

Grades 6-8 Social Studies GLE Comparison Chart

| | | | 2004 Example | 2011 Example |
|----------------|-----------------------------------|-------------------|--|---|
| <u>Grade 6</u> | No or Minimal Change ¹ | 74% 20/27 GLEs | 11 Identify the essential elements of Greek and Roman government that would later influence the U.S. government | 6.5.1 Describe the essential elements of Greek city-state government that influenced the development of democracy 6.5.2 Describe the government of the Roman Republic and how it influenced the development of democracy |
| | Moderate Change ² | 15% 4/27 GLEs | 48 Describe the major contributing factors that led to the Renaissance | 6.2.10 Examine the significance of the people and ideas that influenced the Renaissance in Europe |
| | New Content | 11% 3/27 GLEs | | 6.6.4 Explain how the development of trade and taxation influenced economic growth in the ancient world |
| <u>Grade 7</u> | No or Minimal Change | 60% 27/45 GLEs | 39 Explain the importance of various rights and responsibilities of citizenship to the individual or to society at large | 7.10.3 Identify and describe ways in which citizens influence change in a democratic society 7.10.4 Explain the duties and responsibilities of United States citizens |
| | Moderate Change | 24% 11/45 GLEs | 76 Describe the course of the Civil War, including major turning points and the war's immediate and long-term impact on the North and the South | 7.4.2 Analyze important turning points and major developments during the Civil War |
| | New Content | 16% 7/45 GLEs | | 7.7.1 Explain how Americans adapted and transformed various physical environments in the United States to expand its growth and influence |
| <u>Grade 8</u> | No or Minimal Change | 63% 22/35 GLEs | 62 Construct a timeline of key events in Louisiana history 63 Interpret data presented in a timeline correlating Louisiana, U.S., and world history | 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 |
| | Moderate Change | 26% 9/35 GLEs | 74 Describe the causes and effects of various migrations into Louisiana | 8.2.3 Analyze push-pull factors for migration/settlement patterns of Louisiana's inhabitants from French colonization to statehood in 1812 |
| | New Content | 11% 4/35 GLEs | | 8.2.10 Predict ways in which Louisiana will continue to grow toward economic, cultural, and political diversity in the 21 st century |

¹ Content of these GLEs has been combined and/or streamlined into fewer GLEs.

² Content of these GLEs has moved from simple recall to application of content.

The following GLEs are color-coded to indicate no or minimal changes (green), moderate changes (orange) or new content (purple).

History

Standard 1 – Historical Thinking Skills

Students use historical thinking skills to examine the ancient world and its influence on the development of modern civilization.

6.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by:

- conducting historical research
- evaluating a broad variety of primary and secondary sources
- comparing and contrasting varied points of view
- determining the meaning of words and phrases from historical texts
- using technology to research, produce, or publish a written product

6.1.2 Construct and interpret a parallel timeline of key events in the ancient world

6.1.3 Analyze information in primary and secondary sources to address document-based questions

6.1.4 Identify and compare measurements of time in order to understand historical chronology

Standard 2 – Key Events, Ideas, and People

Students examine key historical events, ideas, and people that contributed to the growth of civilizations from ancient times through the Middle Ages which led to the development of the modern world.

6.2.1 Analyze the relationship between geographical features and early settlement patterns using maps and globes

6.2.2 Examine how the achievements of early humans led to the development of civilization

6.2.3 Describe the characteristics and achievements of the ancient river civilizations of Mesopotamia, Egypt, Indus Valley, and China

6.2.4 Describe the development of the Greek city-state, the culture and achievements of Athens and Sparta, and the impact of Alexander the Great's conquests on the spread of Greek culture

6.2.5 Describe the characteristics of Roman civilization, its cultural, political, and technological achievements, and its influence on other later cultures

6.2.6 Analyze the origin and spread of major world religions as they developed throughout history

6.2.7 Summarize key features of ancient West African kingdoms (Ghana, Mali, and Songhai)

6.2.8 Identify key characteristics of Chinese dynasties' political, economic, and social structures

6.2.9 Describe the characteristics, significance, and influences of feudalism, the Crusades, and the growth of towns and cities through trade and commerce during the Middle Ages

6.2.10 Examine the significance of the people and ideas that influenced the Renaissance in Europe

Geography

Standard 3 – Geography Skills

Students examine the major physical and political features that influenced world history using maps, charts, graphs, and tools of technology.

- 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
- 6.3.2 Plot coordinates of latitude and longitude to determine location or change of location
- 6.3.3 Compare and contrast physical and political boundaries of civilizations, empires, and kingdoms using maps and globes
- 6.3.4 Determine world migration patterns and population trends by interpreting maps, charts, and graphs

Standard 4 – Culture and Environment

Students identify and analyze the influence of the environment on migration, cultural diffusion, and human settlement in world history.

- 6.4.1 Identify and describe physical features and climate conditions that contributed to early human settlement in regions of the world
- 6.4.2 Explain how world migration patterns and cultural diffusion influenced human settlement
- 6.4.3 Explain the connection between physical geography and its influence on the development of civilization

Civics

Standard 5 – Government: Foundation and Structure

Students examine the influence of the structure, function, and origin of democracy.

- 6.5.1 Describe the essential elements of Greek city-state government that influenced the development of democracy
- 6.5.2 Describe the government of the Roman Republic and how it influenced the development of democracy

Economics

Standard 6 – Resources and Interdependence

Students explain how resources and interdependence influenced economic growth in the ancient world.

- 6.6.1 Explain the impact of job specialization in the development of civilizations
- 6.6.2 Analyze the progression from barter exchange to monetary exchange
- 6.6.3 Describe the economic motivation for expanding trade and territorial conquests in world civilizations using economic concepts
- 6.6.4 Explain how the development of trade and taxation influenced economic growth in the ancient world

The following GLEs are color-coded to indicate no or minimal changes (green), moderate changes (orange) or new content (purple).

History

Standard 1 – Historical Thinking Skills

Students use information and concepts to interpret, analyze, and draw conclusions about United States history from 1763–1877.

7.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by:

- Conducting historical research
- Evaluating a broad variety of primary and secondary sources
- Comparing and contrasting varied points of view
- Determining the meaning of words and phrases from historical texts
- Using technology to research, produce, or publish a written product

7.1.2 Explain patterns and recurring themes in United States history

7.1.3 Analyze the causes and effects of key events and ideas in the development of the United States

7.1.4 Interpret and construct timelines of key events, people and ideas

7.1.5 Analyze primary and secondary sources to answer questions related to United States history

Standard 2 – Revolution and the New Nation

Students analyze the impact of key events, ideas, and people on the economic, political, and social development of the United States from 1763–1800.

7.2.1 Identify and describe the impact of key events, ideas, and people that led to the American Revolution

7.2.2 Analyze important turning points and major developments of the American Revolution

7.2.3 Evaluate the development of the United States government from the First Continental Congress through the ratification of the United States Constitution

7.2.4 Describe the major political and economic events, and policies of the Washington and Adams presidencies

Standard 3 – The Expanding Nation

Students analyze the impact of key events, ideas, and people on the economic, political, and social development of the United States from 1800–1850.

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

- 7.3.3 Examine the motivations and influence of major American reform movements during the 19th century
- 7.3.4 Compare and contrast the political, social, and economic development of the different regions of the United States
- 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

Standard 4 – War and Reconstruction

Students analyze key people, events, and ideas which led to the Civil War and Reconstruction.

- 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
- 7.4.2 Analyze important turning points and major developments during the Civil War
- 7.4.3 Describe long-term and short-term outcomes of Reconstruction

Geography

Standard 5 – Geography Skills

Students analyze physical and political geography that influenced the growth of the United States from 1763–1877 using maps, charts, graphs, databases, and other technological tools.

- 7.5.1 Analyze the physical and political features of the United States
- 7.5.2 Create maps, charts, and graphs of the United States from 1763–1877
- 7.5.3 Analyze historical maps, charts, and graphs of the United States from 1763–1877

Standard 6 – Immigration and Cultural Diversity

Students examine patterns of migration, immigration, and land use that influenced the cultural development of the United States from 1763–1877.

- 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
- 7.6.4 Explain how differences in land use influenced cultural characteristics among regions in the United States from 1763–1877

Standard 7 – Environment

Students identify and describe how physical environments influenced the economic, political and cultural development of the United States from 1763–1877.

- 7.7.1 Explain how Americans adapted and transformed various physical environments in the United States to expand its growth and influence

Civics

Standard 8 – Government: Purposes, Foundation, and Structure

Students understand the purposes, foundation, and structure of the United States government.

- 7.8.1 Evaluate the major purposes of government according to the Preamble to the Constitution of the United States
- 7.8.2 Differentiate between various forms of government
- 7.8.3 Explain how key ideas expressed in historical documents influenced the formation of U.S. government
- 7.8.4 Evaluate the principles of government embodied in the United States Constitution
- 7.8.5 Describe the structure and powers of the three branches of the federal government
- 7.8.6 Illustrate how a bill becomes a law at the federal level
- 7.8.7 Describe the process used to amend the Constitution
- 7.8.8 Examine how key legislation and court decisions influenced the course of United States history from 1763–1877
- 7.8.9 Explain how federal officials are elected or appointed

Standard 9 – Global Awareness

Students develop an understanding of United States foreign policy from 1763–1877 by evaluating the influence of key historic events, people, and ideas.

- 7.9.1 Compare and contrast political divisions of the world from 1763–1877
- 7.9.2 Explain various ways nations interact and the impact of these interactions from 1763–1877
- 7.9.3 Explain how United States foreign policy was developed and carried out from 1781–1877

Standard 10 – Civic Literacy

Students examine the roles, rights, and responsibilities of citizenship in order to develop civic literacy.

- 7.10.1 Describe the influences on and the development and expansion of individual rights and freedoms

- 7.10.2 Identify and describe ways in which citizens influence change in a democratic society
- 7.10.3 Explain the duties and responsibilities of United States citizens
- 7.10.4 Describe the qualifications or requirements for United States citizenship
- 7.10.5 Describe the development and roles of political parties and special interest groups in the United States from 1787–1877

Economics

Standard 11 – Resources, Interdependence, and Decision Making

Students examine the development and interdependence of the United States economy from 1763–1877.

- 7.11.1 Explain how the demand for resources and the development of technology influenced economic diversity in the United States
- 7.11.2 Explain how economic interdependence developed between regions of the United States and with foreign countries
- 7.11.3 Describe government policies that influenced the United States economy

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History

Standard 1 – Historical Thinking Skills

Students use information and concepts to analyze, interpret, and draw conclusions from historical events.

8.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by:

- Conducting historical research
- Evaluating a broad variety of primary and secondary sources
- Determining the meaning of words and phrases from historical texts
- Recognizing varied points of view within historical context

8.1.2 Construct and interpret a timeline of key events in Louisiana history and describe how they connect to United States and world events

Standard 2 – Key Events, Ideas and People

Students analyze how the contributions of key events, ideas, and people influenced the development of modern Louisiana

8.2.1 Describe the contributions of explorers and early settlement groups to the development of Louisiana

8.2.2 Explain the importance of the Mississippi River as it relates to historical events throughout Louisiana's history

8.2.3 Analyze push-pull factors for migration/settlement patterns of Louisiana's inhabitants from French colonization to statehood in 1812

8.2.4 Explain how differences and similarities among ethnic groups in colonial Louisiana contributed to cooperation and conflict

8.2.5 Analyze causes and effects of major events and evaluate their impact on the growth and development of Louisiana

8.2.6 Identify and describe economic, social, and political characteristics of Louisiana during the Antebellum/plantation economy, the Civil War, and the Reconstruction eras

8.2.7 Explain major social, political, and economic changes that affected Louisiana during the Progressive, Great Depression, and Huey Long eras

8.2.8 Investigate and describe the impact of World War II on Louisiana's social, political, and economic systems

8.2.9 Describe the Civil Rights movement in Louisiana and analyze how it changed the course of Louisiana's history

8.2.10 Predict ways in which Louisiana will continue to grow toward economic, cultural, and political diversity in the 21st century

Geography

Standard 3 – Geography Skills

Students develop spatial understanding through the study of location, distance, direction, pattern, shape, and arrangement.

8.3.1 Locate and describe the physical and political features of Louisiana

8.3.2 Use maps, charts, and diagrams to ask and answer questions about Louisiana’s geographic features

8.3.3 Apply knowledge of geography skills and terms to:

- create maps and diagrams
- plot latitude and longitudinal coordinates
- read and interpret a map
- use a map to compare Louisiana’s time zone in relation to time zones around the world

Standard 4 – Culture

Students analyze the relationships between cultural groups and physical features of Louisiana.

8.4.1 Analyze how the physical features and natural resources of Louisiana affected the migration patterns of cultural groups

8.4.2 Describe the causes and effects of cultural diffusion and its impact on diversity in early Louisiana

8.4.3 Explain ways in which inventions and technological advances have affected Louisiana’s culture

Standard 5 – Environment

Students analyze the effects of the environment on people and places in Louisiana.

8.5.1 Describe how natural phenomena impact the physical environment of Louisiana

8.5.2 Analyze and predict consequences of environment modifications on Louisiana and its inhabitants

Civics

Standard 6 – Government: Purposes, Foundation, and Structure

Students examine the foundation, structure, and purposes of Louisiana government and the correlations between local, state, and federal governments.

8.6.1 Compare the foundation, function, and powers of the Louisiana and United States Constitutions

8.6.2 Compare and contrast the preambles of the Louisiana and United States Constitutions

8.6.3 Describe the role of various forms of local government in Louisiana

Standard 7 – Global Awareness

Students interpret the role of Louisiana in a global society.

- 8.7.1 Explain how the United States and world foreign policy have affected Louisiana
- 8.7.2 Evaluate the role and importance of Louisiana ports and products in the international economy

Standard 8 – Civic Literacy

Students examine the rights and responsibilities of Louisiana citizens that enable them to become informed participants in civic life.

- 8.8.1 Describe ways in which citizens can organize, monitor, or influence government and politics at the local, state, and national levels
- 8.8.2 Explain the importance of being an informed citizen on public issues, recognizing propaganda, and knowing the voting issues

Economics

Standard 9 – Resources

Students analyze Louisiana’s natural, human, and capital resources and their connection to the past and present economy.

- 8.9.1 Analyze the role of specialization in Louisiana’s economy
- 8.9.2 Apply the laws of supply and demand to demonstrate the effects on Louisiana products and resources
- 8.9.3 Analyze and explain factors affecting the production and allocation of goods and services in Louisiana, the United States, and the world

Standard 10 – Interdependence and Decision Making

Students use economic knowledge and skills to make decisions as individuals, families, groups, or businesses in the interdependent and changing state, nation, and world.

- 8.10.1 Analyze how scarcity of resources affects the choices of individuals and communities
- 8.10.2 Explain choice/trade-offs, cost/benefits, and opportunity costs related to making personal economic decisions
- 8.10.3 Describe historical factors influencing the economic growth, interdependence, and development of Louisiana
- 8.10.4 Explain the impact of inflation and unemployment on different groups
- 8.10.5 Use a variety of resources to research and present findings about education and training for jobs and careers