

**KINDERGARTEN**

**Overview:** Below is a comparison of the 2022 and the 2011 Louisiana Student Social Studies Standards for kindergarten. These tables illustrate standards with similar or overlapping skills or content. **The standards compared are not perfect equivalents.** The Department will release a Course Framework for kindergarten in the spring of 2023 to clarify and support the implementation of the new 2022 standards. Shaded cells indicate a new skill or practice from the 2022 standards. 2022 content standards that do not have 2011 counterparts are not included in this crosswalk.

2022 Skills and Practices	2011 Standards
K.1 Order events in a chronological sequence using schedules, calendars, and timelines. Examples include: a. Daily classroom activities b. Significant events in students’ lives	K.1.1 Order events that take place in a sequence using appropriate vocabulary
K.2 Differentiate between primary and secondary sources. Examples include: a. Primary sources: letters, diaries, autobiographies, speeches, interviews b. Secondary sources: magazine articles, textbooks, encyclopedia entries, biographies	
K.3 Select and use appropriate evidence from primary and secondary sources to support claims.	K.2.1 Compare and contrast children and families of today with those in the past using various sources
K.18 Use maps and models to describe relative location. For example: locating objects and places to the right or left, up or down, in or out, above or below.	K.3.1 Demonstrate an understanding of the relative locations of objects through the use of appropriate vocabulary  K.3.2 Identify maps and globes as a representation of the earth and recognize the difference between land and water
2022 Content Standards	2011 Standards
K.4 Identify symbols, customs, famous individuals, and celebrations representative of our state and nation, including: a. Symbols: United States flag, bald eagle, Louisiana State flag, brown pelican b. Customs: pledging allegiance to the United States flag, singing “The Star-Spangled Banner” c. Individuals: George Washington, Abraham Lincoln, Dr. Martin Luther King Jr. d. State and nationally designated holidays: New Year’s Day, the birthday of Martin Luther King, Jr., Inauguration Day, Washington’s Birthday, Mardi Gras, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, and Christmas Day	K.2.2 Identify symbols of local, state, and national importance using various sources
K.5 Identify examples of different cultures and traditions in Louisiana, including: a. Music: Cajun, jazz, zydeco b. Traditions: king cake, red beans and rice on Mondays c. Cuisine: jambalaya, gumbo, etouffee, bread pudding, meat pies, tamales	K.2.3 Identify local, state, and national celebrations, holidays, and events using various sources
K.6 Identify a cause and effect for a significant event in a school, neighborhood, or parish.	K.2.4 Recall facts about people of the past and present
K.7 Explain the purpose of local government.	K.4.1 Identify individuals in a position of authority within a family, school, or community and their responsibilities

K.8 Describe the importance of fairness, responsibility, respect, and hard work. For example: a. Taking care of personal belongings and respecting the property of others. b. Following rules and recognizing consequences of breaking rules. c. Taking responsibility for assigned duties.	K.4.2 Explain the importance of rules at home, class, and school K.4.3 Discuss the roles, rights, and responsibilities of being a good citizen in a family, class, and school
K.9 Describe organizations and individuals within a school or parish that help solve issues, including the school principal, school custodian, volunteers, police officers, and fire and rescue workers.	K.4.1 Identify individuals in a position of authority within a family, school, or community and their responsibilities
K.10 Describe the importance of rules and how they help protect our liberties.	K.4.2 Explain the importance of rules at home, class, and school
K.11 Explain how people can work together to make decisions.	K.4.3 Discuss the roles, rights, and responsibilities of being a good citizen in a family, class, and school
K.12 Identify local business and government leaders and describe their roles.	K.4.1 Identify individuals in a position of authority within a family, school, or community and their responsibilities
K.13 Identify examples of goods and services. For example: a. Goods: food, toys, clothing b. Services: medical care, fire protection, law enforcement, library resources	K.5.4 Explore concepts of goods/services
K.14 Describe and compare reasons to save and spend money.	K.5.2 Explore the concept of saving
K.15 Differentiate between wants and needs.	K.5.1 Identify wants and basic needs
K.16 Identify jobs and industries within a school and community.	K.5.5 Describe jobs that people do to earn money
K.17 Describe the concept of scarcity using examples.	K.5.3 Discuss the concept of scarcity within classroom situations
K.19 Identify basic landforms and bodies of water in a variety of visual representations, including mountains, hills, coasts, islands, lakes, and rivers.	K.3.4 Illustrate basic landforms
K.20 Identify ways people interact with their environment, including: a. Using natural resources b. Modifying their environment to create shelter	K.3.7 Describe how people live differently in other places using various sources  K.3.8 Identify natural resources as being renewable/non-renewable or recyclable
K.22 Explain how weather impacts daily life and choices.	K.3.6 Describe how weather affects daily choices

**GRADE 1**

**Overview:** Below is a comparison of the 2022 and the 2011 Louisiana Student Social Studies Standards for grade 1. These tables illustrate standards with similar or overlapping skills or content. **The standards compared are not perfect equivalents.** The Department will release a Course Framework for first grade in the spring of 2023 to clarify and support the implementation of the new 2022 standards. Shaded cells indicate a new skill or practice from the 2022 standards. 2022 content standards that do not have 2011 counterparts are not included in this crosswalk.

2022 Skills and Practices	2011 Standards
1.1 Create a chronological sequence of events using appropriate vocabulary.	1.1.1 Construct personal timelines that highlight past and present events
1.2 Differentiate between primary and secondary sources. Examples include: a. Primary sources: letters, diaries, autobiographies, speeches, interviews b. Secondary sources: magazine articles, textbooks, encyclopedia entries, biographies	1.1.2 Create a primary source of personal information
1.3 Select and use appropriate evidence from primary and secondary sources to support claims.	
1.4 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning.	
1.5 Compare life in Louisiana in the past to life today.	
1.6 Describe how past events can affect the present.	1.1.3 Compare and contrast lifestyles of the past to the present
1.24 Create and use maps or models with cardinal directions, keys, and scale.	1.3.1 Identify a representation of a location/space on a map/globe
	1.3.2 Identify simple map symbols, compass rose (cardinal directions), and key/legend
	1.3.3 Use mental mapping (visualizing details of a place or location out of one's sight) to develop a basic map of local places
2022 Content Standards	2011 Standards
1.8 Identify examples of Louisiana's culture, including: a. State and nationally designated holidays: New Year's Day, the birthday of Martin Luther King, Jr., Inauguration Day, Washington's Birthday, Mardi Gras, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, and Christmas Day b. Music: Cajun, jazz, zydeco c. Languages: French, Spanish, Native languages (e.g., Atakpan, Caddo, Choctaw) d. Architecture: St. Louis Cathedral, The Cabildo, State Capitol, Louisiana Superdome, Strand Theater, Sports Hall of Fame, The National WWII Museum e. Traditions: lagniappe, second line parades, king cake, red beans and rice on Mondays f. Cuisine: jambalaya, gumbo, etouffee, bread pudding, meat pies, tamales g. Symbols: Louisiana State flag, brown pelican, magnolia tree, brown bear h. Individuals who've made significant contributions to Louisiana's artistic heritage.	1.2.1 Identify and explain the importance of American heroes, symbols, landmarks, and patriotic songs
	1.2.2 Describe reasons for celebrating events commemorated in national holidays
	1.3.6 Compare and contrast local traditions/celebrations, customs, languages, and foods as an introduction to culture

1.13 Describe examples of rules and laws in Louisiana.	1.4.2 State examples of rules and laws in the home, school, and community and explain their purposes
1.14 Describe civic virtues including voting, running for office, serving on committees, and volunteering.	1.4.4 Describe the student's role, rights, and responsibilities as a citizen of the class, the school, and the community
1.15 Describe the importance of fairness, responsibility, respect, and hard work. For example: a. Taking care of personal belongings and respecting the property of others. b. Following rules and recognizing consequences of breaking rules. c. Taking responsibility for assigned duties.	1.4.1 Develop a list of rules for the classroom and describe their benefits/consequences  1.4.4 Describe the student's role, rights, and responsibilities as a citizen of the class, the school, and the community
1.16 Identify leaders at various levels of Louisiana State government, and explain their roles and responsibilities.	1.4.3 Identify the current mayor, governor, and president
1.19 Describe how different public and private jobs help Louisianans. For example: a. Public: firefighters keeping people and their property safe b. Private: nurses caring for sick or injured people	1.5.4 Identify jobs and industries within the school and community
1.20 Explain why and how goods and services are produced and traded.	1.5.3 Distinguish between goods and services
1.22 Identify and describe which goods and services are produced in different places and regions in Louisiana.	1.5.5 Identify ways people exchange/trade goods and services
1.26 Differentiate between the town, parish, state, and country in which the student lives on a political map.	1.3.9 Identify by name the town/city, parish, state, and country in which the student lives
1.27 Identify places, regions, and landforms in Louisiana, and describe their relative locations including the cultural regions: North Louisiana, Central Louisiana, Southwest Louisiana, Florida Parishes, Acadiana, Bayou Region, and Greater New Orleans.	1.3.4 Identify basic landforms using a globe or map
1.29 Describe ways people in Louisiana change their environment to meet their needs, including the construction of bridges and levees.	1.3.7 Explain ways in which people rely on the environment to meet the basic human needs of food, clothing, and shelter  1.3.8 Describe how the environment determines various types of human shelters  1.3.10 Predict ways human actions impact the environment

**GRADE 2**

**Overview:** Below is a comparison of the 2022 and the 2011 Louisiana Student Social Studies Standards for grade 2. These tables illustrate standards with similar or overlapping skills or content. **The standards compared are not perfect equivalents.** The Department will release a Course Framework for second grade in the spring of 2023 to clarify and support the implementation of the new 2022 standards. Shaded cells indicate a new skill or practice from the 2022 standards. 2022 content standards that do not have 2011 counterparts are not included in this crosswalk.

2022 Skills and Practices	2011 Standards
2.1 Create and use a chronological sequence of events using appropriate vocabulary.	2.1.1 Create simple timelines to describe important events in the history of the school or local community
2.2 Differentiate between primary and secondary sources. Examples include: a. Primary sources: letters, diaries, autobiographies, speeches, interviews b. Secondary sources: magazine articles, textbooks, encyclopedia entries, biographies	2.1.2 Compare and contrast the present day community to that of the past using primary sources
2.3 Select and use appropriate evidence from primary and secondary sources to support claims.	
2.4 Construct and express claims that are supported with relevant evidence from primary and secondary sources with clear reasoning.	
2.5 Compare life in the United States in the past to life today.	2.2.6 Describe changes in the characteristics of the local community over time
2.20 Create and use maps and models with a key, scale, and compass with intermediate directions.	2.2.2 Interpret physical maps using title, key, symbols, compass rose (cardinal and intermediate directions), and alpha numeric grids
	2.2.3 Construct maps of familiar places that include a title, key/legend, symbols, and compass rose

2022 Content Standards	2011 Standards
<p>2.7 Identify and describe national historical figures, celebrations, symbols, and places.</p> <p>a. Identify and describe the Founding Fathers, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, John Adams, John Hancock, and James Madison.</p> <p>b. Identify and describe historical female figures, including Abigail Adams, Anne Hutchinson, Dolley Madison, Betsy Ross, and Phillis Wheatley.</p> <p>c. Describe the significance of state and nationally designated holidays, including New Year’s Day, the birthday of Martin Luther King, Jr., Inauguration Day, Washington’s Birthday, Mardi Gras, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, and Christmas Day.</p> <p>d. Describe the history of American symbols, including the Liberty Bell, United States flag (etiquette, customs pertaining to the display and use of the flag), bald eagle, national anthem, Uncle Sam, Statue of Liberty, The Pledge of Allegiance, and the national motto “In God We Trust.”</p> <p>e. Identify and describe man-made American monuments and landmarks including the Gateway Arch, the Golden Gate Bridge, Jefferson Memorial, Dr. Martin Luther King Jr. Memorial in Washington D.C, Lincoln Memorial, Mount Rushmore, Pearl Harbor Museum, September 11 Memorial and Museum, Statue of Liberty, the Tomb of the Unknown Soldier, U.S. Capitol, Washington Monument, and the White House.</p> <p>f. Identify and describe natural American landmarks, including the Grand Canyon, Mississippi River, Monument Valley, Niagara Falls, Rocky Mountains, Smoky Mountains, and Yellowstone National Park.</p>	<p>2.1.3 Describe people and events associated with national symbols, landmarks, and essential documents</p> <p>2.1.4 Explain reasons for local, state, and national celebrations, cultural events, and traditions and their significance</p> <p>2.1.5 Describe how the achievements of famous Americans, of the past and present, changed society</p>
<p>2.8 Interpret legends, stories, and songs that contributed to the development of the cultural history of the United States, including Native American legends, African American history, tall tales, and stories of folk heroes.</p>	<p>2.1.5 Describe how the achievements of famous Americans, of the past and present, changed society</p>
<p>2.9 Describe the structure and responsibilities of each of the three branches of the U.S. government (legislative, executive, judicial).</p>	<p>2.3.2 Identify the three branches of national government as represented by the President, Congress, and the Supreme Court</p>
<p>2.10 Identify and describe principles of American democracy and relate them to the founding of the nation.</p> <p>a. Identify reasons for the settlement of the thirteen colonies and the founding of the United States, including the search for freedom and a new life.</p> <p>b. Identify and describe basic principles of the Declaration of Independence and the Constitution of the United States, including equality under the law and fair treatment for all.</p>	<p>2.1.3 Describe people and events associated with national symbols, landmarks, and essential documents</p>

<p>2.13 Describe civic virtues including voting, running for office, serving on committees, and volunteering.</p>	<p>2.4.1 Define the character traits of good citizens and discuss examples of responsible citizens</p> <p>2.4.2 Describe the responsibilities of citizens in the United States</p> <p>2.4.3 Describe ways in which responsible citizens can work together to help leaders resolve conflicts within the community</p>
<p>2.14 Describe how hard work, good habits, consistent attendance in school, and planning for the future can help you achieve your goals, including attending college, learning a trade, and having a successful career.</p>	<p>2.4.1 Define the character traits of good citizens and discuss examples of responsible citizens</p> <p>2.7.1 Describe different types of domestic and international jobs/careers in which people work to earn income</p> <p>2.7.2 Describe skills and education needed for specific jobs</p>
<p>2.15 Compare local, state, and national elected officials and explain their roles and responsibilities, including the president, governor, mayor, and representatives.</p>	<p>2.3.3 Recognize current political leaders of the community, state, and nation and describe how they are elected</p>
<p>2.16a. Describe how people are both producers and consumers.</p>	<p>2.6.1 Describe how people can be both producers and consumers of local goods and services</p>
<p>2.17 Explain why and how people specialize in the production of goods and services.</p>	<p>2.6.2 Identify the specialized work necessary to manufacture, transport, and market goods and services</p>
<p>2.18 Explain how scarcity of resources and opportunity costs require people to make choices to satisfy wants and needs.</p>	<p>2.5.3 Explain how scarcity of resources and opportunity cost require people to make choices to satisfy wants and needs</p>
<p>2.19 Identify how people use natural (renewable and non-renewable), human, and capital resources to provide goods and services.</p>	<p>2.2.9 Identify natural resources and cite ways people conserve, protect, and replenish them</p>
<p>2.21 Describe geographic features and physical characteristics of places in the United States and the world, including mountains, hills, plains, deserts, coasts, islands, peninsulas, lakes, oceans, and rivers.</p>	<p>2.2.4 Identify major geographical features in the local region, state, and country</p>
<p>2.22 Identify and locate the four hemispheres, equator, and prime meridian.</p>	<p>2.2.1 Locate and identify the poles, equator, continents, oceans, the United States, Louisiana, and the local community</p>
<p>2.24 Compare and contrast basic land use and economic activities in urban, suburban, and rural environments.</p>	<p>2.2.7 Compare and contrast basic land use and economic activities in urban, suburban, and rural environments</p>
<p>2.25 Identify natural disasters such as blizzards, earthquakes, tornadoes, hurricanes, and floods and explain their effects on people and the environment.</p>	<p>2.2.10 Identify natural disasters, predict where they may occur, and explain their effects on people and the environment</p>

**GRADE 3**

**Overview:** Below is a comparison of the 2011 and the 2022 Louisiana Student Social Studies Standards for grade 3. These tables illustrate standards with similar or overlapping skills or content. **The standards compared are not perfect equivalents.** The Department will release a Course Framework for third grade in the winter of 2022-2023 to clarify and support the implementation of the new 2022 standards. Shaded cells indicate a new skill or practice from the 2022 standards. 2022 content standards that do not have 2011 counterparts are not included in this crosswalk.

2022 Skills and Practices	2011 Standards
3-5.SP1. Examine sources in order to: A. Distinguish between primary, secondary, and tertiary sources. B. Determine the origin, author's point of view, and intended audience. C. Understand and use content-specific vocabulary and phrases.	3.1.7 Identify community and regional historical artifacts, including primary sources, to answer historical questions
3.1 Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.	3.1.1 Create timelines that identify important events in the history of Louisiana  3.1.3 Use distinctive vocabulary to sequence events related to Louisiana history
3.2 Explain connections between ideas, events, and developments in U.S. history.	
3.3 Use a variety of primary and secondary sources to: a. Analyze social studies content. b. Explain claims and evidence. c. Compare and contrast multiple sources.	3.1.7 Identify community and regional historical artifacts, including primary sources, to answer historical questions
3.4 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Explain causes and effects. d. Describe counterclaims.	
3.5 Compare life in the United States in the past and present.	3.1.2 Explain how technology has changed family and community life in Louisiana over time.
3.19 Create and use maps and models with a key, scale, and compass with intermediate directions.	3.3.1 Describe characteristics and uses of various types of maps.
2022 Content Standards	2011 Standards
3.6d Identify and describe man-made American monuments and landmarks including the Gateway Arch, the Golden Gate Bridge, Jefferson Memorial, Dr. Martin Luther King Jr. Memorial in Washington D.C, Lincoln Memorial, Mount Rushmore, Pearl Harbor Museum, September 11 Memorial and Museum, Statue of liberty, the Tomb of the Unknown Soldier, U.S. Capitol, Washington Monument, and the White House.	3.1.4 Compare and contrast state and national historical symbols  3.1.5 Categorize landmarks as state and national
3.6e. Identify and describe natural American landmarks, including the Grand Canyon, Mississippi River, Monument Valley, Niagara Falls, Rocky Mountains, Smoky Mountains, and Yellowstone National Park.	
3.8 Describe how voluntary and involuntary migration have affected the United States.	3.2.3 Identify the causes and effects of migration on Louisiana

3.10b Describe the responsibilities of the three branches of government.	3.5.3 Investigate the major responsibilities of the three branches of local and state government
3.15b Explain how the interaction between producers and consumers in a free market satisfies economic wants and needs.	3.8.2 Investigate ways in which people are producers and consumers and explain why they depend on one another
3.15c Explain how supply and demand can affect the prices of goods and services.	3.8.3 Describe the basic concepts of supply and demand and explain how competition affects the prices of goods and services
3.15d Differentiate between imports and exports.	3.10.1 Differentiate between imports and exports of goods in Louisiana
3.15e Explain why and how people specialize in the production of goods and services.	3.9.1 Explain the concepts of specialization and interdependence in the production of goods and services
3.17 Describe the relationship between scarcity and opportunity cost in economic decision-making.	3.8.1 Investigate the economic concepts of opportunity cost, scarcity, and surplus/shortage and give examples of each based on needs and wants
3.18 Describe the importance of personal financial decision-making such as budgeting and saving.	3.7.2 List different ways people save their income and explain the advantages and disadvantages of each
3.20 Describe the geographic features of places in the United States.	3.3.4 Locate and label major geographic features of Louisiana on a map
3.21 Interpret geographic features of the United States using a variety of tools such as different types of maps and photos.	
3.22 Identify and locate the four hemispheres, equator, and prime meridian.	3.3.2 Identify the hemispheres in which Louisiana is located.
3.25 Describe why and how people in the United States have modified their environment.	3.4.3 Describe how people have changed the land to meet their basic needs over time in Louisiana
3.26 Compare and contrast basic land use and economic activities in urban, suburban, and rural environments.	3.4.6 Distinguish between urban, suburban, and rural communities in Louisiana

**GRADE 4**

**Overview:** Below is a comparison of the 2022 and the 2011 Louisiana Student Social Studies Standards for grade 4. These tables illustrate standards with similar or overlapping skills or content. **The standards compared are not perfect equivalents.** The Department will release a Course Framework for fourth grade in the winter of 2022-2023 to clarify and support the implementation of the new 2022 standards. Shaded cells indicate a new skill or practice from the 2022 standards. 2022 content standards that do not have 2011 counterparts are not included in this crosswalk.

2022 Skills and Practices	2011 Standards
3-5.SP1. Examine sources in order to: A. Distinguish between primary, secondary, and tertiary sources. B. Determine the origin, author's point of view, and intended audience. C. Understand and use content-specific vocabulary and phrases.	4.1.6 Define and distinguish between primary and secondary sources
4.1 Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.	4.1.1 Construct timelines of historical events  4.1.2 Use timelines to explain how changes over time have caused movement of people or expansion of boundaries in the United States
4.2 Use a variety of primary and secondary sources to: a. Analyze social studies content. b. Explain claims and evidence. c. Compare and contrast multiple sources.	4.1.6 Define and distinguish between primary and secondary sources  4.1.7 Summarize primary resources and explain their historical importance
4.3 Explain connections between ideas, events, and developments in world history.  4.4 Compare and contrast events and developments in world history.	
4.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Explain causes and effects. d. Describe counterclaims.	4.1.4 Produce clear and coherent writing to: <ul style="list-style-type: none"> <li>• compare and contrast past and present viewpoints on a given historical topic</li> <li>• conduct simple research</li> <li>• summarize actions/events and explain significance</li> <li>• differentiate between the 5 regions of the United States</li> </ul>
4.6 Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, and deserts; cardinal and intermediate directions; climate and environment.	4.4.1 Locate and label continents, oceans, the poles, hemispheres, and key parallels and meridians on a map and globe  4.4.5 Determine the approximate longitude and latitude coordinates of various locations in the United States  4.4.6 Interpret various types of maps using a key/legend, compass rose including cardinal and intermediate directions, latitude/longitude, and scale

2022 Content Standards	2011 Standards
4.7 Use geographic representations and historical information to explain how physical geography influenced the development of ancient civilizations and empires.	4.5.3 Identify and explain how the physical characteristics of a region influenced human settlement
4.16d. Describe how the geographic features of ancient Greece, including its mountainous terrain and access to the Mediterranean Sea contributed to its organization into city-states and the development of maritime trade.	4.5.2 Analyze how physical characteristics of a region shape its economic development
4.17b. Explain how the geographic location of ancient Rome contributed to its political and economic growth in the Mediterranean region and beyond.	
4.18b Describe the influence of geographic features on the origins of ancient Chinese civilization in the Yellow River Valley, and explain how China’s geography helped create a unique cultural identity.	
4.19g. Describe the influence of geographic features on the origins of the Mayan civilization and explain theories related to the abandonment of their cities.	

**GRADE 5**

**Overview:** Below is a comparison of the 2011 and the 2022 Louisiana Student Social Studies Standards for grade 5. These tables illustrate standards with similar or overlapping skills or content. **The standards compared are not perfect equivalents.** The Department will release a Course Framework for fifth grade in the winter of 2022-2023 to clarify and support the implementation of the new 2022 standards. Shaded cells indicate a new skill or practice from the 2022 standards. 2022 content standards that do not have 2011 counterparts are not included in this crosswalk.

2022 Skills and Practices	2011 Standards
<p>3-5.SP1. Examine sources in order to:</p> <p>A. Distinguish between primary, secondary, and tertiary sources.</p> <p>B. Determine the origin, author's point of view, and intended audience.</p> <p>C. Understand and use content-specific vocabulary and phrases.</p>	<p>5.1.2 Examine primary and secondary sources to research early American colonial history from the Age of Exploration to 1763</p> <p>5.1.3 Compare and contrast different points of view of key individuals and groups in early colonial American history to 1763</p> <p>5.1.4 Produce clear and coherent writing for a range of tasks, purposes, and audiences through the following tasks:</p> <ul style="list-style-type: none"> <li>• Conducting historical research</li> <li>• Evaluating a broad variety of primary and secondary sources</li> <li>• Comparing and contrasting varied points of view</li> <li>• Determining the meaning of words and phrases from</li> </ul>
<p>5.1 Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.</p>	<p>5.1.1 Create a timeline of key events in early American history from pre-Columbian civilizations to 1763</p>
<p>5.2 Use a variety of primary and secondary sources to:</p> <p>a. Analyze social studies content.</p> <p>b. Explain claims and evidence.</p> <p>c. Compare and contrast multiple sources</p>	<p>5.1.2 Examine primary and secondary sources to research early American colonial history from the Age of Exploration to 1763</p> <p>5.1.3 Compare and contrast different points of view of key individuals and groups in early colonial American history to 1763</p> <p>5.1.4 Produce clear and coherent writing for a range of tasks, purposes, and audiences through the following tasks:</p> <ul style="list-style-type: none"> <li>• Conducting historical research</li> <li>• Evaluating a broad variety of primary and secondary sources</li> <li>• Comparing and contrasting varied points of view</li> <li>• Determining the meaning of words and phrases from historical texts</li> </ul>
<p>5.3 Explain connections between ideas, events, and developments in world history.</p>	
<p>5.4 Compare and contrast events and developments in world history.</p>	

<p>5.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:</p> <ol style="list-style-type: none"> <li>Demonstrate an understanding of social studies content.</li> <li>Compare and contrast content and viewpoints.</li> <li>Explain causes and effects.</li> <li>Describe counterclaims.</li> </ol>	<p>5.1.2 Examine primary and secondary sources to research early American colonial history from the Age of Exploration to 1763</p> <p>5.1.3 Compare and contrast different points of view of key individuals and groups in early colonial American history to 1763</p> <p>5.1.4 Produce clear and coherent writing for a range of tasks, purposes, and audiences through the following tasks:</p> <ul style="list-style-type: none"> <li>Conducting historical research</li> <li>Evaluating a broad variety of primary and secondary sources</li> <li>Comparing and contrasting varied points of view</li> <li>Determining the meaning of words and phrases from historical texts</li> <li>Using technology to research, produce, or publish a written product</li> </ul>
<p>5.6 Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, deserts; cardinal and intermediate directions; latitude and longitude, climate, and environment.</p>	<p>5.4.1 Differentiate between various types of maps using characteristics, functions, and applications</p> <p>5.4.2 Analyze a map using a variety of tools</p> <p>5.4.3 Analyze maps from the Age of Exploration to 1763</p>
<p><b>2022 Content Standards</b></p>	<p><b>2011 Standards</b></p>
<p>5.13b. Explain the effects of geographic features on Indigenous North American cultures (Northeast, Southeast, and Plains), including clothing, housing, and agriculture.</p>	<p>5.2.1 Describe the origins, characteristics, and expansion of indigenous cultures and groups that existed in the Americas prior to European exploration</p>
<p>5.13c. Describe the existence of diverse networks of Indigenous North American cultures, including varied languages, customs, and economic and political structures.</p>	
<p>5.13d Explain the effects of geographic features and climate on the agricultural practices and settlement of the Aztec and Incan civilizations.</p>	
<p>5.13e. Explain how the Aztec built and controlled a powerful empire that covered much of what is now central Mexico.</p>	
<p>5.13f. Describe Aztec religious beliefs and how they were linked to the traditions of the society.</p>	
<p>5.13g. Describe Tenochtitlán and the surrounding landscape, including aqueducts, massive temples, and chinampa agriculture.</p>	
<p>5.13h. Identify Moctezuma II and describe features of his reign.</p>	
<p>5.13i. Explain how the Inca built and organized their empire and how Inca engineers overcame challenges presented by the geography of the land.</p>	
<p>5.13j. Explain how the Inca kept their empire together without a written language.</p>	

5.14a. Analyze why European countries were motivated to explore the world, including religion, political rivalry, and economic gain.	5.2.2 Identify early explorers and their motivations, challenges, and achievements
5.14b. Identify the significance of the voyages and routes of discovery of the following explorers by their sponsoring country: England: Henry Hudson; France: Jacques Cartier; Portugal: Vasco da Gama, Bartolomeu Dias; Spain: Christopher Columbus, Hernando de Soto, Ferdinand Magellan, and Amerigo Vespucci.	
5.14c. Describe Prince Henry the Navigator’s influence on exploration, voyages, cartographic improvements, and tools related to exploration, including the compass, caravel, and astrolabe.	
5.14d. Describe how the Aztec and Inca empires were eventually defeated by Spanish conquistadors.	5.2.3 Describe the Spanish conquests in the Americas, including the impact on the Aztecs, Incas, and other indigenous peoples
5.14e. Explain the impact of the Columbian Exchange on people, plants, animals, technology, culture, ideas, and diseases among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries, and examine the major effects on each continent.	5.2.4 Explain the course and consequences of the Columbian Exchange, including its cultural, ecological, economic, and political impact on Europe, the Americas, and West Africa
5.14f. Explain how Spanish colonization introduced Christianity, the mission system, and the encomienda system to the Americas as well as the transition to African slavery.	
5.14g. Describe the development of the transatlantic slave trade and the experiences of enslaved people in the Americas.	

**GRADE 6**

**Overview:** Below is a comparison of the 2011 and the 2022 Louisiana Student Standards for Studies Standards for grade 6. These tables illustrate standards with similar or overlapping skills or content. **The standards compared are not perfect equivalents.** The Department will release a Course Framework for sixth grade in the winter of 2022-2023 to clarify and support the implementation of the new 2022 standards. Shaded cells indicate a new skill or practice from the 2022 standards. 2022 content standards that do not have 2011 counterparts are not included in this crosswalk.

2022 Skills and Practices	2011 Standards
<p>6-8.SP1. Examine sources in order to:</p> <p>A. Distinguish between primary, secondary, and tertiary sources.</p> <p>B. Determine the origin, author's point of view, intended audience, and reliability.</p> <p>C. Explain the meaning of words, phrases, and content-specific vocabulary.</p>	<p>6.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by completing the following tasks:</p> <ul style="list-style-type: none"> <li>• Conducting historical research</li> <li>• Evaluating a broad variety of primary and secondary sources</li> <li>• Comparing and contrasting varied points of view</li> <li>• Determining the meaning of words and phrases from historical texts</li> <li>• Using technology to research, produce, or publish a written product</li> </ul> <p>6.1.3 Analyze information in primary and secondary sources to address document-based questions</p>
<p>6.1 Explain ideas, events, and developments in the history of the United States of America from 1580 to 1791 and how they progressed, changed, or remained the same over time.</p>	<p>6.1.2 Construct and interpret a parallel timeline of key events in the ancient world</p> <p>6.1.4 Identify and compare measurements of time in order to understand historical chronology</p>
<p>6.2 Analyze connections between ideas, events, and developments in U.S. history within their global context from 1580 to 1791.</p>	
<p>6.3 Compare and contrast events and developments in U.S. history from 1580 to 1791.</p>	<p>6.2.1 Analyze the relationship between geographical features and early settlement patterns using maps and globes</p> <p>6.3.3 Compare and contrast physical and political boundaries of civilizations, empires, and kingdoms using maps and globes</p> <p>6.3.4 Determine world migration patterns and population trends by interpreting maps, charts, and graphs</p> <p>6.4.1 Identify and describe physical features and climate conditions that contributed to early human settlement in regions of the world</p> <p>6.4.2 Explain how world migration patterns and cultural diffusion influenced human settlement</p> <p>6.4.3 Explain the connection between physical geography and its influence on the development of civilization</p>

<p>6.5 Use maps to identify absolute location (latitude and longitude) and describe geographic characteristics of places in Louisiana, North America, and the world.</p>	<p>6.3.1 Identify and label major lines of latitude and longitude using a world map or globe to determine climate zones and time zones</p> <p>6.3.2 Plot coordinates of latitude and longitude to determine location or change of location</p>
<p>6.6 Use a variety of primary and secondary sources to:</p> <ol style="list-style-type: none"> <li>Analyze social studies content.</li> <li>Evaluate claims, counterclaims, and evidence.</li> <li>Compare and contrast multiple sources and accounts.</li> <li>Explain how the availability of sources affects historical interpretations.</li> </ol>	<p>6.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by completing the following tasks:</p> <ul style="list-style-type: none"> <li>Conducting historical research</li> <li>Evaluating a broad variety of primary and secondary sources</li> <li>Comparing and contrasting varied points of view</li> <li>Determining the meaning of words and phrases from historical texts</li> <li>Using technology to research, produce, or publish a written product</li> </ul>
<p>6.7 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:</p> <ol style="list-style-type: none"> <li>Demonstrate an understanding of social studies content.</li> <li>Compare and contrast content and viewpoints.</li> <li>Analyze causes and effects.</li> <li>Evaluate counterclaims.</li> </ol>	<p>6.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by completing the following tasks:</p> <ul style="list-style-type: none"> <li>Conducting historical research</li> <li>Evaluating a broad variety of primary and secondary sources</li> <li>Comparing and contrasting varied points of view</li> <li>Determining the meaning of words and phrases from historical texts</li> <li>Using technology to research, produce, or publish a written product</li> </ul>
<p><b>2022 Content Standards</b></p>	<p><b>2011 Standards</b></p>
<p>Due to the new content sequence, there are no meaningful overlaps in content between the 2022 and 2011 LSSSS for grade 6.</p>	

**GRADE 7**

**Overview:** Below is a comparison of the 2011 and the 2022 Louisiana Student Standards for Studies Standards for grade 7. These tables illustrate standards with similar or overlapping skills or content. **The standards compared are not perfect equivalents.** The Department will release a Course Framework for seventh grade in the winter of 2022-2023 to clarify and support the implementation of the new 2022 standards. 2022 content standards that do not have 2011 counterparts are not included in this crosswalk.

2022 Skills and Practices	2011 Standards
<p>6-8.SP1. Examine sources in order to:</p> <p>A. Distinguish between primary, secondary, and tertiary sources.</p> <p>B. Determine the origin, author's point of view, intended audience, and reliability.</p> <p>C. Explain the meaning of words, phrases, and content-specific vocabulary.</p>	<p>7.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by completing the following tasks:</p> <ul style="list-style-type: none"> <li>• Conducting historical research</li> <li>• Evaluating a broad variety of primary and secondary sources</li> <li>• Comparing and contrasting varied points of view</li> <li>• Determining the meaning of words and phrases from historical texts</li> <li>• Using technology to research, produce, or publish a written product</li> </ul> <p>7.1.5 Analyze primary and secondary sources to answer questions related to United States history</p>
<p>7.1 Explain ideas, events, and developments in the history of the United States of America from 1791 to 1877 and how they progressed, changed, or remained the same over time.</p>	<p>7.1.2 Explain patterns and recurring themes in United States history.</p> <p>7.1.3 Analyze the causes and effects of key events and ideas in the development of the United States.</p>
<p>7.2 Analyze connections between ideas, events, and developments in U.S. history within their global context from 1791 to 1877.</p>	<p>7.1.2 Explain patterns and recurring themes in United States history</p> <p>7.1.3 Analyze the causes and effects of key events and ideas in the development of the United States</p> <p>7.9.2 Explain various ways nations interact and the impact of these interactions from 1763–1877</p>
<p>7.3 Compare and contrast events and developments in U.S. history from 1791 to 1877.</p>	<p>7.1.2 Explain patterns and recurring themes in United States history</p> <p>7.1.3 Analyze the causes and effects of key events and ideas in the development of the United States</p> <p>7.3.4 Compare and contrast the political, social, and economic development of the different regions of the United States</p>
<p>7.4 Use geographic representations and historical data to analyze events and developments in U.S. history from 1791 to 1877, including environmental, cultural, economic, and political characteristics and changes.</p>	<p>7.5.1 Analyze the physical and political features of the United States</p> <p>7.5.2 Create maps, charts, and graphs of the United States from 1763–1877</p>
<p>7.5 Use maps to identify absolute location (latitude and longitude) and describe geographic characteristics of places in Louisiana, North America, and the world.</p>	<p>7.5.3 Analyze historical maps, charts, and graphs of the United States from 1763–1877</p>

<p>7.6 Use a variety of primary and secondary sources to:</p> <ol style="list-style-type: none"> <li>Analyze social studies content.</li> <li>Evaluate claims, counterclaims, and evidence.</li> <li>Compare and contrast multiple sources and accounts.</li> <li>Explain how the availability of sources affects historical interpretations.</li> </ol>	<p>7.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by completing the following tasks:</p> <ul style="list-style-type: none"> <li>Conducting historical research</li> <li>Evaluating a broad variety of primary and secondary sources</li> <li>Comparing and contrasting varied points of view</li> <li>Determining the meaning of words and phrases from historical texts</li> <li>Using technology to research, produce, or publish a written product</li> </ul>
<p>7.7 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:</p> <ol style="list-style-type: none"> <li>Demonstrate an understanding of social studies content.</li> <li>Compare and contrast content and viewpoints.</li> <li>Analyze causes and effects.</li> <li>Evaluate counterclaims.</li> </ol>	<p>7.1.5 Analyze primary and secondary sources to answer questions related to United States history</p>
<p><b>2022 Content Standards</b></p>	<p><b>2011 Standards</b></p>
<p>7.8 Analyze the influence of key events, ideas, and people on the economic, political, and social development of the United States from 1791–1850s.</p>	<p>7.3.1 Analyze political, social, and economic factors that led to westward expansion from 1800–1850 7.3.2 Identify and explain foreign policy developments between the United States and other nations from 1800–1850 7.3.4 Compare and contrast the political, social, and economic development of the different regions of the United States</p>
<p>7.8a. Explain the causes and events of the Whiskey Rebellion, including the response from the Washington administration and its relationship to enforcement of the government’s right to tax.</p>	<p>7.2.4 Describe the major political and economic events, and policies of the Washington and Adams presidencies</p>
<p>7.8b. Explain the influence of precedents set by the presidency of George Washington, and analyze the advice in and effects of his Farewell Address.</p>	
<p>7.8c. Analyze key events of the presidency of John Adams including the Alien and Sedition act and the XYZ affair.</p>	
<p>7.8e. Explain how the disagreements between Thomas Jefferson and Alexander Hamilton resulted in the emergence of the Federalist and Democratic-Republican political parties, including views on foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt.</p>	
<p>7.8g. Explain how the U.S. government addressed foreign and domestic challenges during the late 1700s to the mid-1800s and how related policies and legislation influenced the development of the United States.</p>	<p>7.3.1 Analyze political, social, and economic factors that led to westward expansion from 1800–1850 7.3.2 Identify and explain foreign policy developments between the United States and other nations from 1800–1850 7.3.4 Compare and contrast the political, social, and economic development of the different regions of the United States</p>
<p>7.8h. Analyze the major events of Thomas Jefferson’s presidency, including the Louisiana Purchase, Lewis and Clark expeditions, Dunbar-Hunter Expedition of Ouachita River, Red River Expedition, and Twelfth Amendment.</p>	<p>7.3.1 Analyze political, social, and economic factors that led to westward expansion from 1800–1850 7.3.2 Identify and explain foreign policy developments between the United States and other nations from 1800–1850</p>
<p>7.9 Analyze the causes, course of, and consequences of the War of 1812.</p>	<p>7.3.2 Identify and explain foreign policy developments between the United States and other nations from 1800–1850</p>

<p>7.10 Analyze the growth and development of the United States from the early to mid-1800s.</p>	<p>7.3.1 Analyze political, social, and economic factors that led to westward expansion from 1800–1850</p>
<p>7.10a. Describe the Era of Good Feelings (1815–1825), including Henry Clay’s American System, Treaty of 1818, Adams-Onis Treaty of 1819, and the development of transportation networks.</p>	<p>7.3.4 Compare and contrast the political, social, and economic development of the different regions of the United States</p>
<p>7.10b. Analyze the purpose of the Monroe Doctrine (1823), with emphasis on its policies of both isolationism and protection of American interests in the Western Hemisphere, and how it influenced U.S. foreign policy and interactions with other nations.</p>	
<p>7.10c. Analyze the effects of Marbury v. Madison (1803), McCulloch v. Maryland (1819), Gibbons v. Ogden (1824), and Worcester v. Georgia (1832).</p>	
<p>7.10d. Analyze the ideas and motivations that contributed to westward expansion, including Manifest Destiny, and its political, social, and economic effects.</p>	
<p>7.10e. Analyze the causes and effects of Indian Removal policies of the early to mid-1800s, including the Indian Removal Act of 1830, Trail of Tears, and Seminole Wars, and explain the role of key figures, including Andrew Jackson, Chief John Ross, and Chief Osceola.</p>	
<p>7.10f. Analyze key events and developments that contributed to westward expansion, including the Oregon Treaty (1846), annexation of Texas (1845), Treaty of Guadalupe Hidalgo (1848), Gadsden Purchase (1853), the Pony Express (1860), Pacific Railway Act (1862), and Homestead Act (1862).</p>	
<p>7.10g. Explain the motivation and means of migration West, the experiences of the settlers, and resulting changes in the West, including the Gold Rush (1848–1855), trails (Oregon Trail, Mormon Trail, and Santa Fe Trail), first transcontinental telegraph, and the transcontinental railroad.</p>	
<p>7.10h. Describe the causes, course, and consequences of the Mexican-American War, including the Battle of the Alamo, Battle of San Jacinto, annexation of Texas, the Mexican Cession and Zachary Taylor’s role in the war and subsequent election to the presidency.</p>	
<p>7.10i. Explain the causes and effects of the first Industrial Revolution in the United States, including advancements in technology, increased manufacturing, changing labor conditions, growing transportation systems, and urbanization.</p>	<p>7.11.1 Explain how the demand for resources and the development of technology influenced economic diversity in the United States</p>
<p>7.10j. Analyze the development of the agrarian economy in the South, including Louisiana, and explain how advancements in technology, such as the cotton gin and multiple-effect evaporator for sugar, contributed to an increase in enslaved labor.</p>	
<p>7.10k. Explain how steamboats influenced Louisiana’s economic growth and the significance of Captain Henry Miller Shreve in steamboat navigation.</p>	
<p>7.10l. Compare and contrast the economies of the North and the South during the early to mid-1800s.</p>	<p>7.3.4 Compare and contrast the political, social, and economic development of the different regions of the United States</p>
	<p>7.11.2 Explain how economic interdependence developed between regions of the United States and with foreign countries</p>

<p>7.10m. Describe push and pull factors for immigration to the United States in the early to mid-1800s, and explain how migration within and to the United States affected rural and urban areas.</p>	<p>7.6.1 Analyze settlement patterns of racial and ethnic groups in the United States from 1763–1877 7.6.2 Describe motivations of immigrants to the United States from 1763–1877 and the obstacles they faced 7.6.3 Analyze patterns, motivations, and the impact of rural and urban migration in the United States from 1763–1877</p>
<p>7.11 Analyze role and importance of social and political reform movements of the nineteenth century.</p>	<p>7.3.3 Examine the motivations and influence of major American reform movements during the 19th century</p>
<p>7.11a. Analyze the key people, ideas, and events of the women’s rights movement and woman’s suffrage movement of the early to mid-1800s, including the Seneca Falls Convention, National Women’s Rights Conventions, Susan B. Anthony, Elizabeth Cady Stanton, Lucretia Mott, Sojourner Truth, Mary Church Terrell, and Margaret Fuller.</p>	<p>7.3.5 Explain reasons for the expansion of slavery in the South after 1800 and describe the life of enslaved African Americans, and their responses to slavery</p>
<p>7.11b. Explain the development of education and prison reform movements, including those led by Horace Mann and Dorothea Lynde Dix.</p>	
<p>7.11c. Explain the effects of abolition efforts by key individuals and groups, including Sojourner Truth, William Lloyd Garrison, and the Quakers.</p>	
<p>7.11d. Analyze the historical works and ideas of influential abolitionists, including Frederick Douglass’ speech “The Constitution of the United States: Is It Pro-Slavery or Anti-Slavery?” and Harriet Beecher Stowe’s Uncle Tom’s Cabin.</p>	
<p>7.11e. Describe the purpose, challenges, routes, and successes of the Underground Railroad and the key role played by Harriet Tubman.</p>	
<p>7.11f. Explain restrictions placed on the trade of enslaved people prior to the Civil War, including the Northwest Ordinance of 1787 and the Act Prohibiting Importation of Slaves of 1807.</p>	
<p>7.12 Explain the ideas, key people, and events related to the growth of sectionalism and rising tension prior to the Civil War.</p>	<p>7.4.1 Identify and describe the role of the election of Abraham Lincoln and other key events, ideas, and people, which led to the Civil War</p>
<p>7.12a. Analyze major events, legislation, and court decisions from 1800 to 1861 that led to increasing sectionalism, including the Missouri Compromise of 1820, North Carolina v. Mann (1830), the Nullification Crisis (1831–1833), the Compromise of 1850, the Fugitive Slave Acts (1793, 1850), the Kansas-Nebraska Act (1854), and the Dred Scott decision (1857).</p>	<p>7.3.5 Explain reasons for the expansion of slavery in the South after 1800 and describe the life of enslaved African Americans, and their responses to slavery</p>
<p>7.12b. Describe the reasons for the formation of the Republican Party in 1854 and its founding platform.</p>	
<p>7.12c. Compare and contrast various arguments on the issue of slavery and state’s rights, including those expressed in the Lincoln-Douglas debates and during the 1860 presidential campaign.</p>	
<p>7.12d. Explain the causes of and reactions to rebellions and raids, including the German Coast Uprising, Nat Turner’s Rebellion, and John Brown’s Raid on Harpers Ferry and subsequent trial.</p>	
<p>7.12e. Analyze Lincoln’s First Inaugural Address, and explain how the ideas expressed affected the cause and course of the Civil War.</p>	

7.13 Analyze the causes, course, and consequences of the Civil War.	7.4.1 Identify and describe the role of the election of Abraham Lincoln and other key events, ideas, and people, which led to the Civil War
7.13a. Explain why the Confederate states seceded from the Union.	7.4.2 Analyze important turning points and major developments during the Civil War
7.13b. Explain Louisiana’s decision to secede from the Union and its effects, including the state seizure of federal properties in Louisiana (the United States Arsenal and Barracks at Baton Rouge; United States Branch Mint).	
7.13c. Describe the events leading to, significance of, and reaction to the Battle of Fort Sumter, including Lincoln’s call for 75,000 volunteers.	
7.13d. Describe the importance and outcomes of the major military engagements of the Civil War, including Manassas, Shiloh, Capture of New Orleans, Antietam, Gettysburg, Vicksburg, Siege of Port Hudson, Sherman’s March to the Sea, and the surrender at Appomattox Court House.	
7.13e. Describe the roles and experiences of soldiers, women, enslaved people, and freed people during the Civil War.	
7.13f. Analyze the role of Louisiana in the Civil War and how the conflict affected Louisiana and its people, including the importance of its ports and the occupation of New Orleans.	
7.13g. Analyze the purpose, significance, and consequences of the Emancipation Proclamation.	
7.13h. Describe the roles and contributions of key individuals in the Civil War, including Jefferson Davis, Robert E. Lee, Thomas Stonewall Jackson, PGT Beauregard, Mary Walker, Clara Barton, Ulysses S. Grant, William Tecumseh Sherman, Robert Smalls, and the Louisiana Tigers.	
7.13i. Analyze Lincoln’s Gettysburg Address and Second Inaugural Address, and explain how the ideas expressed affected the course of the war and show how ideas about equality changed over time.	
7.13j. Describe the significance of Lincoln’s assassination, and how it affected the nation.	
7.14 Analyze the major events, key people, and effects of Reconstruction.	7.4.3 Describe long-term and short-term outcomes of Reconstruction
7.14a. Compare and contrast plans for Reconstruction, including Lincoln’s Ten Percent Plan, President Johnson’s Plan, and the Radical Republican Plan for Reconstruction.	
7.14b. Analyze the development and effects of tenant farming and the sharecropping system in the postwar South.	
7.14c. Explain how federal action affected individual rights and freedoms during the Reconstruction era, including through the Thirteenth Amendment, Freedmen’s Bureau, Civil Rights Bill of 1866, Reconstruction Act of 1867, Fourteenth Amendment, Fifteenth Amendment, and analyze the challenges, achievements, and effectiveness of each.	

7.14d. Explain the rise of violence and intimidation of Black Americans by groups, including the Ku Klux Klan, White League and Red Shirts and describe the significance of the Opelousas and Colfax Massacres.
7.14e. Describe the role and motivations of carpetbaggers and scalawags during Reconstruction.
7.14f. Explain the roles of Black politicians in Southern states during Reconstruction, including Oscar Dunn and P.B.S. Pinchback.
7.14g. Explain how the presidential election of 1876 and the Compromise of 1877 led to the end of Reconstruction, and analyze short-term effects of the collapse of Reconstruction, including the decline of Black Americans in elected offices and loss of enforcement of the Fourteenth and Fifteenth Amendments.
7.14h. Analyze how Black Codes affected the lives of Black Americans, including the restriction rights to own and lease property, conduct business, bear arms, and move freely through public spaces.

**GRADE 8**

**Overview:** Below is a comparison of the 2011 and the 2022 Louisiana Student Standards for Studies Standards for grade 8. These tables illustrate standards with similar or overlapping skills or content. **The standards compared are not perfect equivalents.** The Department will release a Course Framework for eighth grade in the winter of 2022-2023 to clarify and support the implementation of the new 2022 standards. Shaded cells indicate a new skill or practice from the 2022 standards. 2022 content standards that do not have 2011 counterparts are not included in this crosswalk.

2022 Skills and Practices	2011 Standards
6-8.SP1. Examine sources in order to: A. Distinguish between primary, secondary, and tertiary sources. B. Determine the origin, author's point of view, intended audience, and reliability. C. Explain the meaning of words, phrases, and content-specific vocabulary.	8.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by: <ul style="list-style-type: none"> <li>• Conducting historical research</li> <li>• Evaluating a broad variety of primary and secondary sources</li> <li>• Determining the meaning of words and phrases from historical texts</li> <li>• Recognizing varied points of view within historical context</li> </ul>
8.1 Explain ideas, events, and developments in the history of the United States of America from 1877 to 2008 and how they progressed, changed, or remained the same over time.	8.1.2 Construct and interpret a timeline of key events in Louisiana history and describe how they connect to United States and world events
8.2 Analyze connections between events and developments in U.S. history within their global context from 1877 to 2008.	
8.3 Compare and contrast events and developments in U.S. history from 1877 to 2008.	
8.4 Use geographic representations and historical data to analyze events and developments in U.S. history from 1877 to 2008, including environmental, cultural, economic, and political characteristics and changes.	8.3.3 Apply knowledge of geography skills and terms to: <ul style="list-style-type: none"> <li>• create maps and diagrams</li> <li>• plot latitude and longitudinal coordinates</li> <li>• read and interpret a map</li> <li>• use a map to compare Louisiana's time zone in relation to time zones around the world</li> </ul>
8.5 Use maps to identify absolute location (latitude, and longitude) and describe geographic characteristics of places in Louisiana, North America, and the world.	
8.6 Use a variety of primary and secondary sources to: a. Analyze social studies content. b. Evaluate claims, counterclaims, and evidence. c. Compare and contrast multiple sources and accounts. d. Explain how the availability of sources affects historical interpretations.	8.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by: <ul style="list-style-type: none"> <li>• Conducting historical research</li> <li>• Evaluating a broad variety of primary and secondary sources</li> <li>• Determining the meaning of words and phrases from historical texts</li> <li>• Recognizing varied points of view within historical context</li> </ul>
	8.7 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: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims.
2022 Content Standards	2011 Standards
8.8i. Analyze the events leading to Plessy v. Ferguson (1896) and the consequences of the decision, including changes to the Louisiana Constitution.	8.2.9 Describe the Civil Rights movement in Louisiana and analyze how it changed the course of Louisiana's history

8.8j. Explain the emergence of the Jim Crow system and how it affected Black Americans.	8.2.7 Explain major social, political, and economic changes that affected Louisiana during the Progressive, Great Depression, and Huey Long eras
8.8k. Explain the goals and strategies used by civil rights leaders of the late 1800s and early 1900s, and analyze differing viewpoints of key figures and groups, including W.E.B. DuBois and the Niagara Movement, Booker T. Washington, NAACP, Mary Church Terrell, and Ida B. Wells.	8.2.9 Describe the Civil Rights movement in Louisiana and analyze how it changed the course of Louisiana’s history
8.12g. Describe the causes of the Great Mississippi River Flood of 1927, and explain how the disaster and government response affected Louisianans.	8.2.2 Explain the importance of the Mississippi River as it relates to historical events throughout Louisiana’s history 8.5.1 Describe how natural phenomena impact the physical environment of Louisiana
8.12h. Analyze Louisiana politics in the early twentieth century, including the role of Huey Long's career in both Louisiana and national politics.	8.2.7 Explain major social, political, and economic changes that affected Louisiana during the Progressive, Great Depression, and Huey Long eras
8.12i. Analyze causes and effects of changes to the Louisiana Constitution over time, with emphasis on revisions from 1879 to 1974.	8.6.2 Compare and contrast the preambles of the Louisiana and United States Constitutions
8.14k. Analyze how Louisiana contributed to the war effort during World War II and the effects of the war on Louisiana, including the role of the Louisiana Maneuvers, Higgins Boats in the success of the Allies, and prisoner of war (POW) camps in Louisiana.	8.2.8 Investigate and describe the impact of World War II on Louisiana’s social, political, and economic systems
8.15d. Analyze the importance of the Brown v. Board of Education (1954) decision and subsequent efforts to desegregate schools, including those of the Little Rock Nine at Central High School in Arkansas, Ruby Bridges at William Frantz Elementary in Louisiana, and James Meredith at the University of Mississippi.	8.2.9 Describe the Civil Rights movement in Louisiana and analyze how it changed the course of Louisiana’s history
8.15e. Analyze the cause, course, and outcome of efforts to desegregate transportation, including the Baton Rouge Bus Boycott, Montgomery Bus Boycott, and Freedom Rides.	
8.17c. Describe the effects of natural disasters on Louisiana and the United States, including hurricanes Katrina and Rita.	8.5.1 Describe how natural phenomena impact the physical environment of Louisiana

**High School Civics**

**Overview:** Below is a comparison of the 2011 and the 2022 Louisiana Student Standards for Social Studies for high school civics. These tables illustrate standards with similar or overlapping skills or content. **The standards compared are not perfect equivalents.** The Department will release a Course Framework for Civics in the winter of 2022-2023 to clarify and support the implementation of the new 2022 standards. Shaded cells indicate a new skill or practice from the 2022 standards. 2022 content standards that do not have 2011 counterparts are not included in this crosswalk.

2022 Skills and Practices	2011 Standards
C.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.	C.5.3 Describe how civil rights have evolved over time to include diverse groups of citizens
C.2 Analyze causes and effects of events and developments in U.S. history, including those that influenced laws, processes, and civic participation.	
C.3 Compare and contrast events and developments in U.S. history and government.	
C.4 Explain connections between ideas, events, and developments related to U.S. history and government, and analyze recurring patterns, trends, and themes.	
C.5 Use geographic representations, demographic data, and geospatial representations to analyze civic issues and government processes.	
C.6 Use a variety of primary and secondary sources to: a. Analyze social studies content. b. Evaluate claims, counterclaims, and evidence. c. Compare and contrast multiple sources and accounts. d. Explain how the availability of sources affects historical interpretations.	
C.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:	
a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims.	
2022 Content Standards	2011 Standards
C.8a. Describe the purpose of government and competing ideas about the role of government in a society.	C.1.1 Describe reasons why government is necessary, explaining competing ideas about the role of government in society
C.8b. 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.	C.1.2 Compare and contrast the structure and leadership of different forms of government in various nations
C.8c. 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.	C.1.4 Explain the influence of Enlightenment philosophers, the Great Awakening, and the American Revolution on the American founding documents

<p>C.8d. 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.</p>	<p>C.1.3 Analyze the influence of the Magna Carta, English common law, and the English Bill of Rights in creating a limited form of government in the United States</p> <p>C.1.6 Analyze the underlying principles and concepts embodied in primary documents that influenced the creation of the United States Constitution</p>
<p>C.8e. Analyze the issues related to various debates, compromises, and plans surrounding the drafting and ratification of the 1789 Constitution of the United States.</p>	<p>C.1.5 Explain the issues involved in various compromises or plans leading to the creation of the United States Constitution</p>
<p>C.8f. Explain how the concept of natural rights that precede politics or government influenced the foundation and development of the United States.</p>	<p>C.1.6 Analyze the underlying principles and concepts embodied in primary documents that influenced the creation of the United States Constitution</p>
<p>C.8g. 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.</p>	<p>C.1.6 Analyze the underlying principles and concepts embodied in primary documents that influenced the creation of the United States Constitution</p> <p>C.2.1 Analyze ways in which the purposes of the United States government, as defined in the United States Constitution, are achieved</p>
<p>C.9a. 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.</p>	<p>C.2.1 Analyze ways in which the purposes of the United States government, as defined in the United States Constitution, are achieved</p> <p>C.2.2 Describe the structure and functions of the federal government as stated in the United States Constitution</p> <p>C.2.8 Compare and contrast the functions of various state and local governments in terms of tax code, political structure, and election procedures</p>
<p>C.9b. 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.</p>	<p>C.2.1 Analyze ways in which the purposes of the United States government, as defined in the United States Constitution, are achieved</p> <p>C.2.2 Describe the structure and functions of the federal government as stated in the United States Constitution</p> <p>C.2.3 Explain the distribution of powers, responsibilities, and limits on the United States government</p> <p>C.2.5 Explain the processes and strategies of how a bill becomes a law at the federal level</p>
<p>C.9c. 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.</p>	<p>C.2.1 Analyze ways in which the purposes of the United States government, as defined in the United States Constitution, are achieved</p> <p>C.2.2 Describe the structure and functions of the federal government as stated in the United States Constitution</p> <p>C.2.3 Explain the distribution of powers, responsibilities, and limits</p>

<p>C.9d. 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.”</p>	<p>on the United States government</p> <p>C.2.4 Cite the qualifications, terms of office, roles, and duties for appointed and elected officials</p>
<p>C.9e. 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.</p>	
<p>C.9g. Analyze how the Constitution has been interpreted and applied over time by the legislative, executive, and judicial branches, including loose and strict constructionist interpretations.</p>	<p>C.2.6 Differentiate between loose and strict constructionist interpretation of the Constitution by examining the meaning and implications of the Bill of Rights and subsequent amendments</p>
<p>C.9h. Analyze how federal, state, and local governments generate and allocate revenues to carry out the functions of government.</p>	<p>C.4.2 Explain how government is financed</p> <p>C.4.3 Evaluate various forms of taxes at each level of government based on principle, incidence, and type</p> <p>C.4.4 Describe the major revenue and expenditure categories and their respective proportions of local, state, and federal budgets</p> <p>C.4.5 Predict how federal spending and taxation affect budget deficits and surpluses and the national debt</p>
<p>C.10a. Explain how the U.S. Constitution protects individual liberties and rights.</p>	<p>C.5.1 Distinguish between personal, political, and economic rights of citizenship</p>
<p>C.10b. Analyze the rights enumerated in the Bill of Rights and their application to historical and current issues.</p>	<p>C.2.6 Differentiate between loose and strict constructionist interpretation of the Constitution by examining the meaning and implications of the Bill of Rights and subsequent amendments</p>
<p>C.10c. 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.</p>	<p>C.5.3 Describe how civil rights have evolved over time to include diverse groups of citizens</p>
<p>C.11a. 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.</p>	<p>C.5.2 Differentiate between civic duties and responsibilities, including various forms of civic participation</p>
<p>C.11c. Explain historical and contemporary roles of political parties, special interest groups, lobbies/lobbyists, and associations in U.S. politics.</p>	<p>C.5.6 Describe key platform positions of the major political parties and evaluate the impact of third parties in election outcomes</p> <p>C.5.7 Explain historical and contemporary roles of special interest groups, lobbyists, and associations in United States politics</p>

C.11d. Explain rules governing campaign finance and spending and their effects on the outcomes of local, state, and federal elections.	C.5.5 Analyze the effects of campaigns, campaign finance, elections, the Electoral College, and the United States census in the American political system
C.11e. 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.	C.2.8 Compare and contrast the functions of various state and local governments in terms of tax code, political structure, and election procedures  C.5.6 Describe key platform positions of the major political parties and evaluate the impact of third parties in election outcomes
C.11f. Evaluate the purpose, structure, and function of the Electoral College, including how it aims to ensure representation for less populated states.	C.5.5 Analyze the effects of campaigns, campaign finance, elections, the Electoral College, and the United States census in the American political system
C.11g. Analyze issues and challenges of the election process, including gerrymandering; at-large voting; voter turnout; and voter access policies.	
C.11h. Evaluate how the media affects politics and public opinion, including how public officials use the media to communicate with the people.	C.5.4 Evaluate the role of the media and public opinion in American politics, including the use and effects of propaganda techniques
C.11i. Evaluate the advantages and disadvantages of technologies in politics and government and how they affect media, civic discourse, and the credibility of sources.	
C.11j. Evaluate the processes for drawing Louisiana’s congressional districts and their effect on statewide and national elections.	C.2.8 Compare and contrast the functions of various state and local governments in terms of tax code, political structure, and election procedures  C.5.5 Analyze the effects of campaigns, campaign finance, elections, the Electoral College, and the United States census in the American political system
C.11k. Describe local and parish governments in Louisiana, including police juries and home rule charters.	C.2.8 Compare and contrast the functions of various state and local governments in terms of tax code, political structure, and election procedures
C.12a. 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.	C.3.1 Evaluate the five basic goals of United States foreign policy and explain the role of government in their implementation  C.3.3 Assess the extent to which United States foreign policy, domestic policy, constitutional principles, economic behaviors, and culture affect relations with other nations
C.12b. 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.	C.4.1 Describe the elements of United States domestic policy

<p>C.12c. Analyze interactions between the United States and other nations over time and effects of those interactions.</p>	<p>C.3.1 Evaluate the five basic goals of United States foreign policy and explain the role of government in their implementation</p> <p>C.3.2 Examine the ways that nations work to cooperate with international organizations politically and economically</p> <p>C.3.3 Assess the extent to which United States foreign policy, domestic policy, constitutional principles, economic behaviors, and culture affect relations with other nations</p> <p>C.3.4 Describe ways in which ideas, events, and policies of other nations impact the United States</p>
<p>C.12d. 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.</p>	<p>C.3.2 Examine the ways that nations work to cooperate with international organizations politically and economically</p> <p>C.3.3 Assess the extent to which United States foreign policy, domestic policy, constitutional principles, economic behaviors, and culture affect relations with other nations</p> <p>C.7.4 Explain the effects of technology and innovation on global economic interdependence and competition</p>
<p>C.12e. Describe the development of and challenges to international law after World War II and the Holocaust.</p>	<p>C.3.2 Examine the ways that nations work to cooperate with international organizations politically and economically</p>
<p>C.13b. Compare and contrast capitalism and socialism as economic systems.</p>	<p>C.6.5 Evaluate how different economic systems allocate resources in terms of their benefits to society</p> <p>C.7.3 Interpret information about a current economic system undergoing change from a largely command or traditional system to a more mixed system</p>
<p>C.13c. Describe different perspectives on the role of government regulation in the economy.</p>	<p>C.2.7 Explain the role of regulatory and independent government agencies in American society</p> <p>C.4.6 Evaluate government programs by their cost and benefits to society</p> <p>C.6.5 Evaluate how different economic systems allocate resources in terms of their benefits to society</p>
<p>C.13d. 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.</p>	<p>C.2.7 Explain the role of regulatory and independent government agencies in American society</p> <p>C.4.6 Evaluate government programs by their cost and benefits to society</p> <p>C.4.7 Explain how macroeconomic policies of the Federal Reserve System and the federal government affect American citizens</p> <p>C.4.8 Describe the Federal Reserve System, its functions, and its role in the United States economy</p> <p>C.6.5 Evaluate how different economic systems allocate resources in terms of their benefits to society</p> <p>C.7.5 Evaluate how various types of unemployment affect the economy</p>

<p>C.13e. 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.</p>	<p>C.6.2 Describe the role of the factors of production as part of the circular flow of goods and services model</p> <p>C.6.3 Assess factors that influence productivity and evaluate the relationship between productivity and standard of living and GDP</p> <p>C.6.4 Apply principles of supply and demand to predict how changes in the market affect prices and incentives for buyers and sellers</p> <p>C.7.1 Analyze the four market structures (perfect competition, monopolistic competition, oligopoly, and monopoly) in terms of size of market, ease of entry, similarity of product, and control over price</p>
<p>C.13f. Explain ways in which competition, free enterprise, and government regulation influence what is produced and allocated in an economy, including national and global consequences.</p>	<p>C.6.1 Explain the basic problem of scarcity and how it drives economic decision-making</p> <p>C.7.1 Analyze the four market structures (perfect competition, monopolistic competition, oligopoly, and monopoly) in terms of size of market, ease of entry, similarity of product, and control over price</p> <p>C.7.2 Explain how competition affects both producers and consumers</p>
<p>C.13g. Explain the effects of specialization and trade on the production, distribution, and consumption of goods and services for individuals, businesses, and societies.</p>	<p>C.6.2 Describe the role of the factors of production as part of the circular flow of goods and services model</p>
<p>C.14 Apply economic principles to make sound personal financial decisions, including in regards to income, money management, spending and credit, and savings and investing.</p>	<p>Standard 6 – Fundamentals of Economics Students explain how citizens can become effective decision-makers by applying fundamental economic concepts and reasoning skills in society</p>
<p>C.14a. Explain the relationship between education, training, and career options to future earning potential.</p>	<p>C.8.1 Explain the relationship between education, training, and career options to future earning potential</p>
<p>C.14b. 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.</p>	<p>C.8.4 Apply given financial data to real life situations such as reconciling a checking account, reading bank and credit card statements, purchasing major goods, and avoiding consumer fraud</p>
<p>C.14c. Explain the benefits and risks of using credit and examine the various uses.</p>	<p>C.8.5 Analyze the benefits and risks of using credit and examine the various uses</p>
<p>C.14d. Compare types of credit, savings, investment, and insurance services available to the consumer from various institutions.</p>	<p>C.8.3 Compare and evaluate types of credit, savings, investment, and insurance services available to the consumer from various institutions</p>
<p>C.14e. Create a budget and explain its importance in achieving personal financial goals and avoiding negative financial consequences.</p>	<p>C.8.2 Create a family budget and explain its importance in achieving personal financial goals and avoiding negative financial consequences</p>