Explain the impact of the cotton gin on America’s economy and western migration (made cotton production more profitable, more Americans wanted to move west to find land to produce cotton, slavery increased with growth of cotton production). ● Explain the impacts of new farming technologies on the economy and settlement in the West (barbed wire, plows, water pumps). ● Explain the impact of the Erie Canal on America’s economy and western migration (easier to transport goods, increased access to fertile farmlands in the west, and helped make New York City a world financial capital). ● Explain the impact of steamships on America’s economy and western migration (faster transport of people and goods). ● Explain the impact of the National Road on migration and the economy. ● Explain the effects of the Transcontinental Railroad on people, migration, and the economy (faster transport for people moving west, easier transport for goods and materials, provided jobs, dangerous to construct, damaging to environment and animals, destructive to Native American lands and hunting).
<p>4.5.2 Analyze how physical characteristics of a region shape its economic development.</p>	<ul style="list-style-type: none"> ● Analyze how the physical characteristics of the land in the Midwest and the Great Plains attracted settlers and provided economic opportunity (lots of fertile soil and affordable land for farming or mining).
<p>4.5.3 Identify and explain how the physical characteristics of a region influenced human settlement.</p>	<ul style="list-style-type: none"> ● Explain how physical features of the Midwest and the Great Plains made for favorable settlement (fertile soil, plentiful land, profitable natural resources). ● Explain how the Transcontinental Railroad and the National Road removed the barrier of the Appalachian Mountains in migrating to the West.
<p>4.9.2 Identify examples of human, natural, and capital resources and explain how these resources are used to produce goods and provide services.</p>	<ul style="list-style-type: none"> ● Define and provide examples of the economic terms human, natural, and capital resources. ● Explain how human, natural, and capital resources were used in cotton production in the South.
<p>4.9.3 Define the terms profit and risk and explain how they relate to each other.</p>	<ul style="list-style-type: none"> ● Use the terms profit and risk to discuss cotton production, the building of the Transcontinental Railroad, and farming in the Midwest and Great Plains.
<p>4.9.4 Investigate the relationship between supply, demand, and price.</p>	<ul style="list-style-type: none"> ● Investigate how supply, demand, and price impacted cotton production in the South. ● Investigate how the Transcontinental Railroad influenced the supply of goods.

ANCILLARY	<p>4.1.1 Construct timelines of historical events.</p>	<ul style="list-style-type: none"> ● Create a timeline with key events of U.S. westward migration including the Louisiana Purchase, the Lewis and Clark expedition, the opening of the Erie Canal, the National Road, and the Transcontinental Railroad, and the Homestead Act.
	<p>4.1.4 Produce clear and coherent writing to:</p> <ul style="list-style-type: none"> ● compare and contrast past and present viewpoints on a given historical topic ● conduct simple research ● summarize actions/events and explain significance ● differentiate between the 5 regions of the United States 	<p><i>Options to cover 4.1.4 in this unit:</i></p> <ul style="list-style-type: none"> ● Write a paragraph outlining whether a student would decide to be a pioneer and move west in the early 19th century. ● Conduct research on the Erie Canal or the Transcontinental Railroad. ● Produce writing explaining the effects of Westward migration and expansion on people, places, and ideas. ● Produce writing that analyzes the effect of Manifest Destiny on indigenous cultures.
	<p>4.2.2 Cite evidence to support the key contributions and influence of people in the history of the United States.</p>	<ul style="list-style-type: none"> ● List some observations made on the Lewis and Clark journey (new plants and animals, Rivers [Missouri, Snake, Columbia], cliffs and mountains [Mt. Hood in Oregon], and the Pacific Ocean) and explain the significance. ● Describe the relationship that those on the Lewis and Clark Expedition had with Native Americans they encountered. ● Explain the Sacagawea’s key contributions to the Lewis and Clark Expedition and the significance of her presence on the expedition.
	<p>4.4.6 Interpret various types of maps using a key/legend, compass rose including cardinal and intermediate directions, latitude/longitude, and scale.</p>	<ul style="list-style-type: none"> ● Trace the journey of Lewis and Clark along a map. ● Trace the path of the Transcontinental Railroad, Erie Canal, and National Road on a map.
	<p>4.6.2 Describe the human impact on the land and bodies of water of the five regions of the United States.</p>	<ul style="list-style-type: none"> ● Describe the impact of increased farming on the land and soil of the Midwest, Great Plains, and Southeast.

Unit Five: Progress and Change		Topic One: Industrialization and Urbanization Topic Two: The Changing Face of Cities
<p>Key Connections:</p> <ul style="list-style-type: none"> Immigrants made industrialization possible by providing cheap labor. Businesses and the government use labor, land, and capital resources to spur technological advances and the industrial revolution. 		
Grade-Level Expectations (GLEs)		Priority Content and Concepts
ESSENTIAL CONTENT	<p>4.2.5 Use the concepts “melting pot,” “salad bowl,” and “cultural mosaic” to explain the impact of immigration on population growth and diversity in the United States.</p>	<ul style="list-style-type: none"> Identify where the majority of immigrants to America came from in the late 1800s to early 1900s (Ireland, Italy, Japan, China). Describe the importance of Ellis Island and Angel Island to U.S. immigration. Explain how the Great Migration changed the culture of American Cities (Harlem Renaissance). Define diversity, and explain how the United States is a diverse country, using examples from the experience of immigrants, African Americans, and Native Americans. Examine how diversity can be seen through different foods, language, and customs today. Discuss how the image of a salad might represent diversity. Describe how a melting pot could represent U.S. culture. Discuss how the metaphor of a melting pot is different from the metaphor of a salad as used to discuss diversity. Explain what a cultural mosaic is (small pieces of culture comprising a larger overall culture) and discuss what a cultural mosaic represents about diversity in the U.S. Discuss whether the U.S. is better represented by a salad bowl, melting pot, or cultural mosaic as a model for diversity.
	<p>4.3.1 Explain how inventions and new processes affected the lives of people, migration, and the economy of regions of the United States.</p>	<ul style="list-style-type: none"> Explain what the Industrial Revolution was (a change from an economy based on farming to one based on manufacturing in the Northern U.S.) Explain how inventions (spinning wheel, power loom, assembly line, electricity, steel production) impacted people and the economy. Explain the connection between industrialization and urbanization. Compare and contrast the motivations for migrating between pioneers moving westward, Europeans immigrating to the U.S., and African Americans migrating from the South to the

	<p>North.</p> <ul style="list-style-type: none"> ● Compare and contrast the experience of European and Asian immigrants during the late 1800s to early 1900s (living conditions, work experience, societal struggles). ● Discuss what life was like for people living in cities during the Industrial Revolution (housing conditions, factory working conditions, family life, societal backlash based on ethnicity for immigrants). ● Explain economic motivations for U.S. immigration in the late 1800s to early 1900s.
<p>4.5.2 Analyze how physical characteristics of a region shape its economic development.</p>	<ul style="list-style-type: none"> ● Explain the connection between the prevalence of rivers in a region of the U.S. and that region’s ability to industrialize. ● Explain how the Northeast region’s geography and location made it an ideal place for factories (waterways for shipping goods, high population centers, on the coast). ● Explain why the South didn’t industrialize to the same extent as the North, due to the physical characteristics of the region.
<p>4.9.1 Develop a logical argument to support the choice of a particular want after all needs are met.</p>	<ul style="list-style-type: none"> ● Classify goods and services as needs and wants. ● Determine the difference between needs and wants, and determine personal needs and wants as a student. ● Discuss needs and wants as they relate to low-wage factory workers during industrialization.
<p>4.9.2 Identify examples of human, natural, and capital resources and explain how these resources are used to produce goods and provide services.</p>	<ul style="list-style-type: none"> ● Define and provide examples of the economic terms human, natural, and capital resources. ● Identify the human, natural, and capital resources used in an American factory during the Industrial Revolution.
<p>4.9.3 Define the terms profit and risk and explain how they relate to each other.</p>	<ul style="list-style-type: none"> ● Define and provide examples of the economic terms profit and risk. ● Describe the relationship between profit and risk. ● Explain how the terms profit and risk relate to the industrial revolution. ● Make a connection between risk and demand for goods and services. ● Use the terms profit and risk to describe immigrants leaving their home countries in search of employment in America.
<p>4.9.4 Investigate the relationship between supply, demand, and price.</p>	<ul style="list-style-type: none"> ● Explain the relationship between supply and demand, and how the relationship affects the price of goods. ● Explain the impact that industrial inventions had on supply and price. ● Explain how immigration related to the supply and demand for workers.

	<p>4.9.5 Describe how government pays for goods and services through taxes and fees.</p>	<ul style="list-style-type: none"> Describe the ways that various forms of government collect taxes from citizens (on goods and services, from income). Identify goods and services that are funded through taxes.
	<p>4.9.8 Differentiate between money (currency), checks, debit cards, and credit cards and identify advantages and disadvantages of each type of monetary exchange.</p>	<ul style="list-style-type: none"> Explain spending through check, debit card, and credit card. Explain how ways of spending changed from industrialization to today (from cash-based spending to credit card, debit card, checks).
	<p>4.9.9 Define budget, income, and expense and explain the benefits of making and following a budget.</p>	<ul style="list-style-type: none"> Define the economic terms budget, needs, wants, income, and expense and provide examples. Discuss the benefits and drawbacks of saving money vs. spending money on wants.
ANCILLARY CONTENT	<p>4.1.4 Produce clear and coherent writing to:</p> <ul style="list-style-type: none"> compare and contrast past and present viewpoints on a given historical topic conduct simple research summarize actions/events and explain significance differentiate between the 5 regions of the United States 	<p><i>Options to cover 4.1.4 in this unit:</i></p> <ul style="list-style-type: none"> Conduct simple research on U.S. immigration during the 19th/early 20th century. Explain the significance of Industrialization in the U.S. Differentiate between the industrialized Northeast and the agricultural South. Analyze if the life new immigrants experienced when they came to the country lived up to the ideals of the “American Dream.”
	<p>4.1.5 Explain the historical significance of U.S. political symbols.</p>	<ul style="list-style-type: none"> Explain the historical significance of the Statue of Liberty and Ellis Island.
	<p>4.2.2 Cite evidence to support the key contributions and influence of people in the history of the United States.</p>	<ul style="list-style-type: none"> Explain efforts to improve working conditions for poor people (Jane Addams, Hull House). Explain the significance and goals of the Harlem Renaissance.
	<p>4.2.4 Draw conclusions about the relationship of significant events in the history of the United States to the expansion of democracy in the United States.</p>	<ul style="list-style-type: none"> Discuss the struggles and benefits of immigrating to U.S. urban areas in the 1900s.
	<p>4.4.6 Interpret various types of maps using a key/legend, compass rose including cardinal and intermediate directions, latitude/longitude, and</p>	<ul style="list-style-type: none"> Explain the routes, and reasons for those routes, of the Great Migration using a map. Use a map to explain immigration routes for Europeans and Asians coming to the U.S.

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Unit Six: Impact of Technology		Topic One: Innovation in Everyday Life Topic Two: Our Shrinking World	
Key Connections:			
<ul style="list-style-type: none"> <i>Technological innovations in communication, education, transportation, and manufacturing processes have impacted migration, settlement, economic development, and social values.</i> 			
Grade-Level Expectations (GLEs)		Priority Content and Concepts	
ESSENTIAL CONTENT	4.3.1 Explain how inventions and new processes affected the lives of people, migration, and the economy of regions of the United States.	<ul style="list-style-type: none"> Define the terms technology and innovation, and explain their importance (impacts on everyday life, can have economic impacts, impacts on workforce, impacts on health and life expectancy). Explain how technology has changed life overtime (home appliances, medical technology, transportation and communication technologies). Discuss major innovations in transportation and communication technology in the 20th century (automobiles, telephones, television, radio, airplanes, computers, internet, social media). Explain how developments in transportation and communication technology has affected the economy. 	
	4.9.2 Identify examples of human, natural, and capital resources and explain how these resources are used to produce goods and provide services.	<ul style="list-style-type: none"> Provide examples of human, natural, and capital resources using transportation and communication technological advancements (for the example of an airplane: human resources are needed to build an airplane, natural resources are needed for the parts and fuel, capital resources are needed to build the factory where the airplane is assembled). 	
	4.9.3 Define the terms profit and risk and explain how they relate to each other.	<ul style="list-style-type: none"> Explain the profit and risk of developing new technologies. 	
	4.9.4 Investigate the relationship between supply, demand, and price.	<ul style="list-style-type: none"> Define and give examples of the economic terms scarcity and demand. Explain how scarcity impacts price. 	
	4.9.6 Summarize the roles of households, businesses, jobs, banks, and governments in the economy.	<ul style="list-style-type: none"> Discuss the roles of household incomes in the economy (being producers, consuming goods and services, creating demand for products, paying taxes). Discuss the roles of businesses in the economy (providing jobs, providing goods and services; consuming goods, services, and natural resources). 	

		<ul style="list-style-type: none"> ● Discuss the roles of banks in the economy (providing capital resources to businesses). ● Discuss the roles of government in the economy (using taxes to purchase goods and provide services, providing jobs).
	<p>4.9.8 Differentiate between money (currency), checks, debit cards, and credit cards and identify advantages and disadvantages of each type of monetary exchange.</p>	<ul style="list-style-type: none"> ● Explain the advantages and disadvantages of using debit cards/checking account, credit cards, and cash.
	<p>4.9.10 Analyze the benefits of increasing skills.</p>	<ul style="list-style-type: none"> ● Explain how increasing skills can allow people to meet more needs and wants. ● Explain how increasing skills can lead to increased income.
<p>ANCILLARY CONTENT</p>	<p>4.1.4 Produce clear and coherent writing to:</p> <ul style="list-style-type: none"> ● compare and contrast past and present viewpoints on a given historical topic ● conduct simple research ● summarize actions/events and explain significance ● differentiate between the 5 regions of the United States 	<p><i>Options to cover 4.1.4 in this unit:</i></p> <ul style="list-style-type: none"> ● Compare and contrast what life was like before and after the invention of home appliances. ● Conduct simple research on technology and innovation in the 20th century. ● Explain the significance of new technologies on the workforce and society. ● Explain how new technologies have changed society in both positive and negative ways.