

# 8th Grade Social Studies

## Chapter 4: LEAP Social Studies, Grade 8

This chapter provides specifications for the Social Studies test for grade 8 LEAP. It describes the content and the format of the test, provides the number and types of items, and explains how the standards and benchmarks for Social Studies are assessed.

### Test Structure

The Social Studies test consists of three sessions and is administered in one day. Students are allowed as much time as they need to complete each session, but suggested times are provided in the *Test Administration Manual*; it explains the procedures for allowing students additional time to complete a session of the test.

**Session 1:** 30 multiple-choice items

**Session 2:** 30 multiple-choice items

**Session 3:** 4 constructed-response items

### Item Types

The multiple-choice items consist of a stem and four answer options. They measure all Social Studies strands: Geography, Civics, Economics, and History.

The constructed-response test items may require students to construct or interpret a chart, graph, map, timeline, or other graphic representation, or to supply a written answer.

### Test Description

Each constructed-response item assesses a different Social Studies strand. The constructed-response items require higher-order thinking (for example, grasp of a concept, analysis of information, or application of a skill).

Both multiple-choice and constructed-response items may use stimulus material, for example:

- a map or illustration of a globe
- a table or graph presenting numerical data to be read or interpreted
- a timeline, chart, illustration, photograph, or graphic organizer
- an excerpt or article from a newspaper or magazine
- an excerpt from a primary source
- an excerpt from a secondary source

The reading level of test items is minimized to the extent possible (except for necessary social studies terms) so that students’ reading ability does not interfere with their ability to demonstrate their Social Studies knowledge and skills.

## Scoring the Social Studies Sessions

Each multiple-choice item has four response options (A, B, C, and D) and is scored right/wrong. Correct answers receive a score of 1; incorrect answers receive a score of 0.

Each constructed-response item is scored using a 4-point scoring rubric. The specific rubric for each item is developed from the general 4-point scoring rubric for LEAP, GEE, and iLEAP.

This general rubric (scoring guide) explains the scale that is used to score constructed-response items. Each score level description presents the general characteristics of a response that would earn the associated rating (0, 1, 2, 3, or 4). For the actual test, an item-specific rubric is developed for each constructed-response item.

**Table 4.1: General Scoring Rubric—Constructed-Response Items**

Score Level	Description of Score Level
4	<ul style="list-style-type: none"> <li>• The response demonstrates in-depth understanding of the relevant content and/or procedures.</li> <li>• The student completes all important components of the task accurately and communicates ideas effectively.</li> <li>• Where appropriate, the student offers insightful interpretations and/or extensions.</li> <li>• Where appropriate, the student chooses more sophisticated reasoning and/or efficient procedures.</li> </ul>
3	<ul style="list-style-type: none"> <li>• The response demonstrates understanding of major concepts and/or processes, although less important ideas or details may be overlooked or misunderstood.</li> <li>• The student completes the most important aspects of the task accurately and communicates clearly.</li> <li>• The student’s logic and reasoning may contain minor flaws.</li> </ul>
2	<ul style="list-style-type: none"> <li>• The student completes some parts of the task successfully.</li> <li>• The response demonstrates gaps in conceptual understanding.</li> </ul>
1	<ul style="list-style-type: none"> <li>• The student completes only a small portion of the task and/or shows minimal understanding of the concepts and/or processes.</li> </ul>
0	<ul style="list-style-type: none"> <li>• The student’s response is incorrect, irrelevant, too brief to evaluate, or blank.</li> </ul>

## Social Studies Test Specifications, Grade 8

**Table 4.2: Number of Multiple-Choice Items in Strands/Categories**

Strands/Categories	Items	% of Total Points
<b>GEOGRAPHY</b> A. The World in Spatial Terms B. Places and Regions C. Physical and Human Systems D. Environment and Society	<b>15</b>	<b>25</b>
<b>CIVICS</b> A. Structure and Purposes of Government B. Foundations of the American Political System C. International Relationships D. Roles of the Citizen	<b>12</b>	<b>20</b>
<b>ECONOMICS</b> A. Fundamental Economic Concepts B. Individuals, Households, Businesses, and Governments C. The Economy as a Whole	<b>9</b>	<b>15</b>
<b>HISTORY</b> A. Historical Thinking Skills B. United States History C. World History D. Louisiana History	<b>24</b>	<b>40</b>
<b>TOTAL</b>	<b>60</b>	<b>100</b>

## STRANDS, STANDARDS, AND BENCHMARKS ASSESSED

This section presents the strands, standards, and benchmarks assessed on the grade 8 LEAP Social Studies assessment. The section includes the text of each benchmark, followed by a list of key concepts explaining what students **may** be expected to know and be able to do to demonstrate the content knowledge and skills described in each benchmark.

The information is organized by the four social studies strands: Geography, Civics, Economics, and History. Each strand is further organized by categories. Benchmarks are organized into three or four thematic categories within each strand. These categories (for example, Places and Regions, or Historical Thinking Skills) provide further content definition by highlighting the underlying themes within the domain of each strand.

### **Strand G: Geography—Physical and Cultural Systems**

**Standard:** Students develop a spatial understanding of Earth’s surface and the processes that shape it, the connections between people and places, and the relationship between man and his environment.

### **Strand C: Civics—Citizenship and Government**

**Standard:** Students develop an understanding of the structure and purposes of government, the foundations of the American democratic system, and the role of the United States in the world, while learning about the rights and responsibilities of citizenship.

### **Strand E: Economics—Interdependence and Decision Making**

**Standard:** Students develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses, and governments in the United States and the world.

### **Strand H: History—Time, Continuity, and Change**

**Standard:** Students develop a sense of historical time and historical perspective as they study the history of their community, state, nation, and world.

The following information is presented for each category:

**Benchmarks Assessed:** the text of all benchmarks eligible for LEAP

**Assessment Limits:**

- any benchmarks that are excluded from LEAP
- any special restrictions on test content
- any content barred from testing of an assessed benchmark
- any content emphasis for LEAP

**Key Concepts:** important concepts and related skills that may be assessed

## Explanation of Codes

The benchmarks are numbered consecutively in each grade level and grouped by strand and thematic category. For example:

*Strand:* Geography

*Categories:* A. The World in Spatial Terms  
B. Places and Regions  
C. Physical and Human Systems  
D. Environment and Society

Benchmarks are coded by strand, standard, category, and grade cluster (E, M, H). The first term in the code always refers to the strand. The second term gives the standard number and category. The third term indicates the grade cluster and benchmark number.

**Table 4.3: Examples of Social Studies Codes**

Code	Translation
G-1B-E1	Geography – standard 1, category B – elementary, benchmark 1
H-1A-H3	History – standard 1, category A – high school, benchmark 3

## Strand G: Geography

A. The World in Spatial Terms	
Benchmarks Assessed	
G-1A-M1	identifying and describing the characteristics, functions, and applications of various types of maps and other geographic representations, tools, and technologies
G-1A-M2	interpreting and developing maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns

### Assessment Limits:

- Benchmark G-1A-M3 (organizing and displaying information about the location of geographic features and places by using mental mapping skills) is not assessed due to its focus on mental mapping skills.
- Any information students may need to construct a map is presented in stimulus material. Students do not have to rely on their own mental picture of an area.
- Any illustration of a globe will be a side view, not a top-down view.
- G-1A-M2 is particularly well suited for a constructed-response item.

### Key Concepts:

- Identify and describe characteristics, functions, or applications of various types of maps (for example, political, physical, topographic, natural resource, climate, precipitation, climate, population distribution/density).
- Compare the uses of different types of maps, including two different types of maps of the same area.
- Read and interpret a graph, chart, or diagram.
- Read and interpret a map, using a map key/legend and symbols, distance scale, compass rose, and cardinal or intermediate directions.
- Analyze the distributions or patterns shown on a map (for example, compare/contrast population or resource distributions, climate, vegetation, or elevation).
- Use time zones in the United States or the International Date Line to interpret a map or representation of a globe.
- Use latitude (parallels) and longitude (meridians) to determine direction or to locate or compare points on a map or representation of a globe.
- Locate major landforms and geographic features, places, and bodies of water (waterways) on a map of Louisiana or the United States.

- Locate major features on a map of an area of the world, referring to the equator, the Prime Meridian, the hemispheres, the Tropic of Cancer, the Tropic of Capricorn, the North and South Pole, or latitude and longitude.
- Construct a map based on given narrative information.
- Add features to a map based on given narrative information (for example, the location of capital/major cities, major landforms, bodies of water, battle sites).
- Construct a chart or diagram to display geographical information in an organized way (for example, resources in various regions of Louisiana).
- Construct a circle graph, bar graph, line graph, or pictograph to represent given data.

B. Places and Regions	
Benchmarks Assessed	
G-1B-M1	explaining and analyzing both the physical and human phenomena associated with specific places, including precipitation and settlement patterns
G-1B-M2	identifying and describing significant physical features that have influenced historical events
G-1B-M3	identifying criteria used to define regions and explaining how and why regions change
G-1B-M4	describing and explaining how personal interests, culture, and technology affect people’s perceptions and uses of places and regions

**Assessment Limits:**

- All benchmarks in thematic category B are eligible for assessment on grade 8 LEAP.
- Test items for G-1B-M1 do not assess effects of human action on the physical environment. This topic is reserved for benchmark G-1D-M3.
- For G-1B-M3, how and why regions *change* is limited to physical causes and effects, due to coverage of human factors under G-1D-M1.
- G-1B-M4 will be assessed only with constructed-response items.
- Assessment of G-1B-M4 may include a political cartoon highlighting a controversy about the use of places or regions.

**Key Concepts:**

- Describe and analyze the distinguishing physical characteristics of a given place, for example:
  - landforms and bodies of water (waterways)*
  - latitudinal location, distance from the equator or poles, altitude*
  - climate zones, precipitation patterns, vegetation patterns, ecosystems*

- Describe and analyze the distinguishing human characteristics of a given place, for example:
  - migration and settlement patterns*
  - population density*
  - land use*
  - cultural similarities*
- Identify regions of the U.S. and major regions of the world in terms of their primary physical characteristics (for example, rain forests, deserts, Atchafalaya Basin).
- Identify and describe the role of land and climatic conditions conducive to human settlement in North America and other regions of the world.
- Describe how landforms affect migration and settlement patterns.
- Evaluate and use information on a map (for example, identify the most appropriate place for a settlement given a map and a list of potential settlers' needs).
- Identify physical features that have influenced historical events and describe their influence, for example:
  - the role of the Ohio River Valley in the American Revolution*
  - the role of the Mississippi River/swamp in the Battle of New Orleans*
  - the role of the Apennine Mountains in the Punic Wars*
  - the Nile and Tigris-Euphrates Rivers as cradles of civilization*
  - the geographical factors related to Little Bighorn*
  - the influence of winter in Russia on the defeat of Napoleon's army*
- Identify ways in which location and physical features generally influence the development or life of a region, for example:
  - effects of natural barriers*
  - remote location vs. accessibility*
  - island conditions*
- Identify physical criteria or other factors used to define regions.
- Apply given criteria to distinguish one region from another.
- Explain physical processes that produce distinctive landforms.
- Identify the physical processes and natural disasters that change regions, for example:
  - volcanic activity, plate tectonics, earthquakes, global warming*
  - erosion by water current, flood, coastal storm, ice, or wind*
  - processes affecting bodies of water (for example, buildup of silt)*
- Explain the effects of a physical process or natural disaster, for example:
  - migration of the Sahara*
  - destruction of rain forests*
  - erosion of riverbanks*
  - reshaping of shorelines*

- Explain how or why specific regions are changing as a result of physical phenomena, for example:
  - buildup of the Mississippi Delta region*
  - coastal erosion of Louisiana wetlands and the Gulf Coast*
- Explain how goals and interests affect the uses of places or regions, for example:
  - exploration goal of “gold, glory, and God”*
  - population expansion vs. preservation of natural habitats*
  - industrial development vs. preservation of rain forests/forest lands*
- Explain how technological advances and modern innovations affect the uses of places.

C. Physical and Human Systems	
Benchmarks Assessed	
G-1C-M2	identifying key demographic concepts and using these concepts to analyze the population characteristics of a country or region
G-1C-M3	describing the characteristics and patterns of human settlement in different regions of the world and analyzing the impact of urbanization
G-1C-M4	analyzing types, patterns, and effects of human migration over time
G-1C-M5	tracing local and worldwide patterns of cultural diffusion and analyzing their causes and effects
G-1C-M6	comparing historical and contemporary patterns of economic interdependence
G-1C-M7	explaining how cooperation and conflict among people contribute to the political divisions on Earth’s surface

**Assessment Limits:**

- Benchmark G-1C-M1 (predicting and explaining how physical features help to shape patterns and arrangements in the physical environment) is not assessed on LEAP, in favor of assessing G-1B-M3.

**Key Concepts:**

- Analyze the population characteristics and other demographic information about a country or region, for example:
  - Population characteristics (demographic variables):***
    - *population size and population density*
    - *gender, race/ethnicity, age*
    - *religion*
    - *birth rate, death rate, infant mortality rate*
    - *life expectancy*
    - *migration (immigration/emigration)*

—*Other demographic concepts:*

- *education*
  - *housing and transportation*
  - *urban/suburban/rural*
  - *urbanization*
  - *crime rate*
  - *cultural diffusion*
  - *cultural diversity*
- Construct a chart or draw a graph based on given demographic data or information (for example, to show population characteristics or demographic trends).
  - Explain patterns of rural/urban migration, or the positive and negative consequences of urban development (for example, cultural diversity, overcrowding).
  - Explain why humans settled and formed societies in specific regions.
  - Explain why immigrant groups settled in specific areas (for example, the Acadians).
  - Identify political, cultural, and economic motives for migration, for example:
    - retire to the U.S. Sunbelt*
    - find jobs or new opportunities*
    - escape oppression or persecution*
    - flee severe and chronic climate changes such as drought*
  - Explain how immigration has influenced specific areas.
  - Explain the effects of changing population distribution during a given period of time.
  - Explain the role of geographical factors in migration (for example, how the Mississippi River affected westward movement).
  - Analyze a flow chart illustrating the movement of people, goods, or ideas between regions or countries.
  - Construct a flow chart based on given information (for example, describing triangular trade).
  - Describe the factors that contribute to cultural diffusion, such as the trade of goods and services.
  - Identify or explain factors or events that facilitated cultural diffusion (for example, European exploration/trade, the Crusades).
  - Describe the causes and effects of cultural diffusion in the United States.
  - Describe the causes and effects of cultural diversity in Louisiana.
  - Describe parallels or differences between an historical and contemporary example of economic interdependence, based on given information.
  - Explain conditions and motivations that contribute to conflict or cooperation within and among nations (for example, resource needs, territorial expansion, space exploration).
  - Identify or explain examples of cooperation and conflict, and the ways societies interact to meet their needs (for example, trade/political treaties, revolution, cold war).

- Explain the following terms used to describe human systems:
  - infrastructure*
  - economic interdependence*
  - trade*
  - territorial expansion*

## D. Environment and Society

### Benchmarks Assessed

G-1D-M1	analyzing and evaluating the effects of human actions upon the physical environment
G-1D-M2	explaining and giving examples of how characteristics of different physical environments affect human activities
G-1D-M3	analyzing the worldwide distribution and utilization of natural resources

### Assessment Limits:

- G-1D-M2 is particularly well suited for a constructed-response item.
- Benchmark G-1D-M4 (identifying problems that relate to the contemporary geographic issues and researching possible solution) is not assessed on LEAP.
- Any questions involving levees or canals in category D will concentrate on Louisiana.

### Key Concepts:

- Identify these environmental terms/concepts:
  - natural resources: renewable, nonrenewable, sustainable, limited*
  - conservation of land and natural resources*
  - hydrology (surface/underground water, cycle of precipitation/evaporation)*
  - global warming, El Niño, acid rain, dead zones*
- Explain the following terms as they relate to the interaction between society and the environment:
  - Physical environments:***
    - *rain forest*
    - *agricultural land*
    - *flood plains*
    - *wetlands*
    - *barrier islands*
    - *upland regions*
    - *landlocked areas*
    - *natural habitats*

—**Human adaptations of physical environment:**

- *irrigation, terracing*
- *levee, canal, dam, flood/sea wall*
- *timbering/deforestation*
- *mining, industrialization, reclaiming land*
- *roads, tunnels, bridges, railroads*

—**Natural resources:**

- *forests/timberland*
- *fresh water*
- *coal, oil, natural gas*
- *sea water (salt)*
- *minerals in the earth (silver, gold, copper, tin, diamonds)*
- *plants, roots, herbs (medicines, dyes)*

- Analyze or evaluate actual consequences of environmental modifications on landforms, natural resources, or plant and animal life.
- Predict the effects of potential environmental modifications and overpopulation on natural resources or plant and animal life.
- Explain human activities that pollute the environment and identify obstacles to controlling pollution of all kinds (for example, air, water, land, or noise).
- Describe the difference between renewable and nonrenewable natural resources, and identify ways to sustain limited resources for future use.
- Identify or describe the benefits or challenges inherent in a particular environment, for example:
  - harsh climates or short agricultural growing seasons*
  - characteristics that make New Orleans an excellent port*
- Analyze ways in which a physical environment affects its inhabitants' way of life, for example:
  - effects of noise, overcrowding, lack of space, and/or lack of fresh air on urban life*
  - environmental factors affecting life in upland regions, flood plains, etc.*
- Explain and give examples of how people adapt to living in a particular physical environment.
- Analyze world or regional distribution of natural resources in terms of the need to import or the capacity to export.
- Analyze the relationship between a country's standard of living and its local natural resources (for example, the effects of oil or natural gas reserves in a region).
- Draw conclusions from a map showing world or regional distribution of natural resources (for example, coal, oil, mineral deposits, timberland, or rain forests).
- Map the locations of major environmental resources, based on given information.
- Identify or explain the distribution and uses of Louisiana's natural resources.

## Strand C: Civics

A. Structure and Purposes of Government	
Benchmarks Assessed	
C-1A-M2	describing the essential characteristics of various systems of government
C-1A-M3	explaining how the powers of the government are distributed, shared, and limited by the United States and Louisiana constitutions
C-1A-M4	explaining the purposes of state constitutions and describing the relationship of state constitutions to the federal constitution
C-1A-M5	describing the organization and major responsibilities of local, state, and national governments
C-1A-M6	identifying government leaders and representatives at the local, state, and national levels and explaining their powers and the limits on their powers
C-1A-M7	explaining the importance of law in the American constitutional system and applying criteria to evaluate rules and laws
C-1A-M9	explaining the necessity of taxes and describing the purposes for which tax revenues are used
C-1A-M10	identifying and evaluating different types of taxes

### Assessment Limits:

- C-1A-M1 (explaining major ideas about why governments are necessary and evaluating competing positions on the purposes government should serve) is not assessed on LEAP.
- C-1A-M8 (explaining how public policy is formed, debated, and carried out at the local, state, and national levels) is not assessed on LEAP.
- For C-1A-M2, *communism* and *socialism* are excluded, as they may be viewed as social/economic systems rather than forms of government.
- Items for C-1A-M5 build from assessment of C-1B-E1 at grade 4.
- Items for C-1A-M6 build from assessment of C-1A-E5 at grade 4.
- C-1A-M10 on types of taxes is so similar to Economics benchmark E-1B-M5 that these two benchmarks are not assessed on the same test form.
- Comparing, contrasting, or evaluating various forms of governments is not assessed on LEAP. These concepts are assessed only at the high school level.
- Benchmarks C-1A-M2 through C-1A-M6, C-1A-M9, and C-1A-M10 are assessed only with multiple-choice items.
- Benchmark C-1A-M7 is assessed only with a constructed-response item.

## Key Concepts:

- Identify the characteristics and organization of various systems of national government, for example:
  - democracy (direct vs. indirect, republic, parliamentary)*
  - monarchy (constitutional vs. absolute)*
  - oligarchy*
  - totalitarian/authoritarian/dictatorship*
  - leaders/rulers (president, prime minister, king/queen, dictator)*
- Explain the meaning of the term *federalism*.
- Describe the purposes of a state constitution.
- Identify the powers of the U.S. federal government, the powers of state government and the powers they share (according to the U.S. and Louisiana constitutions).
- Identify the powers of the three branches of the federal government, the limits of their respective powers, and the key positions within each branch, for example:
  - executive branch: president, vice president, cabinet members*
  - legislative branch: members of Congress, president of the Senate, House/Senate majority and minority leaders, Speaker of the House, majority/minority whip, president pro tempore*
  - judicial branch: Supreme Court Chief Justice and associate justices, federal district court judges*
- Describe the major responsibilities of local, state, and federal government.
- Describe the structure of the federal government, including Congress and the cabinet.
- Describe the structure of state government and various forms of local government.
- Describe the powers/responsibilities and limits of power for government officials at the local, parish, state, and national levels.
- Identify qualifications and terms of office for key leaders/representatives at the federal, state, and local level.
- Explain how a bill becomes law at the federal or state level.
- Discuss the importance of the rule of law in the American constitutional system, for example:
  - establishing limits on those who govern and on the governed*
  - protecting individual liberties and the rights of the accused*
  - promoting social order and the common good*
- List criteria for evaluating rules and laws.
- Examine a given law or court ruling and evaluate it on given criteria (for example, take and argue a position on the reasonableness of the decision in the *Dred Scott* case).
- Explain why taxes are needed and the purposes for which tax monies/revenues are used.
- Identify the likely source of public funding to address given needs.

- Identify types of taxes collected by the local, state, or federal government (for example, Social Security tax, federal/state income tax, sales tax, tariffs).
- Evaluate a type of tax in an historical context (for example, why England felt the Stamp Act and Tea Tax were necessary and why these taxes led to the American Revolution).

## B. Foundations of the American Political System

### Benchmarks Assessed

C-1B-M1	explaining the essential ideas and historical origins of American constitutional government
C-1B-M2	identifying and describing the historical experiences and the geographic, social, and economic factors that have helped to shape American political culture
C-1B-M3	explaining the meaning and importance of basic principles of American constitutional democracy as reflected in core documents
C-1B-M4	analyzing the ways in which political and social conflict can be peacefully resolved
C-1B-M5	analyzing democratic processes used to institute change
C-1B-M6	analyzing the importance of political parties, campaigns, and elections in the American political system

### Assessment Limits:

- Benchmarks C-1B-M4, C-1B-M5, and C-1B-M6 are particularly well suited for constructed-response items.

### Key Concepts:

- Identify the Magna Carta as a document that influenced the foundation of the American political system.
- Explain the major ideas in the Mayflower Compact.
- Identify problems the United States faced after the American Revolution that led to the writing of the U.S. Constitution.
- Compare and contrast the Articles of Confederation with the U.S. Constitution.
- Explain how the U.S. Constitution reflects certain principles of government, for example:
  - federal union*
  - respect for individual liberties*
  - popular sovereignty*
  - consent of the governed*
  - due process of law*
- Analyze how the separation of powers limits government.

- Explain how the system of checks and balances is used to prevent abuses of power.
- Explain the meaning and importance of ideas essential to American constitutional democracy (for example, basic freedoms) and analyze these ideas in core documents (for example, Declaration of Independence, Bill of Rights, or other major speeches/texts).
- Describe historical experiences and factors that defined, influenced, or helped to shape American political culture, for example:
  - colonization, American Revolution*
  - Jeffersonian (laissez-faire) democracy*
  - westward movement/migration*
  - immigration, “melting pot”*
  - Civil War, slavery*
  - Great Depression*
  - civil rights movements*
- Identify the author or title of a significant historical document from an excerpt.
- Explain how changes are made in a democratic society, for example:
  - voting officials into/out of office*
  - impeachment*
  - petitions*
  - amendments*
  - court cases*
- Describe, analyze, or compare/contrast various peaceful ways of resolving political or societal conflicts, including understanding the role of *majority vote* vs. *consensus*, for example:
  - voting*
  - recall, impeachment*
  - petitions*
  - amendments*
  - compromise*
  - rallies, marches, strikes, sit-ins, boycotts, or other methods of civil disobedience*
  - political parties, campaigns, and elections in the U.S. political system*
- Contrast peaceful methods of instituting change with such alternatives as revolution or assassination.
- Analyze given events or experiences in U.S. history in terms of the methods used to institute change or resolve societal conflict, for example:
  - War of 1812*
  - states’ rights theory*
  - Jackson’s handling of the tariff controversy*
  - Amendments 13, 14, 15*
  - admission of new states to the Union*
- Propose a peaceful way to resolve a political or societal conflict or to institute change, in terms of a given scenario.

- Describe the role of political parties in the American political system.
- Explain how political parties, campaigns, and elections provide opportunities for citizens to participate in government.
- Describe various kinds of elections (for example, president, senator, mayor).
- Describe the purpose and function of the Electoral College.
- Explain how the U.S. Census affects the reapportionment of congressional districts.

## C. International Relationships

### Benchmarks Assessed

C-1C-M1	describing how the world is organized politically and explaining the means by which nation-states interact
C-1C-M2	explaining the formation, implementation, and impact of U.S. foreign policy
C-1C-M3	identifying types of foreign policy issues, using current and historical examples

### Assessment Limits:

- Benchmark C-1C-M1 is assessed only with multiple-choice items.

### Key Concepts:

- Describe political divisions of the world in terms of the roles or common objectives of various alliances and international organizations (for example, NATO, SEATO, Warsaw Pact, the United Nations [UN], OPEC).
- Explain any of the various means by which nations interact, for example:
  - trade*
  - treaty (political, economic, military)*
  - diplomacy*
  - summit meetings*
  - embassies, ambassadors*
  - military conflict*
- Explain how U.S. foreign policy is formed and carried out, including the roles of the president, the Congress, and the secretary of state.
- Explain the terms *strategic interests* and *national security* with respect to the United States.
- Identify types of foreign policy issues with reference to current and historical examples (for example, Middle East conflicts).
- Describe the various means by which the United States attains its foreign policy objectives and protects its strategic interests, for example:
  - division of responsibilities for foreign affairs*

- national security
- peacekeeping
- isolationism
- imperialism
- protectionism
- neutrality
- humanitarian, economic, or military aid
- economic incentives/economic sanctions
- warfare/armed conflicts

- Identify the foreign policy issue addressed in given stimulus material, or characterize the means by which foreign policy is being handled.

D. Roles of the Citizen	
Benchmarks Assessed	
C-1D-M1	explaining the meaning of citizenship and the requirements of citizenship and naturalization in the United States
C-1D-M2	identifying the rights and responsibilities of citizens and explaining their importance to the individual and to society
C-1D-M3	discussing issues involving the rights and responsibilities of individuals in American society
C-1D-M4	describing the many ways by which citizens can organize, monitor, and help to shape politics and government at local, state, and national levels

**Assessment Limits:**

- Benchmark C-1D-M1 is assessed only with multiple-choice items.
- Benchmark C-1D-M5 (communicating the importance of knowledge to competent and responsible political participation and leadership) is not assessed on LEAP.
- For C-1D-M4, test items do not duplicate assessment of C-1B-M6 regarding the importance of political parties, campaigns, and elections as opportunities to participate in the American political system.
- Assessment of Civics category D at grade 8 builds on assessment of similar concepts in this category at grade 4.
- Test items in this category may include such stimulus material as excerpts from historic documents, laws, courts rulings, political speeches and essays, or political cartoons.

## Key Concepts:

- Define the following terms as they relate to the roles of citizens in U.S. society:
  - citizenship*
  - residency*
  - resident aliens vs. nonresident aliens*
- Identify the qualifications or requirements for U.S. citizenship (for example, birth in the United States, birth to American parents abroad).
- Identify the means by which noncitizens may become U.S. citizens (for example, naturalization).
- Identify individual rights guaranteed by specific amendments to the U.S. Constitution.
- Explain the importance of various rights and responsibilities of citizenship to the individual or to society at large, for example:
  - holding public office*
  - voting*
  - paying taxes*
  - jury duty/trial witness*
  - military service*
  - obeying the law*
  - due process of law*
- Analyze issues involving rights and responsibilities of individuals in American society (for example, rights of individuals with disabilities, right to a speedy trial, responsibility to pay taxes), including issues presented in stimulus material.
- Interpret a political cartoon.
- Explain, discuss, or argue for or against an idea/issue/position presented in stimulus material related to the rights and responsibilities of citizenship.
- Describe ways by which citizens can organize, monitor, or influence government and politics at the local, state, and national levels, including:
  - organizing or participating in peaceful demonstrations, rallies, or marches*
  - voting in elections*
  - running for office*
  - political campaigning*
  - serving as a convention delegate*
  - writing to government representatives*
  - signing petitions*
  - joining political action committees (PACs)*
  - lobbying*
  - attending public hearings and meetings of governing bodies*
  - keeping informed on public issues*
- Examine the role of patriotism in the preservation of American constitutional democracy and identify ways in which citizens can demonstrate patriotism.

## Strand E: Economics

A. Fundamental Economic Concepts	
Benchmarks Assessed	
E-1A-M1	describing how the scarcity of resources necessitates decision making at both personal and societal levels
E-1A-M2	analyzing consequences of economic decisions in terms of additional benefits and additional costs
E-1A-M3	analyzing the consequences and opportunity cost of economic decisions
E-1A-M4	analyzing the role of specialization in the economic process
E-1A-M5	giving examples of how skills and knowledge increase productivity and career opportunities
E-1A-M6	describing the essential differences in the production and allocation of goods and services in traditional, command, and market systems
E-1A-M7	describing the various institutions, such as business firms and government agencies, that make up economic systems
E-1A-M8	differentiating among various forms of exchange and money

### Assessment Limits:

- Benchmark E-1A-M9 (using economic concepts to help explain historic and contemporary events and developments) is not assessed on grade 8 LEAP.
- E-1A-M5 is assessed on every test form (that is, tested in some way in every assessment cycle).
- E-1A-M7 and E-1A-M8 are assessed only by multiple-choice test items.
- Benchmarks E-1A-M1, E-1A-M2, E-1A-M3, and E-1A-M5 are particularly well suited for constructed-response items.

### Key Concepts:

- Explain the following fundamental economic concepts:
  - goods and services*
  - consumers and producers*
  - scarcity*
  - opportunity cost/trade-off*
- Analyze situations involving scarcity at the individual, group, or societal level to determine the need for choices or what is gained or lost by a decision.
- Analyze or compare economic decisions in terms of benefits and costs.

- Identify the four basic economic questions:
  - what to produce*
  - how to produce it*
  - how much to produce*
  - who gets what is produced*
- Analyze an economic choice to identify its consequences and its opportunity cost.
- Explain choices/trade-offs, costs, benefits, and opportunity costs related to developing a personal or family budget.
- Define specialization and explain the role of specialization in the economic process, for example:
  - the need for specialization when individuals consume a broader range of goods and services than they produce themselves*
  - the impact of division of labor and specialization on labor productivity*
- Cite examples of how skills and knowledge increase personal productivity and career opportunities.
- Identify the skills and knowledge that would enhance particular career prospects.
- Discuss the importance of technical training to meet the needs of Louisiana’s businesses and industries.
- Characterize or analyze the use of productive resources in an economic system:
  - natural resources*
  - capital resources*
  - human resources*
- Describe how decisions about the production and allocation of goods and services are made in different economic systems, for example:
  - traditional system (largely determined by historical custom)*
  - command system (major decisions made by a central authority)*
  - market system (major decisions decentralized, made by businesses and households in keeping with their own self-interests)*
- Describe the institutions that make up economic systems:
  - banks*
  - government agencies*
  - large companies and small businesses*
  - individuals/households*
- Distinguish between different types of businesses, for example:
  - individual proprietorship*
  - partnership*
  - corporation*
  - cooperative*
- Identify the functions and characteristics of money.

- Distinguish between various forms of exchange and money, for example:
  - barter*
  - currency*
  - bank checks*
  - credit cards*
  - loans*

B. Individuals, Households, Businesses, and Governments	
Benchmarks Assessed	
E-1B-M1	explaining the role of supply and demand in a competitive market system
E-1B-M2	explaining the factors that affect the production and distribution of goods and services
E-1B-M3	explaining the difference between private and public goods and services
E-1B-M4	identifying the costs and benefits of government policies on competitive markets
E-1B-M5	identifying different types of taxes and user fees and predicting their consequences
E-1B-M6	determining the reasons for trade between nations, identifying costs and benefits, and recognizing the worldwide interdependence that results
E-1B-M7	describing historical and economic factors that have contributed to the development and growth of the national, state, and local economies

**Assessment Limits:**

- For E-1B-M6, test items do not assess *trade barriers* or *balance of payments*.
- For E-1B-M7, test items do not assess local economies (only national and state economies are assessed).
- Items that test E-1B-M7 do not assess understanding of measures of economic output, such as Gross Domestic Product (GDP). Such measures are assessed under E-1C-M1.
- Test items for E-1B-M5 do not duplicate assessment of benchmark C-1A-M10. These two benchmarks are not assessed on the same test form.
- E-1B-M4 and E-1B-M7 are particularly well suited for constructed-response items.

**Key Concepts:**

- Analyze the role of competition in affecting supply, demand, and price of products in a market structure.
- Analyze a diagram or situation demonstrating the principles of supply and demand.

- Describe the fundamental principles of supply and demand, for example:
  - that prices are measures of the relative scarcity of different products*
  - how a change in supply or demand affects a product's price:*
    - *as price goes up, quantity demanded decreases/quantity supplied increases*
    - *as price decreases, quantity demanded increases/quantity supplied decreases*
- Analyze the circular flow of goods and services and money payments from a diagram.
- Explain or analyze factors affecting production and allocation of goods and services, for example:
  - identify major inventions/technological advances that increased productivity*
  - explain economic risk, opportunity costs, and incentives (for example, profit) and the role these factors play in influencing investments or deciding what to produce*
- Distinguish between private goods and services and public goods and services.
- Identify the costs and benefits of a given government policy on a competitive market, for example:
  - regulation/deregulation*
  - trade agreement, embargo*
  - government borrowing/deficit spending*
  - taxation and tax exemptions*
  - redistribution of income*
  - minimum wage*
- Identify various types of taxes and user fees, for example:
  - Social Security tax*
  - income tax, sales tax, or property tax*
  - tariffs*
  - road tolls/user fees*
  - entrance fees to national parks*
- Explain reasons for trade between nations (for example, scarce resources, lower-cost imports, humanitarianism).
- Describe the impact of international trade between nations (for example, higher quality of living, increased competition, increased specialization, worldwide interdependence).
- Give examples of U.S. exports (for example, grain, clothing) and imports (for example, electronics, automobiles).
- Describe historical and economic factors influencing the economic growth and development of Louisiana and the nation (for example, mass production/assembly line, individual entrepreneurship, wars, Great Depression/government programs, oil boom or decline).

## C. The Economy As a Whole

### Benchmarks Assessed

E-1C-M1	explaining the meaning of economic indicators that help to describe economies
E-1C-M2	describing the influences of inflation, unemployment, and underemployment on different groups of people

### Assessment Limits:

- For E-1C-M1, items do not assess Gross National Product (GNP), as this measure is less commonly used than Gross Domestic Product (GDP).
- For E-1C-M2, *underemployment* is not assessed on grade 8 LEAP.
- Benchmark E-1C-M1 is assessed only by multiple-choice items.
- Benchmark E-1C-M2 is particularly well suited for a constructed-response item.

### Key Concepts:

- Define the meaning of various economic indicators, for example:
  - gross domestic product (GDP)*
  - consumer price index (CPI)*
  - stock market indices*
  - unemployment rate*
  - inflation*
  - per capita income*
  - currency/exchange rate*
  - (economic) output*
- Interpret the meaning of economic indicators used in a chart, graph, table, or news report.
- Analyze income distributions from a chart or graph (for example, in the United States vs. the third world).
- Define *inflation* and *unemployment* in terms of an economic system as a whole.
- Describe the impact of inflation or unemployment on different groups of people (for example, consumers, business owners, youth entering the labor market, unskilled vs. skilled workers).

## Strand H: History

A. Historical Thinking Skills	
Benchmarks Assessed	
H-1A-M1	describing chronological relationships and patterns
H-1A-M2	demonstrating historical perspective through the political, social, and economic context in which an event or idea occurred
H-1A-M3	analyzing the impact that specific individuals, ideas, events, and decisions had on the course of history
H-1A-M4	analyzing historical data using primary and secondary sources
H-1A-M5	identifying issues and problems from the past and evaluating alternative courses of action

### Assessment Limits:

- Benchmark H-1A-M6 (conducting research in efforts to answer historical questions) is not assessed on grade 8 LEAP.
- Test items requiring *knowledge* of U.S. and World History will be restricted to historical Eras 1–5 (those areas targeted for mastery by grade 8).
- Although these historical thinking skills in category A may be needed to answer a multiple-choice item, test items are usually keyed to a benchmark in one of the other History categories.
- H-1A-M2, H-1A-M3, and H-1A-M5 may be the principal focus of a constructed-response item. Stimulus material is provided for any such task.
- If a question applies chronological relationships and patterns to events in a specific historical era or to aspects of another strand (for example, to geographical changes over time), the question is keyed to the relevant benchmark rather than to H-1A-M1.
- If a question includes primary or secondary source material in order to assess a benchmark in a different History category, the question is keyed to the respective benchmark rather than to H-1A-E4.

### Key Concepts:

- Design a timeline based on information in given stimulus material.
- Interpret data and information presented in a timeline.
- Chronologically organize major events and personalities in U.S. or Louisiana history.
- Demonstrate an understanding of elapsed time between and within historical time periods.

- Compare or contrast events or ideas from the past with events or ideas in the present, demonstrating awareness of differing political, social, or economic contexts.
- Explain change or continuity over time based on information in given stimulus material.
- Explain the point of view of an historical figure or group, drawing on given stimulus material, for example:
  - viewpoints of Acadians who left Nova Scotia to settle in Louisiana*
  - viewpoints of the abolitionists*
  - viewpoints of American Indian tribes during the Indian wars*
- Use information in a biographical sketch to analyze the political, social, or economic context of a past period in time.
- Interpret a political cartoon depicting the viewpoint/perspective of a significant figure or of a common citizen in a particular historical context.
- Compare or contrast the viewpoints of two figures from different historical times.
- Identify, explain, or analyze the causes, effects, or impact of a given historical event (for example, the American Revolution).
- Explain how a given historical figure influenced or changed the course of history.
- Interpret or analyze historical data in a map, table, or graph to illuminate historical factors or trends (including applying any necessary mathematical skills).
- Identify historical issues or problems and identify possible courses of action to address them.
- Evaluate alternative courses of action in terms of their positive and negative consequences.
- Evaluate key decisions made at critical turning points in history by assessing their implications and long-term consequences.
- Use primary sources to analyze historical data, for example:
  - documents core to U.S. democracy*
  - famous speeches and addresses*
  - journals/diaries*
  - autobiographies*
- Use secondary sources to analyze historical data, for example:
  - biographies*
  - encyclopedias, almanacs*
  - newspaper or magazine articles*
  - historical fiction*
- Distinguish between primary and secondary sources.
- Propose different solutions to past issues and problems.
- Analyze given source material to distinguish opinion or propaganda from fact.

## B. United States History

### Benchmarks Assessed

#### Era 1: Three Worlds Meet (Beginnings to 1620)

- H-1B-M1 identifying and describing characteristics of societies in the Americas, western Europe, and western Africa that increasingly interacted after 1450
- H-1B-M2 explaining the cultural, ecological, and economic results of early European exploration and colonization

#### Era 2: Colonization and Settlement (1565–1763)

- H-1B-M3 describing the interactions among Native Americans, early Europeans, and Africans in the Americas
- H-1B-M4 tracing the emergence of religious freedom and changing political institutions in the English colonies
- H-1B-M5 analyzing the impact of European cultural, political, and economic ideas and institutions on life in the Americas

#### Era 3: Revolution and the New Nation (1754–1820s)

- H-1B-M6 explaining the causes and course of the American Revolution and the reasons for the American victory
- H-1B-M7 explaining the impact of the American Revolution on the politics, society, and economy of the new nation
- H-1B-M8 relating the institutions and practice of government established during and after the American Revolution to the foundation of the American political system

#### Era 4: Expansion and Reform (1801–1861)

- H-1B-M9 describing the territorial expansion of the United States and analyzing the effects on relations with Native Americans and external powers
- H-1B-M10 analyzing the changes and regional tensions created by Jacksonian democracy, the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement
- H-1B-M11 explaining and giving examples of the reform movements that occurred during the antebellum period and evaluating their impact on American society

#### Era 5: Civil War and Reconstruction (1850–1877)

- H-1B-M12 describing the causes and course of the Civil War and examining the impact of the war on the American people
- H-1B-M13 comparing and evaluating various reconstruction plans of the post–Civil War era

**Assessment Limits:**

- Test items assessing *knowledge* of U.S. History are limited to benchmarks listed above in Eras 1–5.
- For H-1B-M1, test items include an emphasis on the trade that connected the Americas, western Europe, and western Africa.

**Key Concepts:**Era 1: Three Worlds Meet (Beginnings to 1860)

- Describe the triangular trade that connected the Americas, western Europe, and western Africa during this time period.
- Describe the origins of the West Africa–Europe trade connection.
- Trace or describe major early explorations and explorers, for example:
  - Leif Ericson*
  - Christopher Columbus*
  - Hernando de Soto*
  - Lewis and Clark*
  - Marquette and Joliet*
- Identify and describe patterns of change in indigenous societies in the Americas up to the arrival of the Europeans.
- Identify and describe patterns of change in western European societies during the age of exploration.
- Identify developments in West Africa during the period of early contact with Europeans.
- Compare and contrast Africans, Europeans, and Native Americans converging in the Western Hemisphere after 1492.
- Discuss the effects that Europeans had on the culture, ecology, and economy of the New World.
- Explain the course and consequences of the Columbian exchange.

Era 2: Colonization and Settlement (1565–1763)

- Describe the founding of the British, Spanish, and French colonies in the Americas.
- Explain the role of mercantilism in the colonization of the Americas.
- Explain the causes, course, and consequences of the French and Indian War.
- Describe the arrival of Africans in the European colonies in the 17th century and the increase in the importation of slaves in the 18th century.
- Explain societal differences caused by the immersion of Africans in the Americas.
- Describe the various religious groups in colonial America and the role of religion in colonial communities.

- Describe the evolution of religious freedom within the colonies (for example, Rhode Island colony, Maryland Toleration Act, separation of church and state).
- Describe the Great Awakening and its consequences (for example, missionary/humanitarian activities, founding of colleges, democratic spirit in religion).
- Describe reflections of European culture, politics, and institutions in American life.
- Explain why some colonists felt loyal to England due to their cultural, political, and economic ties to the mother land.
- Explain the emergence and development of political institutions in the English colonies.
- Describe the emergence of freedoms (for example, freedom of the press, religious toleration) in the English colonies.

### Era 3: Revolution and the New Nation (1754–1820s)

- Explain the causes, course, and consequences of the American Revolutionary War, including the major battles.
- Compare and contrast the strategies and motivations of the Patriots, the Loyalists, and the British during the American Revolution.
- Identify key figures in the American Revolution, for example:
  - Benjamin Franklin*
  - Thomas Jefferson*
  - Samuel Adams*
  - George Washington*
  - John Hancock*
  - Benedict Arnold*
- Explain the formation of government and the economic and social impact occasioned by the American Revolution, including major ideas expressed in the Declaration of Independence.
- Describe the issues involved in the creation and ratification of the U.S. Constitution.
- Discuss the significance of the Bill of Rights and its specific guarantees.
- Describe major events and issues involving early presidencies (for example, federal period, Jeffersonian democracy, Era of Good Feeling).

### Era 4: Expansion and Reform (1801–1861)

- Explain Napoleon’s reasons for selling the Louisiana territory to the United States.
- Explain the causes, course, and consequences of the War of 1812.
- Explain President Madison’s reason for declaring war in 1812, the sectional divisions over the war, and the consequences of American Indian alliance with the British.
- Describe provisions of the Monroe Doctrine and its influence on U.S. foreign relations.
- Describe the impact Andrew Jackson’s presidency on the U.S. political system (for example, the spoils system).

- Explain westward movement of the United States, the changes it created, and its effects on relations with Native American Indians, including:
  - government policy toward American Indians during the early 1800s*
  - accommodation, revitalization, and resistance strategies of American Indians*
  - removal/resettlement of American Indian nations*
  - impact of the California gold rush*
- Explain Manifest Destiny and its economic, political, racial, and religious roots.
- Describe diplomatic and political developments that led to the resolution of conflicts with Britain, Spain, and Russia from 1815 to 1850.
- Identify the causes, course, and consequences of the Texas War for Independence and the Mexican-American War.
- Identify major technological developments related to land, water, and transportation and how they transformed the economy, created international markets, and affected the environment.
- Analyze national policies on a protective tariff, a national bank, federally funded improvements (for example, roads, canals, railroads), and education and prison reforms.
- Identify factors that caused rapid urbanization and growth of slavery (for example, invention of the cotton gin, opening of new lands in the South and West, the plantation system).
- Identify factors that caused new waves of immigration to the United States (for example, the expansion of the railroad system, the potato famine in Ireland, or the appeal of gold in California).
- Explain how rapid urbanization, immigration, and industrialization affected the social fabric of early-19th-century cities, for example:
  - how the factory system affected gender roles and the lives of men, women, and children*
  - how immigrants adapted to life in the United States; the impact of such groups as the Know-Nothings*
  - how African Americans resisted conditions of their enslavement*
- Describe fundamental beliefs of abolitionism.
- Compare the positions of those who favored gradual emancipation of slaves vs. those who favored immediate emancipation.
- Explain the importance of the Second Great Awakening, the ideas of its principal leaders, and how it affected public education, and the temperance, women’s suffrage, and abolition movements.
- Describe women’s contributions to the reform movement.

### Era 5: Civil War and Reconstruction (1850–1877)

- Describe the economic, social, and cultural differences between the North and South, and the impact of the *Dred Scott* decision on increasing tensions.
- Identify the causes, course, and consequences of the Civil War, including:
  - roles of women, American Indians, and African Americans on the home front and battle front in the Union and Confederacy*
  - human resources and tactical advantages of the Union and of the Confederacy*
  - impact of new military technology (for example, repeating rifles, ironclad ships) on the final outcome of the war*
  - human and material costs of the war in the North and in the South*
- Chart the secession of the Southern states and identify the reasons for secession.
- Explain the purpose, nature, and significance of Lincoln’s Emancipation Proclamation.
- Explain the significance of Abraham Lincoln’s Gettysburg Address.
- Describe and analyze provisions of the 13th, 14th, and 15th Amendments.
- Describe, compare, or evaluate various reconstruction plans of the post–Civil War South (for example, as proposed by Lincoln, Andrew Johnson, and congressional leaders).
- Explain the growing conflict between Andrew Johnson and Congress, and the reasons for and consequences of his impeachment and trial.
- Describe the impact of military reconstruction on the South.
- Explain how the presidential election of 1876 led to the Compromise of 1877 and brought about an end to Reconstruction in the South.

## C. World History

### **Benchmarks Assessed**

#### Era 1: The Beginnings of Society

H-1C-M1 describing the earliest human communities

H-1C-M2 explaining the emergence of agricultural societies around the world

#### Era 2: The Rise of Early Civilizations (4000–1000 B.C.)

H-1C-M3 identifying the major characteristics of early civilizations in Mesopotamia, Egypt, and the Indus valley

H-1C-M4 tracing the development and expansion of agricultural societies and the emergence of new states

H-1C-M5 analyzing the political, social, and cultural consequences of population movements and militarization in Europe and Asia

Era 3: Classical Traditions, Major Religions, and Giant Empires (1000 B.C.–A.D. 300)

- H-1C-M6 discussing and giving examples of technological and cultural innovation and change
- H-1C-M7 describing the classical civilizations and examining their interactions and influences
- H-1C-M8 describing and comparing the emergence of major religions and large-scale empires in the Mediterranean basin, China, and India

Era 4: Expanding Zones of Exchange and Encounter (A.D. 300–1000)

- H-1C-M9 tracing the expansion of major religions and cultural traditions and examining the impact on civilizations in Europe, Asia, and Africa
- H-1C-M10 analyzing the political, social, and cultural developments and changes that resulted from the rise and fall of empires and kingdoms in Europe, Asia, Africa, and the Americas

Era 5: Intensified Hemispheric Interactions (A.D. 1000–1500)

- H-1C-M11 analyzing the cultural and economic impact of the interregional system of communication and trade that developed among the peoples of Europe, Asia, and Africa
- H-1C-M12 explaining the developments and events that led to the political, social, cultural, and economic transformation of Europe
- H-1C-M13 describing the development and expansion of complex societies and empires in the Americas

**Assessment Limits:**

- Test items assessing *knowledge* of World History are limited to the benchmarks that address Eras 1–5 listed above.
- For H-1C-M11, test items emphasize trade of the period.
- The term *Middle Ages* is used in referring to the time period in H-IC-M1 and H-IC-M2.

**Key Concepts:**

Era 1: The Beginnings of Society

- Describe the Old Stone Age (for example, cave dwellers, nomads).
- Explain the characteristics of the New Stone Age, for example:
  - domestication*
  - cultivation*
  - specialization*
  - civilization*
- Describe features of the earliest communities.

- Explain how geographical features influenced development of early civilizations.
- Explain why agricultural societies developed from hunters and gatherers.

### Era 2: The Rise of Early Civilization (4000–1000 B.C.)

- Describe and compare/contrast the major characteristics of early river valley civilizations:
  - Nile (Egyptian pyramids, hieroglyphics, irrigation methods)*
  - Tigris-Euphrates (Mesopotamia, Code of Hammurabi, ziggurats)*
  - Indus Valley (Harrapa, Mohenjo-Daro)*
  - Huang-He/Yellow River*
- Describe how the early river valley civilizations influenced the development of other cultures (cultural diffusion).
- Describe the development of agricultural societies and individual communities.
- Describe the development of written communication.

### Era 3: Classical Traditions, Major Religions, and Giant Empires (1000 B.C.–A.D. 300)

- Describe or compare/contrast the major characteristics of the following civilizations:
  - Greek (Acropolis, columns, orators, writings, democracy, city-states, social class structure, Alexander the Great)*
  - Roman (alphabet, dome, arch, aqueducts and roads, republic, 12 Tables, Caesar, Pax Romana, Constantine)*
  - Byzantine (Justinian)*
  - Persian (Darius, barter economy, coins, Cyrus the Great, road system)*
  - Phoenicians (alphabet, shipping, manufacturing, and trade, purple dye)*
  - Chinese (dynasty, Great Wall, Silk Road/trade)*
- Identify the effects of migration and militarization on the politics/social fabric of Europe and Asia (for example, migration of the Hebrews, conquests of Alexander the Great).
- Explain the sharing of ideas, goods, services through trade between the Greek and Roman civilizations.
- Describe the absorption or reflection of Greek and Roman ideas into other cultures (through trade, warfare, art, etc.).
- Identify the major new religions and relate them to the empires that emerged in the Mediterranean basin, China, and India.
- Describe and compare/contrast the major religions in terms of leaders, key beliefs, holy texts/writings, and location, for example:
  - Judaism*
  - Christianity*
  - Islam*
  - Hinduism*
  - Buddhism*
  - Taoism, Confucianism*

Era 4: Expanding Zones of Exchange and Encounter (A.D. 300–1000)

- Trace, describe, or analyze the spread of major religions and cultural traditions.
- Identify the effect that the major religions have had on European, Asian, and African civilizations.
- Describe the changes and developments brought about by the emergence and collapse of major empires/kingdoms in Europe, Asia, Africa, and the Americas.
- Describe major events, key figures, and social structure of the Middle Ages, for example:
  - feudalism*
  - Crusades*
  - guild system*
  - Charlemagne*
  - Magna Carta*

Era 5: Intensified Hemispheric Interaction (A.D. 1000–1500)

- Identify effects of trade on the economic and cultural development of Europe, Africa, and Asia.
- Explain how communication among regions was accomplished.
- Explain the role, importance, and routes of major world explorers, for example:
  - Marco Polo*
  - Prince Henry the Navigator*
  - Christopher Columbus*
  - Francisco Pizarro*
  - Ferdinand Magellan*
  - Vasco da Gama*
  - Hernando Cortez*
- Explain how or why Europe changed politically, socially, culturally, or economically during the period of intensified hemispheric interactions.
- Describe the origins and expansion of ancient American empires and complex societies in the Americas, for example:
  - Maya*
  - Aztec*
  - Inca*

## D. Louisiana History

### Benchmarks Assessed

H-1D-M1	describing the contributions of people, events, movements, and ideas that have been significant in the history of Louisiana
H-1D-M2	tracing the development of the various governments that have been established in Louisiana throughout history
H-1D-M3	identifying and discussing the major conflicts in Louisiana's past
H-1D-M4	locating and describing Louisiana's geographic features and examining their impact on people past and present
H-1D-M5	tracing the development and growth of Louisiana's economy throughout its history
H-1D-M6	examining folklore and describing how cultural elements have shaped our state and local heritage

### Assessment Limits:

- For H-1D-M4, test items will not overlap assessment of Geography benchmarks G-1C-M4 or G-1C-M5.
- For H-1D-M5, test items will not overlap assessment of Economics benchmark E-1B-M7.
- H-1D-M1 and H-1D-M4 are particularly well suited for constructed-response items.

### Key Concepts:

- Describe major early explorers and explorations significant to Louisiana, for example:
  - de La Salle (René-Robert Cavelier)*
  - Hernando de Soto*
  - Marquette and Joliet*
  - Lewis and Clark*
  - Iberville (Pierre le Moyne)*
  - Bienville (Jean Baptiste le Moyne)*
- Describe early settlers in Louisiana (for example, American Indians, Acadians).
- Describe leaders who were influential in Louisiana's development, for example:
  - Bienville (Jean Baptiste le Moyne)*
  - Iberville (Pierre le Moyne)*
  - Bernardo de Gálvez*
  - William C. C. Claiborne*
  - General Benjamin Butler*
  - P. B. S. Pinchback*
  - Huey Long*

- Describe and explain the importance of major events and ideas in the development of Louisiana, for example:
  - Spanish/French control change*
  - Louisiana Purchase*
  - Napoleonic Code*
  - statehood*
  - secession*
  - Reconstruction*
  - Bourbon rule*
  - Jim Crow laws*
  - Plessy v. Ferguson*
  - Treaty of San Ildefonso*
- Describe the nature or causes of various migrations into or within Louisiana, for example:
  - the Acadians' migration to Louisiana to avoid swearing allegiance to Great Britain*
  - new settlers in Louisiana enticed by John Law's Mississippi scheme*
  - settlers who came from other southern states after statehood*
- Describe the contributions of ethnic groups significant in Louisiana history, for example:
  - French*
  - Spanish*
  - American Indians*
  - Africans*
- Describe various governments in Louisiana's history, for example:
  - French Superior Council*
  - Spanish Cabildo*
  - territorial*
  - republic*
  - Confederate*
  - constitutional*
- Describe major conflicts in context of Louisiana history, for example:
  - Natchez Indian wars*
  - Battle of New Orleans/War of 1812*
  - Civil War*
- Construct a timeline from given information about people, events, or ideas significant to the growth and development of Louisiana.
- Describe and analyze the impact of Louisiana's geographic features on historic events, settlement patterns, economic development, for example:
  - plains, pine flats, uplands prairies, terraces, Mt. Driskill*
  - marshes, bayous, waterways, delta, coastal wetlands*
  - Mississippi River, Red River, Atchafalaya River*
- Explain how Louisiana's natural resources have shaped its history (for example, petroleum).

- Trace Louisiana’s economic development and growth towards economic diversity, for example:
  - agriculture (cotton, sugarcane)*
  - seafood*
  - fur trading*
  - oil, gas, timber*
  - tourism*
  - Port of New Orleans*
  
- Explain cultural elements that have shaped Louisiana’s state heritage, for example:
  - voodoo, African/West Indies*
  - Evangeline/Longfellow*
  - Cajun/Creole cooking*
  - Cajun language*
  - Mardi Gras*
  - jazz, gospel, and zydeco music*
  - antebellum period*
  - American Indian heritage*
  - Poverty Point settlement*
  - French and Spanish architecture*

## Sample Test Items: Grade 8 Social Studies

### Multiple-Choice Items

Questions 1 through 24 are sample multiple-choice items, arranged by strand and benchmark. The items test students' ability to correctly answer questions in Geography, Civics, Economics, and History. Some items may assess Social Studies content knowledge, while others may assess the application of Social Studies skills or concepts.

### Geography

**Benchmark G-1A-M1:** identifying and describing the characteristics, functions, and applications of various types of maps and other geographic representations, tools, and technologies

Use the map below to answer question 1.



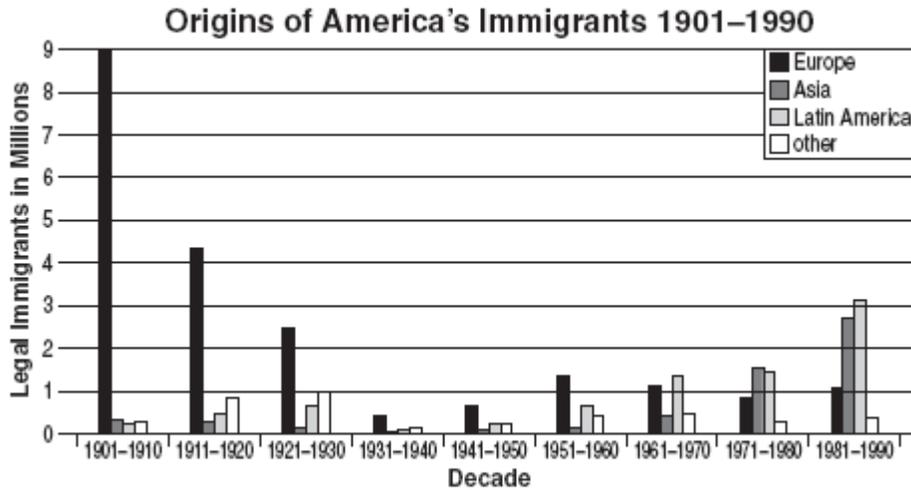
1. Which feature **must** be added to the Louisiana map to best understand the information it presents?
- A. a legend
  - B. a distance scale
  - C. a compass rose
  - D. a date

**Correct response: A**

## Geography

**Benchmark G-1A-M2:** interpreting and developing maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns

Use the bar graph below to answer question 2.



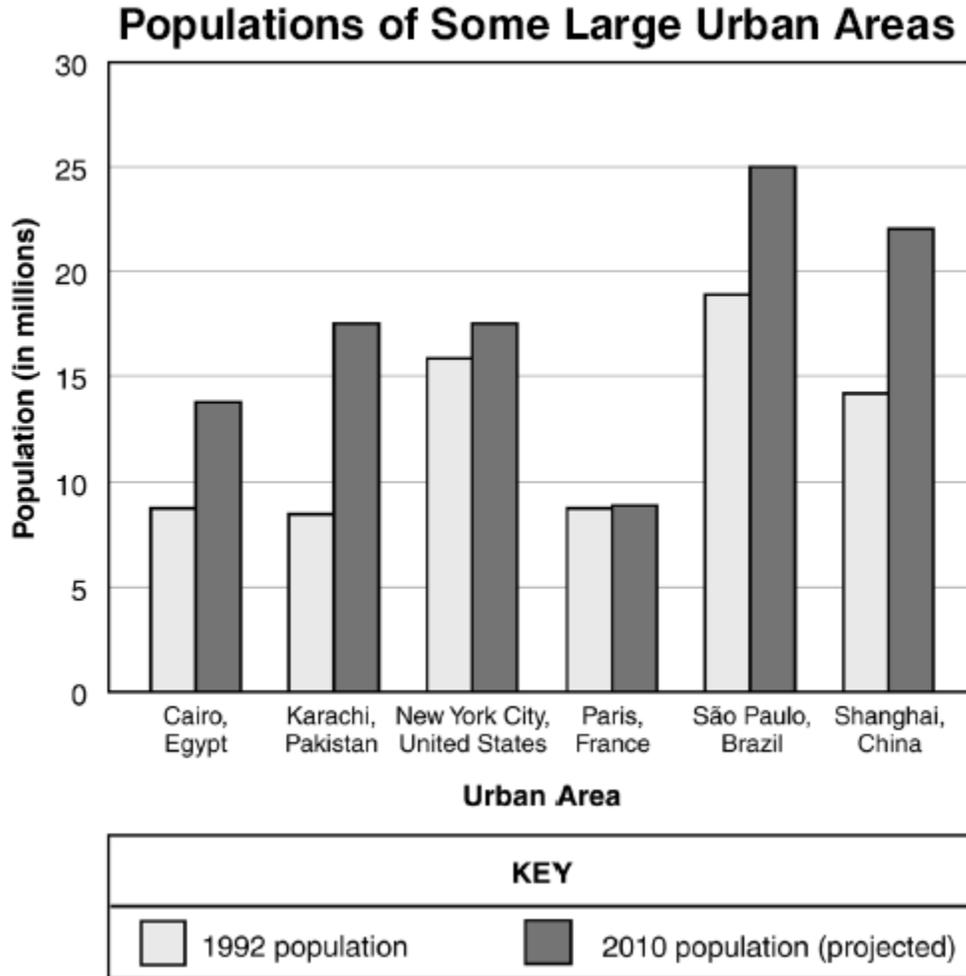
2. Which country is included in the group that had the greatest number of immigrants to the United States in the 1980s?
- A. Italy
  - B. Venezuela
  - C. Russia
  - D. Thailand

**Correct response: B**

## Geography

**Benchmark G-1A-M2:** interpreting and developing maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns

Use the bar graph below to answer question 3.



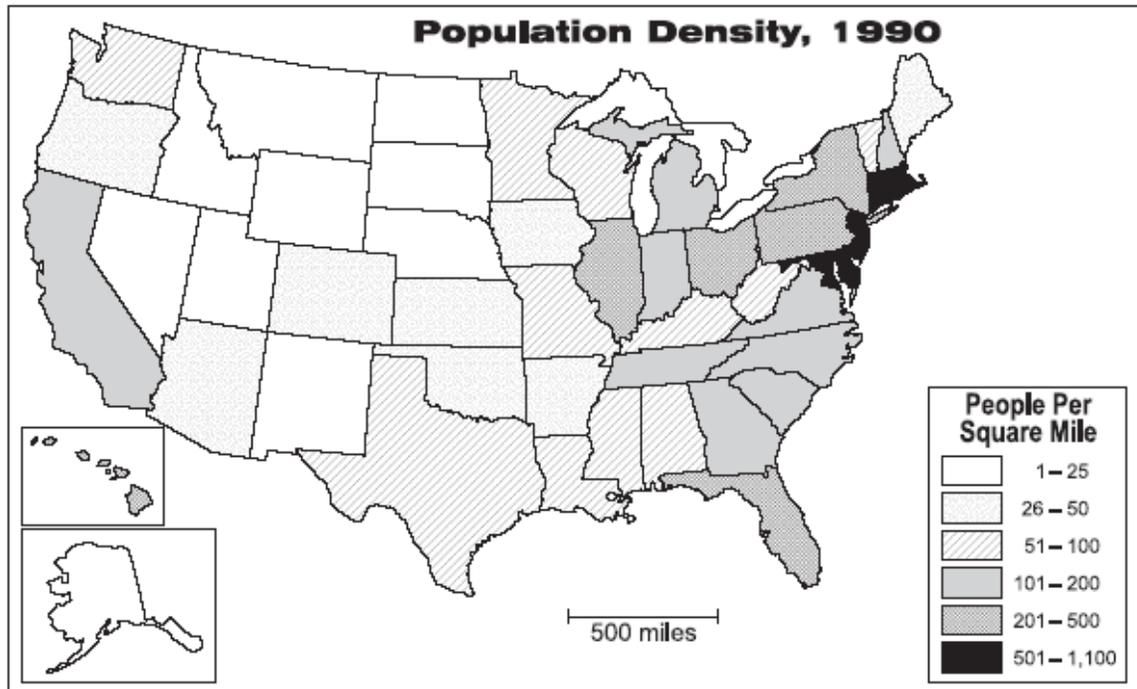
3. According to the graph, which of these cities will approximately double its population between 1992 and 2010?
- A. Karachi, Pakistan
  - B. New York City, United States
  - C. Sao Paulo, Brazil
  - D. Shanghai, China

**Correct response: A**

## Geography

**Benchmark G-1A-M2:** interpreting and developing maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns

Use the map below to answer question 4.



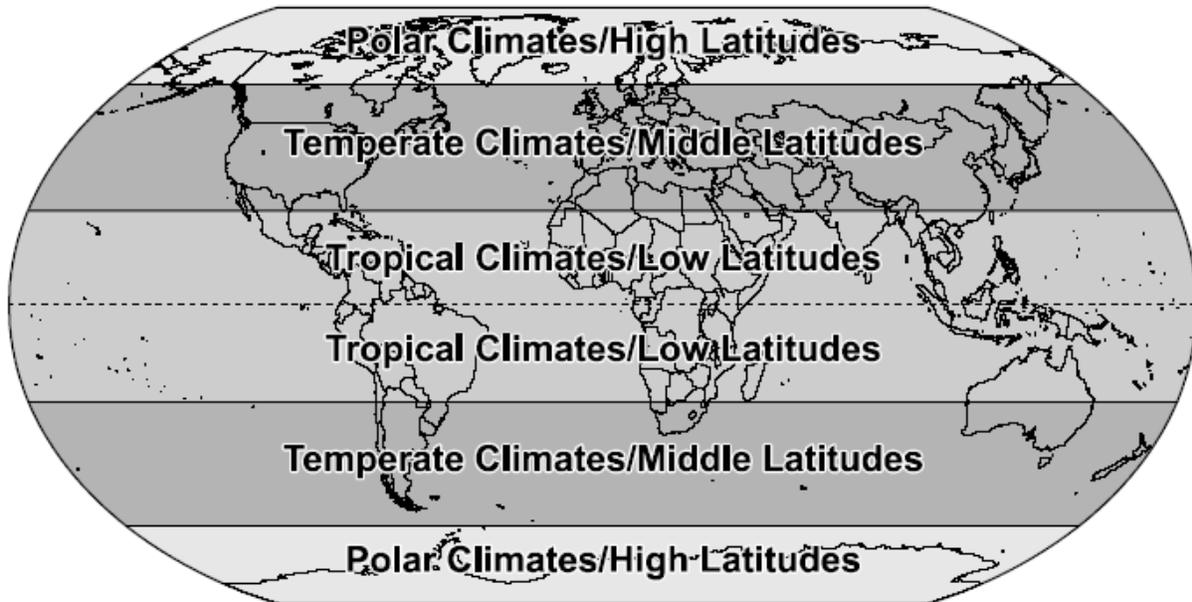
4. According to the map, approximately how many people does Louisiana have per square mile?
- A. 26–50
  - B. 51–100
  - C. 101–200
  - D. 201–500

**Correct response: B**

## Geography

**Benchmark G-1B-M3:** identifying criteria used to define regions and explaining how and why regions change

Use the map below to answer question 5.



5. Which type of climate is found in Central America?
- A. high latitudes
  - B. middle latitudes
  - C. tropical climate
  - D. temperate climate

**Correct response: C**

## Geography

**Benchmark G-1B-M3:** identifying criteria used to define regions and explaining how and why regions change

**Use the descriptions in the box below to answer question 6.**

- New England
- The Great Plains
- The Sunbelt
- The Great Northwest
- America's Breadbasket

6. All of the descriptions above refer to different
- A. neighborhoods.
  - B. urban areas.
  - C. regions.
  - D. states.

**Correct response: C**

## Civics

**Benchmark C-1A-M5:** describing the organization and major responsibilities of local, state, and national governments

7. The United States has a federal form of government. Which of the following **best** supports this concept?
- A. There are two parts to the national legislature.
  - B. There are ten items in the Bill of Rights.
  - C. There are amendments to the U.S. Constitution.
  - D. There are fifty state governments and one national government.

**Correct response: D**

## Civics

**Benchmark C-1B-M3:** explaining the meaning and importance of basic principles of American constitutional democracy as reflected in core documents

8. How can a judge ensure the right of a person to a fair trial?
- A. by selecting the first jurors who arrive at court
  - B. by selecting jurors who are not biased about the case
  - C. by selecting jurors who already have information about the case
  - D. by selecting jurors who have enough time to hear the case

**Correct response: B**

## **Civics**

**Benchmark C-1B-M6:** analyzing the importance of political parties, campaigns, and elections in the American political system

9. It is said that the citizens of the United States elect the president. In reality, what body casts the official vote?
- A. the Supreme Court
  - B. the Congress
  - C. the Electoral College
  - D. the Republican and Democratic Parties

**Correct response: C**

## **Civics**

**Benchmark C-1B-M6:** analyzing the importance of political parties, campaigns, and elections in the American political system

10. In 1998, California had 45 representatives in the U.S. House of Representatives while Louisiana had only seven. What accounts for the difference in these numbers?
- A. area of the states
  - B. population of the states
  - C. numbers of counties or parishes in the states
  - D. wealth of the states

**Correct response: B**

## Civics

**Benchmark C-1D-M1:** explaining the meaning of citizenship and the requirements of citizenship and naturalization in the United States

11. A naturalized citizen of the United States is a person who
- A. was born in the United States or on United States soil.
  - B. has legally become a United States citizen.
  - C. was born abroad to parents who are United States citizens.
  - D. has come to the United States to work permanently.

**Correct response: B**

## Civics

**Benchmark C-1D-M2:** identifying the rights and responsibilities of citizens and explaining their importance to the individual and to the society

12. Thomas Jefferson said, “If a nation expects to be ignorant and free . . . it expects what never was and never will be.” What does this statement say about being a citizen?
- A. It is important to maintain secrecy about some government affairs.
  - B. Citizen need to be informed about what their government is doing.
  - C. Citizens do not need to participate in government.
  - D. Government can exist without citizens taking part in it.

**Correct response: B**

## Economics

**Benchmark E-1B-M4:** identifying the costs and benefits of government policies on competitive markets

13. Historically, the oil industry has provided great economic benefits to individuals, businesses, and the state of Louisiana. What has been a major **economic cost** of this industry to the citizens of Louisiana?
- A. increased population
  - B. air and water pollution
  - C. better standard of living
  - D. higher taxes

**Correct response: B**

## Economics

**Benchmark E-1B-M6:** determining the reasons for trade between nations, identifying cost and benefits, and recognizing the worldwide interdependence that results

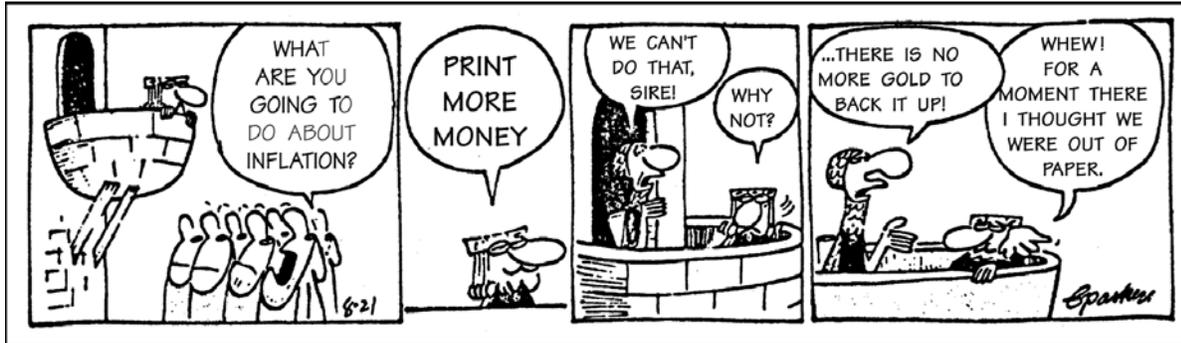
14. If Congress raised the tariff on athletic shoes imported to the United States, which of the following statements would **most likely** be true?
- A. American shoe manufacturers would go out of business.
  - B. American workers would suffer a loss of income.
  - C. Foreign workers would benefit directly from the tariff.
  - D. People who purchase foreign athletic shoes would pay more for them.

**Correct response: D**

## Economics

**Benchmark E-1C-M1:** explaining the meaning of economic indicators that help to describe economies

Use the political cartoon below to answer question 15.



By permission of Johnny Hart and Creators Syndicate, Inc.

15. The people in the cartoon asking about inflation are concerned about an increase in
- A. taxes.
  - B. prices.
  - C. economic output.
  - D. unemployment rates.

**Correct answer: B**

## Economics

**Benchmark E-1C-M1:** explaining the meaning of economic indicators that help to describe economies

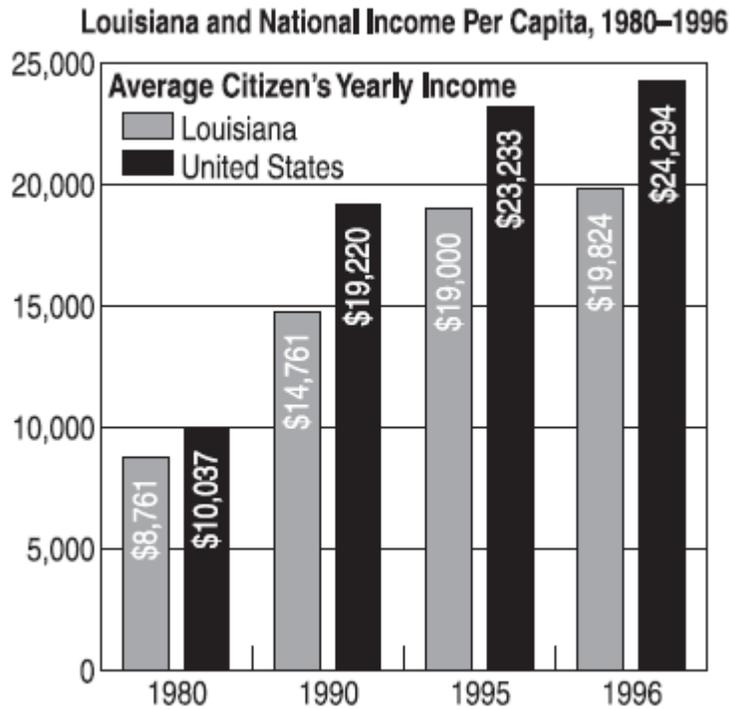
16. When a news report says that the consumer price index (CPI) has risen, it means that the
- A. stock market has experienced a profitable period.
  - B. cost of many goods and services has increased.
  - C. gross domestic product has decreased.
  - D. economy has experienced deflation.

**Correct response: B**

## Economics

**Benchmark E-1C-M1:** explaining the meaning of economic indicators that help to describe economics

Use the graph below to answer question 17.



17. What conclusion can be made about the average Louisiana citizen's yearly income compared with the national average income?
- A. Louisiana has a higher percentage of retired people.
  - B. Louisiana has fewer businesses per capita than the rest of the nation.
  - C. Louisiana's average income is lower than the U.S. average.
  - D. Louisiana has fewer unemployed people than the rest of the nation.

**Correct response: C**

## Economics

**Benchmark E-1C-M2:** describing the influences of inflation, unemployment, and underemployment on different groups of people

18. Newspapers have recently reported that some fast-food restaurants and other businesses have offered bonuses to new employees and are paying more than the minimum wage for entry-level work. What is the **most likely** cause of this situation?
- A. The businesses want to improve their reputations as a good place to work.
  - B. The businesses are making large profits and want to share them with employees.
  - C. The businesses are trying to cut their profit margins and pay lower taxes.
  - D. The businesses cannot find workers because unemployment is low.

**Correct response: D**

## History

**Benchmark H-1B-M1:** identifying and describing characteristics of societies in the Americas, western Europe, and western Africa that increasingly interacted after 1450

19. Early explorations of the New World have often been described as “the meeting of three civilizations.” To what does this description refer?
- A. The Spanish, Portuguese, and French explorers all met in the New World.
  - B. Three major European nations agreed to jointly explore the New World.
  - C. The European, Native American, and African cultures came together in the New World.
  - D. Three Central American cultures—Aztecs, Incas, and Mayans—joined together to defend their lands.

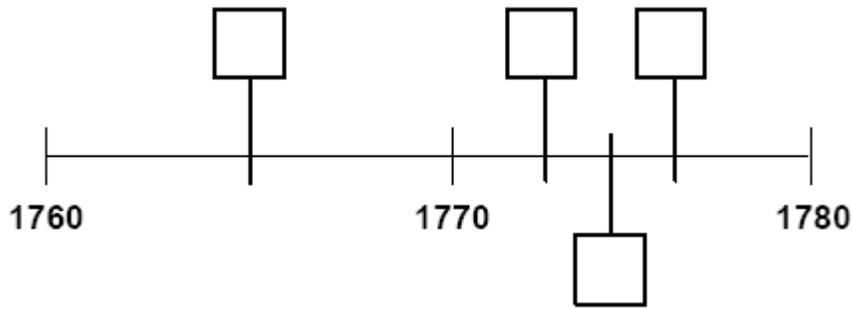
**Correct response: C**

## History

**Benchmark H-1B-M6:** explaining the causes and course of the American Revolution and the reasons for the American victory

**Put the number for each of the following events in the correct box on the timeline below to help answer question 20.**

1. The American Revolution began.
2. The British passed the Stamp Act in 1765.
3. The colonies signed the Declaration of Independence.
4. The colonists protested against British laws by throwing tea into Boston Harbor.



**20.** Which answer below lists the four events in the correct chronological order?

- A. 2, 3, 1, 4
- B. 2, 4, 1, 3
- C. 2, 1, 4, 3
- D. 2, 1, 3, 4

**Correct response: B**

## History

**Benchmark H-1B-M13:** comparing and evaluating various reconstruction plans of the post–Civil War era

**Use the slogan below to answer question 21.**

“Forty acres and a mule!”

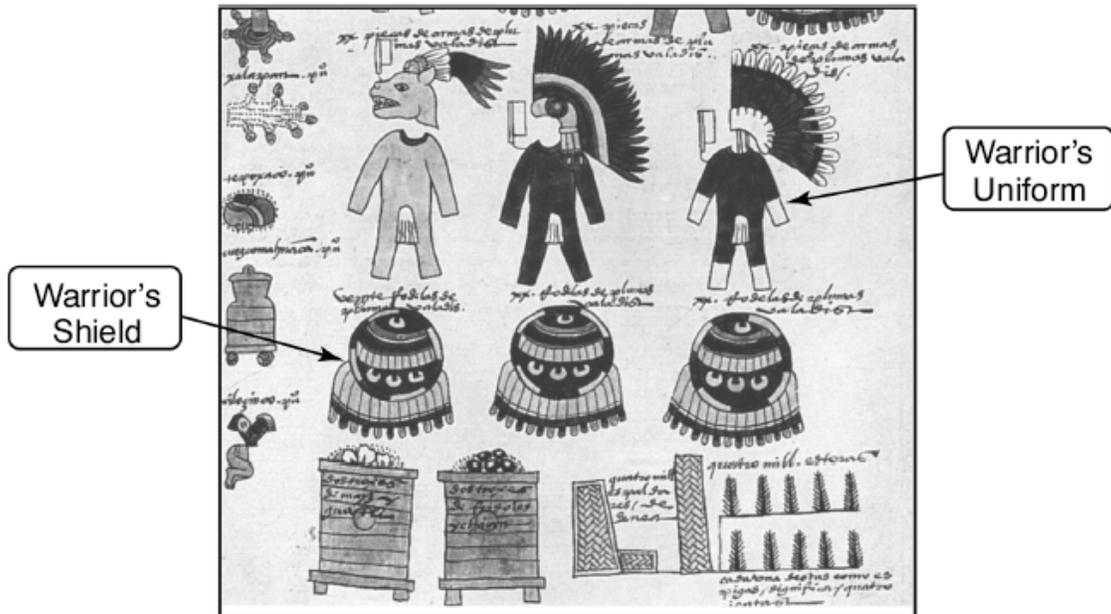
- 21.** The Civil War caused many changes in America. As the conflict was ending, many people had ideas about how to help various people who were affected by the war. The slogan above refers to helping which group?
- A. politicians
  - B. former slaves
  - C. carpetbaggers
  - D. former slave owners

**Correct response: B**

## History

**Benchmark H-1C-M13:** describing the development and expansion of complex societies and empires in the Americas

Use the picture and the information below to answer question 22.



22. This drawing shows some goods given as tribute payment to an Aztec king by a conquered state. Other tributes included blankets, gold, jade, and large reserves of food. Many of these items were provided to the Aztec army, while others were distributed to Aztec priests and nobles.

The information suggests that the Aztecs gained control of the people who provided the goods by

- A. attacking them militarily.
- B. restricting their trade routes.
- C. bribing their leaders.
- D. influencing their religious beliefs.

**Correct response: A**

## History

**Benchmark H-1D-M3:** identifying and discussing the major conflict in Louisiana’s past

**Read the poem below to answer question 23.**

### **One-Way Ticket**

I am fed up  
With Jim Crow laws.  
People who are cruel  
And afraid...

I pick up my life  
And take it away  
On a one-way ticket—  
Gone up North,  
Gone out West, Gone!

—*Langston Hughes, 1948*

- 23.** What was the purpose of the “Jim Crow laws” referred to in the poem?
- A. to guarantee suffrage to African Americans
  - B. to enforce segregation and discrimination
  - C. to regulate the policies of Reconstruction
  - D. to provide land for freed slaves after the Civil War

**Correct response: B**

## History

**Benchmark H-1D-M6:** examining folklore and describing how cultural elements have shaped our state and local heritage

- 24.** The Native Americans of the Poverty Point culture are known for having built earthen mounds. Archaeologists believe these mounds were used for
- A. homes for all of the tribe’s families.
  - B. protection from enemies.
  - C. farming purposes.
  - D. trading centers and religious gatherings.

**Correct response: D**

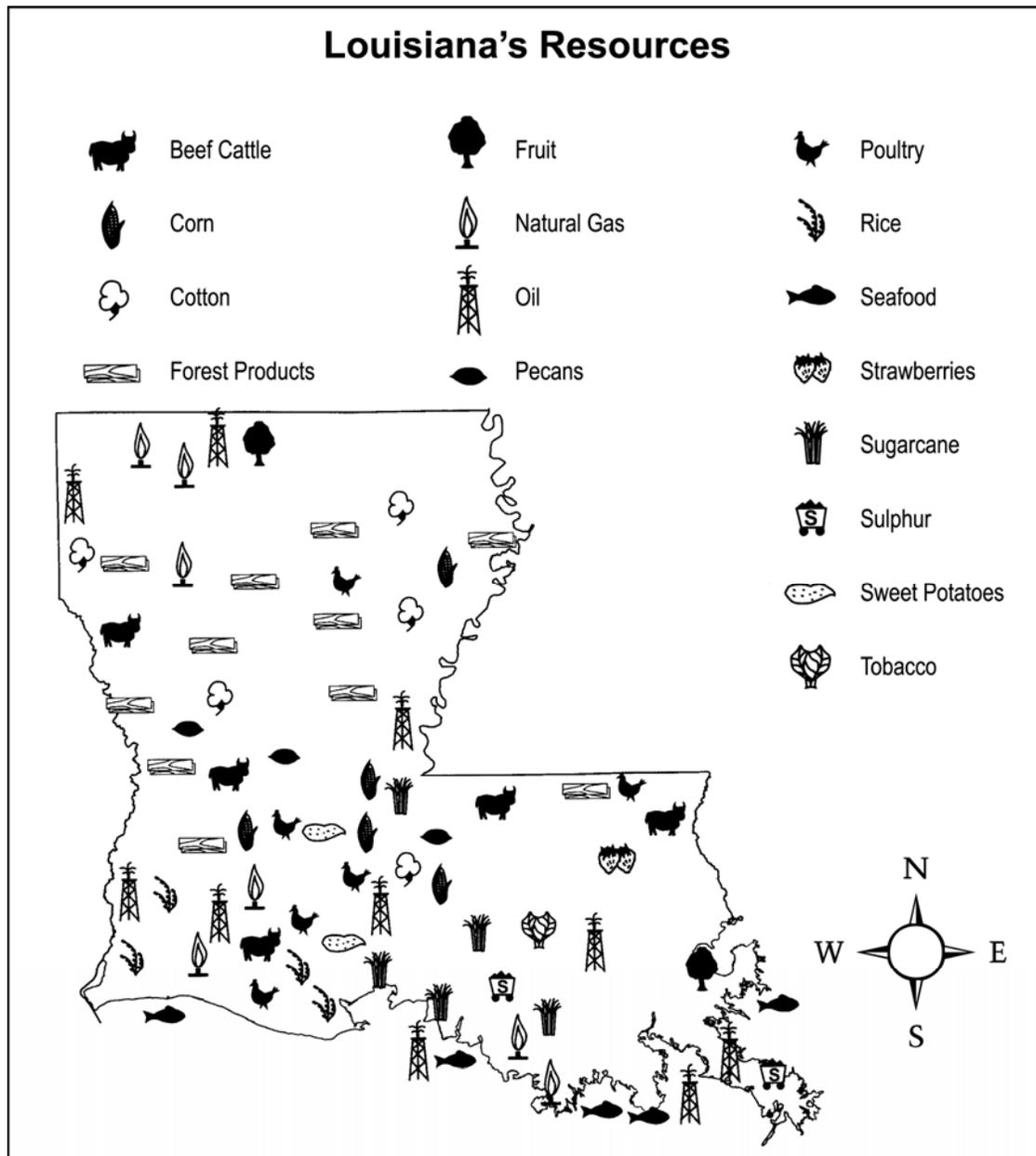
## Sample Constructed-Response Items

Questions 25 through 28 are sample constructed-response items. Each item contains multiple parts and involves the application of Social Studies knowledge, skills, and/or concepts. The constructed-response items are scored using an item-specific rubric on a scale of 0 to 4.

### Geography

**Benchmark G-1A-M2:** interpreting and developing maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns

Use the map below to answer question 25.



25. A. Choose **two** of the resources from the map on page 4-55 that are important to Louisiana’s economy and write them in the space below.
- B. For each resource you listed, explain the geographic factors that make it possible for the resource to be produced or collected.
- C. Identify **one** nonrenewable resource from the chart.
- D. What can Louisiana do to preserve its nonrenewable resources?

**Scoring Rubric:**

Score	Description
4	The student’s response: <ul style="list-style-type: none"> <li>accurately identifies <b>two</b> resources from the map in part A,</li> <li>thoroughly explains <b>two</b> geographic factors that make the production of these natural resources possible in part B,</li> <li>correctly identifies <b>one</b> nonrenewable resource in part C, <i>and</i></li> <li>correctly states a way in which nonrenewable resources in Louisiana can be preserved in part D.</li> </ul>
3	The student’s response correctly answers three parts of the question.
2	The student’s response correctly answers two parts of the question.
1	The student’s response correctly answers one part of the question.
0	The student’s response is incorrect, irrelevant to the skill/concept being measured, too brief to evaluate, or blank.

**Scoring Notes:**

*Maximum points to be awarded per section:*

Part A—No points awarded for this section, but it must be completed in order to get a total score point of 4. Also, if the student does not answer part A but identifies the resources in part B, the maximum total the student can receive shall be a score point of 3 if all of the other parts are correct.

Part B—2 points

Part C—1 point

Part D—1 point

**Possible responses (not inclusive):**

*Part B:* Geographic factors include location, climate (temperature, precipitation), landforms, and bodies of water.

*Part C:* Nonrenewable resources from the chart include natural gas, oil, salt, and sulfur.

*Part D:* Any reasonable answer dealing with conservation or preservation

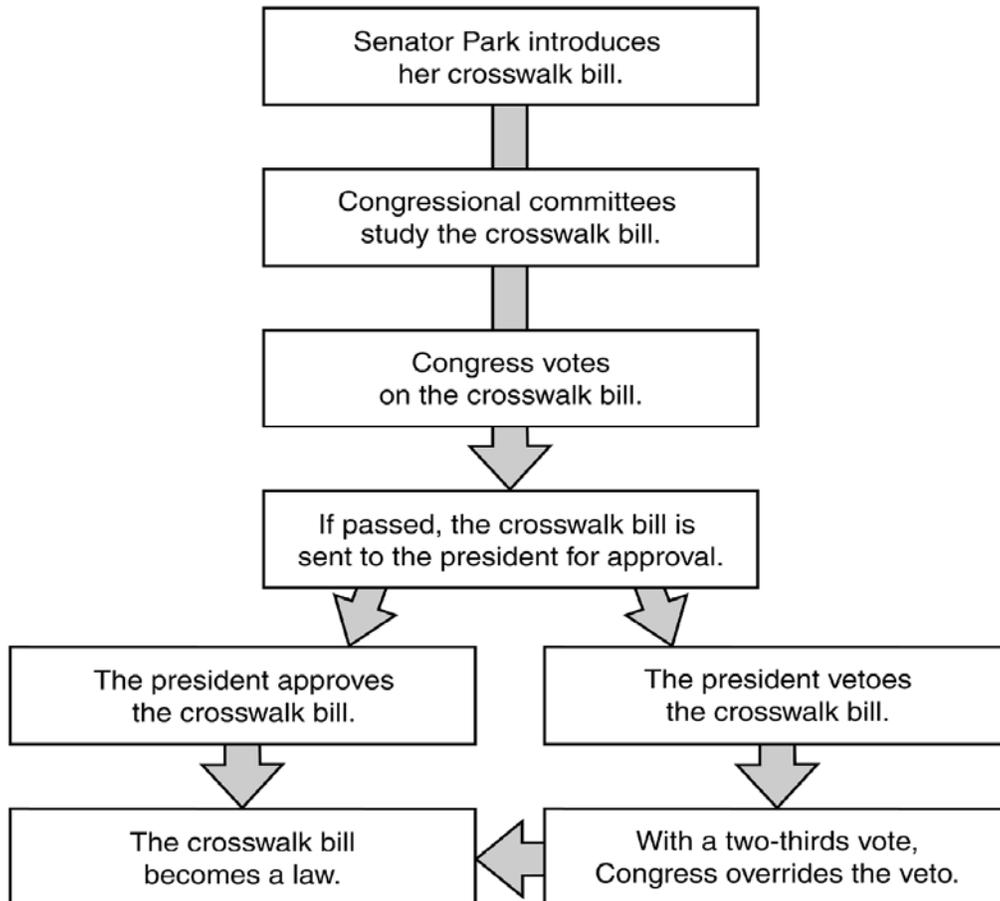
**Civics**

**Benchmark C-1B-M3:** explaining the meaning and importance of basic principles of the American constitutional democracy as reflected in core documents

Use the information and diagram below to answer question 26.



**United States Senator Joan Park wrote a bill that would require cities to paint corner crosswalks within one hundred yards of all schools. The chart below shows how the bill could become a federal law.**



26. A. Explain how the principle of separation of powers **and** the principle of checks and balances are illustrated in the steps in the diagram above.
- B. Name **one** way citizens can become involved in the process of a bill becoming a law.
- C. The Supreme Court can become involved with laws after they are passed. Fully explain the role of the Supreme Court concerning laws.

**Scoring Rubric:**

Part A of this task may receive a maximum of 2 points; parts B and C may receive a maximum of 1 point each.

Score	Description
4	The student's response: <ul style="list-style-type: none"> <li>accurately explains how the principles of separation of powers <u>and</u> checks and balances are illustrated in the diagram in part A (2 pts.),</li> <li>correctly names <b>one</b> way citizens can become involved in the process of a bill becoming a law in part B (1 pt.), <i>and</i></li> <li>explains the role the Supreme Court concerning laws in part C (1 pt.).</li> </ul>
3	The student's response provides a total of three complete answers in parts A, B, <b>AND/OR</b> C.
2	The student's response provides a total of two complete answers in parts A, B, <b>AND/OR</b> C.
1	The student's response provides a total of one complete answer in parts A, B, <b>OR</b> C.
0	The student's response is incorrect, irrelevant to the skill/concept being measured, too brief to evaluate, or blank.

**Scoring Information (not inclusive):**

*Part A:*

Separation of powers:

- role of the legislature (Congress, Senate, House of Representatives) to write and pass laws and role of executive branch (president) to pass or veto laws

Checks and balances:

- The president must approve a bill passed by Congress before it can become law.
- The president may veto a bill passed by Congress.
- The Congress can override a presidential veto.
- Bills must be initiated by Congress, not the president.

*Part B:*

- elect representatives
- provide input during the process
- serve as experts/witnesses
- provide impetus for the writing/passage of a bill
- write or call your representative
- lobby elected officials

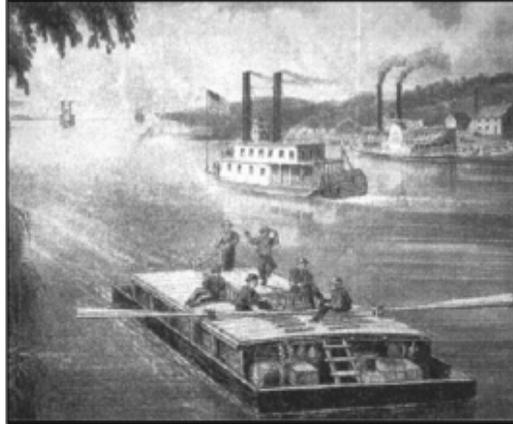
*Part C:*

- role of the Supreme Court is to determine whether laws are constitutional
- role of the Supreme Court is to interpret the law

## Economics

**Benchmark E-1B-M2:** explaining the factors that affect the production and distribution of goods and services

Use the pictures below to answer question 27.



27. A. In the mid-1800s, goods were delivered by barge and train. Identify and describe an economic advantage of each type of transportation method.

**Barge:**

**Train:**

- B. You are a railroad builder in the 1800s. Identify and describe one economic factor you would consider when deciding where to build a railroad.
- C. Describe one way the invention of the steamboat increased the economic activity of river states in the 1800s.

**Scoring Rubric:**

<b>Score</b>	<b>Description</b>
<b>4</b>	The student's response: <ul style="list-style-type: none"><li>• identifies and describes economic advantages of <b>both</b> the barge and the train transportation methods in part A (2 pts.),</li><li>• identifies and describes <b>one</b> economic factor a railroad builder in the 1800s would consider when deciding where to build a railroad in part B (1pt.), <i>and</i></li><li>• describes <b>one</b> way the invention of the steamboat increased the economic activity of river states in the 1800s in part C (1 pt.).</li></ul>
<b>3</b>	The student's response provides a total of three complete answers in parts A, B, <b>and/or</b> C.
<b>2</b>	The student's response provides a total of two complete answers in parts A, B, <b>and/or</b> C.
<b>1</b>	The student's response provides one complete answer in either part A, B, <b>or</b> C.
<b>0</b>	The student's response is incorrect, irrelevant to the skill/concept being measured, too brief to evaluate, or blank.

**Scoring notes:**

Maximum points to be awarded per section: part A—2 points, part B—1 point part C—1 point

**Key elements of possible responses (not inclusive):**

*Part A:*

Barge

- cheaper to operate/self-propelled/no fuel costs
- cheaper to build
- cheaper freight rates for shippers

Train

- could deliver more goods at once
- could transport people/passengers
- could deliver to towns not located on a river
- could deliver goods faster
- could charge more for transport of goods and people, as it was more direct/fast and sometimes more luxurious

*Part B:*

- whether or not a particular railroad route would attract enough passengers and freight to recoup the investment (which includes paying railroad builders, maintenance workers, and train operators, and paying for building materials and fuel)
- the proximity of the railroad to competing railroads/other forms of transportation
- the proximity of railroad lines to fuel sources/coal mines
- the proximity of the railroad to towns/cities
- the possibility that a state would impose local track-size requirements that could make the construction of interstate railroad webs difficult
- cost of building railroads across particular terrains

*Part C:*

- transported more goods and people between river cities
- allowed for easier transportation of goods and people upstream
- increased need for services (hotels, stores) in river cities
- allowed for easier import/export of goods
- traveled faster

## History

**Benchmark H-1B-M9:** describing the territorial expansion of the United States and analyzing the effects on relations with Native Americans and external powers

**Use the quotation below to answer question 28.**

“I am tired of fighting. Our Chiefs are killed. . . . It is cold, and we have no blankets. . . . My people, some of them, have run away to the hills, and have no blankets, no food. . . . Hear me, my Chiefs! I am tired; my heart is sick and sad. From where the sun now stands I will fight no more forever.”  
—Chief Joseph, 1877

- 28.**
- A.** Explain the situation Native American Indians faced in the 1870s when Chief Joseph spoke these words.
  - B.** At the time Chief Joseph spoke these words, a popular belief of Manifest Destiny influenced the actions of U.S. government. What was this belief?
  - C.** Explain **two** effects Chief Joseph’s actions had on the United States.

### Scoring Rubric:

Score	Description
4	The student’s response: <ul style="list-style-type: none"><li>• accurately explains the situation of the Native American Indians in part A,</li><li>• correctly identifies Manifest Destiny in part B, <i>and</i></li><li>• explains <b>two</b> effects of Chief Joseph’s actions in part C.</li></ul>
3	The student’s response correctly answers three parts of the question.
2	The student’s response correctly answers one part of the question.
1	The student’s response correctly answers one part of the question.
0	The student’s response is incorrect, irrelevant to the skill/concept being measured, too brief to evaluate, or blank.

### Scoring notes:

Maximum points to be awarded per section: part A—1 point, part B—1 point, and part C—2 points.

**Possible responses (not inclusive):**

*Part A:*

He was describing the defeat of his people and surrendering to the United States, which took over Native Americans' land.

*Part B:*

Manifest Destiny was the name of the belief that the United States should spread from the Atlantic Ocean to the Pacific Ocean.

*Part C:*

The United States would not likely be engaged in future warfare with Chief Joseph's people. The United States would have sole ownership of the land where Native Americans once lived. The United States would get the economic benefit of having access to the resources found on the land.

## Standards and Benchmarks, across Grades

### GEOGRAPHY: Physical and Cultural Systems

#### A. THE WORLD IN SPATIAL TERMS

K–4	5–8	9–12
<p><b>G-1A-E1</b> identifying and describing the characteristics and uses of geographic representations, such as various types of maps, globes, graphs, diagrams, photographs, and satellite-produced images</p>	<p><b>G-1A-M1</b> identifying and describing the characteristics, functions, and applications of various types of maps and other geographic representations, tools, and technologies</p> <p><b>G-1A-M2</b> interpreting and developing maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns</p>	<p><b>G-1A-H1</b> using geographic representations, tools, and technologies to explain, analyze, and solve geographic problems</p>
<p><b>G-1A-E2</b> locating and interpreting geographic features and places on maps and globes</p> <p><b>G-1A-E3</b> constructing maps, graphs, charts, and diagrams to describe geographical information and to solve problems</p>	<p><b>G-1A-M3</b> organizing and displaying information about the location of geographic features and places by using mental mapping skills</p>	<p><b>G-1A-H2</b> organizing geographic information and answering complex questions by formulating mental maps of places and regions</p>

# GEOGRAPHY: Physical and Cultural Systems

## B. PLACES AND REGIONS

K–4	5–8	9–12
<p><b>G-1B-E1</b> describing and comparing the physical characteristics of places, including land forms, bodies of water, soils, vegetation, and climate</p> <p><b>G-1B-E2</b> identifying and describing the human characteristics of places, including population distributions and culture</p>	<p><b>G-1B-M1</b> explaining and analyzing both the physical and human phenomena associated with specific places, including precipitation and settlement patterns</p>	<p><b>G-1B-H1</b> determining how location and social, cultural, and economic processes affect the features and significance of places</p>
<p><b>G-1B-E3</b> describing how the physical and human characteristics of places change over time</p>	<p><b>G-1B-M2</b> identifying and describing significant physical features that have influenced historical events</p>	<p><b>G-1B-H2</b> analyzing the ways in which physical and human characteristics of places and regions have affected historic events</p>
<p><b>G-1B-E4</b> defining and differentiating regions by using physical characteristics, such as climate and landforms, and by using human characteristics, such as economic activity and language</p>	<p><b>G-1B-M3</b> identifying criteria used to define regions and explaining how and why regions change</p>	<p><b>G-1B-H3</b> analyzing the various ways in which physical and human regions are structured and interconnected</p>
	<p><b>G-1B-M4</b> describing and explaining how personal interests, culture, and technology affect people’s perceptions and uses of places and regions</p>	<p><b>G-1B-H4</b> explaining and evaluating the regions to cultural identity</p>

## GEOGRAPHY: Physical and Cultural Systems

### C. PHYSICAL AND HUMAN SYSTEMS

K–4	5–8	9–12
<p><b>G-1C-E1</b> describing how physical processes help to shape features and patterns on Earth’s surface</p>	<p><b>G-1C-M1</b> predicting and explaining how physical features help to shape patterns and arrangements in the physical environment</p>	<p><b>G-1C-H1</b> analyzing the ways in which Earth’s dynamic and interactive physical processes affect different regions of the world</p>
<p><b>G-1C-E2</b> describing and comparing the types of settlement and patterns of land use in local communities, the United States, and world regions</p>	<p><b>G-1C-M2</b> identifying key demographic concepts and using these concepts to analyze the population characteristics of a country or region</p> <p><b>G-1C-M3</b> describing the characteristics and patterns of human settlement in different regions of the world and analyzing the impact of urbanization</p>	<p><b>G-1C-H2</b> determining the economic, political, and social factors that contribute to human migration and settlement patterns and evaluating their impact on physical and human systems</p>
<p><b>G-1C-E3</b> describing and explaining the characteristics, distribution, and migration of human population</p>	<p><b>G-1C-M4</b> analyzing types, patterns, and effects of human migration over time</p>	<p><b>G-1C-H3</b> analyzing trends in world population numbers and patterns and predicting their consequences</p>
<p><b>G-1C-E4</b> identifying and comparing the cultural characteristics of different regions and people</p>	<p><b>G-1C-M5</b> tracing local and worldwide patterns of cultural diffusion and analyzing their causes and effects</p>	<p><b>G-1C-H4</b> analyzing the characteristics, distribution, and interrelationships of the world’s cultures</p>
<p><b>G-1C-E5</b> locating and explaining the spatial distribution of economic activities</p>	<p><b>G-1C-M6</b> comparing historical and contemporary patterns of economic interdependence</p>	<p><b>G-1C-H5</b> describing and evaluating spatial distribution of economic systems and how economic systems affect regions</p>
<p><b>G-1C-E6</b> identifying and describing types of territorial units, such as parishes or counties, states, and countries</p>	<p><b>G-1C-M7</b> explaining how cooperation and conflict among people contribute to the political divisions on Earth’s surface</p>	<p><b>G-1C-H6</b> analyzing how cooperation, conflict, and self-interests impact social, political, and economic entities on Earth</p>

# GEOGRAPHY: Physical and Cultural Systems

## D. ENVIRONMENT AND SOCIETY

K–4	5–8	9–12
<p><b>G-1D-E1</b> identifying and explaining ways in which people depend upon and modify the physical environment</p>	<p><b>G-1D-M1</b> analyzing and evaluating the effects of human actions upon the physical environment</p>	<p><b>G-1D-H1</b> describing and evaluating the ways in which technology has expanded the human capability to modify the physical environment</p>
<p><b>G-1D-E2</b> describing how humans adapt to variations in the physical environment</p> <p><b>G-1D-E3</b> describing the locations, causes, and effects of natural disasters on the environment and society</p>	<p><b>G-1D-M2</b> explaining and giving examples of how characteristics of different physical environments affect human activities</p>	<p><b>G-1D-H2</b> examining the challenges placed on human systems by the physical environment and formulating strategies to deal with these challenges</p>
<p><b>G-1D-E4</b> describing the use, distribution, and importance of natural resources</p>	<p><b>G-1D-M3</b> analyzing the worldwide distribution and utilization of natural resources</p>	<p><b>G-1D-H3</b> analyzing the relationship between natural resources and the exploration, colonization, settlement, and uses of land of different regions of the world</p> <p><b>G-1D-H4</b> evaluating policies and programs related to the use of natural resources</p>
	<p><b>G-1D-M4</b> identifying problems that relate to contemporary geographic issues and researching possible solutions</p>	<p><b>G-1D-H5</b> developing plans to solve local and regional geographic problems related to contemporary issues</p>

## CIVICS: Citizenship and Government

### A. STRUCTURE AND PURPOSES OF GOVERNMENT

K–4	5–8	9–12
<p><b>C-1A-E1</b> describing government in terms of the people and groups who make, apply, and enforce rules and laws in the home, school, community, and nation</p> <p><b>C-1A-E2</b> explaining the necessity and basic purposes of government</p>	<p><b>C-1A-M1</b> explaining major ideas about why governments are necessary and evaluating competing positions on the purposes government should serve</p>	<p><b>C-1A-H1</b> analyzing the necessity and purposes of politics and government and identifying examples of programs that fit within those purposes</p>
<p><b>C-1A-E3</b> comparing limited governments to unlimited governments</p>	<p><b>C-1A-M2</b> describing the essential characteristics of various systems of government</p>	<p><b>C-1A-H2</b> comparing and evaluating the essential characteristics of various systems of government and identifying historical and contemporary examples of each</p>
	<p><b>C-1A-M3</b> explaining how the powers of the government are distributed, shared, and limited by the United States and Louisiana constitutions</p> <p><b>C-1A-M4</b> explaining the purposes of state constitutions and describing the relationship of state constitutions to the federal constitution</p>	<p><b>C-1A-H3</b> explaining and evaluating issues related to the distribution of powers and responsibilities within the federal system</p>
<p><b>C-1A-E4</b> identifying and describing some of the major responsibilities of local, state, and national governments</p>	<p><b>C-1A-M5</b> describing the organization and major responsibilities of local, state, and national governments</p>	<p><b>C-1A-H4</b> explaining the organization and functions of local, state, and national governments and evaluating their relationships</p>
<p><b>C-1A-E5</b> identifying key members of government at the local, state, and national levels and describing their powers and the limits on their powers</p> <p><b>C-1A-E6</b> explaining how officials in government acquire the authority to exercise political power</p>	<p><b>C-1A-M6</b> identifying government leaders and representatives at the local, state, and national levels and explaining their powers and the limits on their powers</p>	

<p><b>C-1A-E7</b> explaining the purposes and importance of rules and laws</p>	<p><b>C-1A-M7</b> explaining the importance of law in the American constitutional system and applying criteria to evaluate rules and laws</p>	<p><b>C-1A-H5</b> evaluating the role and importance of law in the American political system and applying criteria to evaluate laws</p>
	<p><b>C-1A-M8</b> explaining how public policy is formed, debated, and carried out at local, state, and national levels</p> <p><b>C-1A-M9</b> explaining the necessity of taxes and describing the purposes for which tax revenues are used</p> <p><b>C-1A-M10</b> identifying and evaluating different types of taxes</p>	<p><b>C-1A-H6</b> examining the major responsibilities of the national government for domestic and foreign policy</p> <p><b>C-1A-H7</b> explaining how government is financed through taxation</p>

## CIVICS: Citizenship and Government

### B. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM

K–4	5–8	9–12
	<p><b>C-1B-M1</b> explaining the essential ideas and historical origins of American constitutional government</p> <p><b>C-1B-M2</b> identifying and describing the historical experiences and the geographic, social, and economic factors that have helped to shape American political culture</p>	<p><b>C-1B-H1</b> analyzing the central ideas and historical origins of American constitutional government and evaluating how this form of government has helped to shape American society</p>
<p><b>C-1B-E1</b> identifying basic principles of American constitutional democracy and explaining how the constitutions of the United States and Louisiana reflect these principles</p> <p><b>C-1B-E2</b> discussing the importance of citizens sharing and supporting the principles of American constitutional democracy</p>	<p><b>C-1B-M3</b> explaining the meaning and importance of basic principles of American constitutional democracy as reflected in core documents</p>	<p><b>C-1B-H2</b> explaining basic democratic beliefs and principles of constitutional democracy in American society and applying them to the analysis of issues of conflicting beliefs and principles</p>
	<p><b>C-1B-M4</b> analyzing the ways in which political and social conflict can be peacefully resolved</p>	<p><b>C-1B-H3</b> analyzing the nature of American political and social conflict</p>
	<p><b>C-1B-M5</b> analyzing democratic processes used to institute change</p>	<p><b>C-1B-H4</b> evaluating issues related to the differences between American ideals and the realities of American social and political life</p>
	<p><b>C-1B-M6</b> analyzing the importance of political parties, campaigns, and elections in the American political system</p>	<p><b>C-1B-H5</b> evaluating the roles of political parties, campaigns, and elections in American politics</p>
		<p><b>C-1B-H6</b> analyzing the historical and contemporary roles of associations and groups in local, state, and national politics</p>

## CIVICS: Citizenship and Government

### C. INTERNATIONAL RELATIONSHIPS

<b>K-4</b>	<b>5-8</b>	<b>9-12</b>
<b>C-1C-E1</b> explaining that the world is divided into different nations and describing the major ways that these nations interact	<b>C-1C-M1</b> describing how the world is organized politically and explaining the means by which nation-states interact	<b>C-1C-H1</b> analyzing how the world is organized politically and evaluating how the interaction of political entities, such as nation-states and international organizations, affects the United States
	<b>C-1C-M2</b> explaining the formation, implementation, and impact of United States foreign policy  <b>C-1C-M3</b> identifying types of foreign policy issues, using current and historical examples	<b>C-1C-H2</b> analyzing the major foreign policy positions of the United States and evaluating their consequences
		<b>C-1C-H3</b> evaluating the impact of American ideas and actions on the world and analyzing the effects of significant international developments on the United States

## CIVICS: Citizenship and Government

### D. ROLES OF THE CITIZEN

K–4	5–8	9–12
<p><b>C-1D-E1</b> explaining the meaning of citizenship and the means by which individuals become citizens of the United States</p>	<p><b>C-1D-M1</b> explaining the meaning of citizenship and the requirements for citizenship and naturalization in the United States</p>	
<p><b>C-1D-E2</b> describing the rights and responsibilities of citizenship in a democratic society</p>	<p><b>C-1D-M2</b> identifying the rights and responsibilities of citizens and explaining their importance to the individual and to society</p> <p><b>C-1D-M3</b> discussing issues involving the rights and responsibilities of individuals in American society</p>	<p><b>C-1D-H1</b> evaluating and defending positions on issues regarding the personal, political, and economic rights of citizens</p> <p><b>C-1D-H2</b> evaluating and defending positions regarding the personal and civic responsibilities of citizens in American constitutional democracy</p>
<p><b>C-1D-E3</b> identifying and discussing civic traits that are important to the preservation and improvement of American constitutional democracy</p>		
<p><b>C-1D-E4</b> describing the many ways that citizens can participate in and contribute to their communities and to American society</p>	<p><b>C-1D-M4</b> describing the many ways by which citizens can organize, monitor, and help to shape politics and government at local, state, and national levels</p>	<p><b>C-1D-H3</b> explaining and evaluating the various forms of political participation that citizens can use to monitor and shape the formation and implementation of public policy</p>
<p><b>C-1D-E5</b> discussing issues related to citizenship and public service</p>	<p><b>C-1D-M5</b> communicating the importance of knowledge to competent and responsible political participation and leadership</p>	<p><b>C-1D-H4</b> analyzing and evaluating the importance of political leadership, public service, and a knowledgeable citizenry to American constitutional democracy</p>

# ECONOMICS: Interdependence and Decision Making

## A. FUNDAMENTAL ECONOMIC CONCEPTS

K–4	5–8	9–12
<p><b>E-1A-E1</b> recognizing that limited resources require people to make decisions</p> <p><b>E-1A-E2</b> identifying what is gained and lost when individuals or groups make decisions</p> <p><b>E-1A-E3</b> demonstrating how economic wants affect decisions about using goods and services</p> <p><b>E-1A-E4</b> discussing and determining the process for making economic decisions</p>	<p><b>E-1A-M1</b> describing how the scarcity of resources necessitates decision making at both personal and societal levels</p> <p><b>E-1A-M2</b> analyzing consequences of economic decisions in terms of additional benefits and additional costs</p> <p><b>E-1A-M3</b> analyzing the consequences and opportunity cost of economic decisions</p>	<p><b>E-1A-H1</b> analyzing the impact of the scarcity of productive resources and examining the choices and opportunity cost that result</p>
<p><b>E-1A-E5</b> explaining the relationships among producers and consumers</p> <p><b>E-1A-E6</b> describing how natural resources, human resources, and capital resources have been used and are combined in the production of goods and services</p> <p><b>E-1A-E7</b> describing how specialization affects productivity and contributes to the need for interdependence among producers and consumers</p>	<p><b>E-1A-M4</b> analyzing the role of specialization in the economic process</p>	<p><b>E-1A-H2</b> analyzing the roles that production, distribution, and consumption play in economic decisions</p>
<p><b>E-1A-E8</b> determining how the development of skills and knowledge relates to career opportunity and economic well-being</p>	<p><b>E-1A-M5</b> giving examples of how skills and knowledge increase productivity and career opportunities</p>	<p><b>E-1A-H3</b> applying the skills and knowledge necessary in making decisions about career options</p>

<p><b>E-1A-E9</b> identifying different methods for the distribution of goods and services, including the concept of markets</p>	<p><b>E-1A-M6</b> describing the essential differences in the production and allocation of goods and services in traditional, command, and market systems</p>	<p><b>E-1A-H4</b> comparing and evaluating economic systems</p> <p><b>E-1A-H5</b> explaining the basic features of market structures and exchanges</p>
<p><b>E-1A-E10</b> identifying some of the economic institutions, such as households and banks, that make up the economy</p>	<p><b>E-1A-M7</b> describing the various institutions, such as business firms and government agencies, that make up economic systems</p>	<p><b>E-1A-H6</b> analyzing the roles of economic institutions, such as corporations and labor unions, that compose economic systems</p>
<p><b>E-1A-E11</b> explaining and demonstrating why people participate in voluntary exchanges and how money helps in the process</p>	<p><b>E-1A-M8</b> differentiating among various forms of exchange and money</p>	<p><b>E-1A-H7</b> analyzing the roles of money and banking in an economic system</p>
	<p><b>E-1A-M9</b> using economic concepts to help explain historic and contemporary events and developments</p>	<p><b>E-1A-H8</b> applying economic concepts to understand and evaluate historical and contemporary issues</p>

## ECONOMICS: Interdependence and Decision Making

### B. INDIVIDUALS, HOUSEHOLDS, BUSINESSES, AND GOVERNMENTS

K–4	5–8	9–12
<p><b>E-1B-E1</b> describing how prices are determined by the interactions of buyers and sellers</p> <p><b>E-1B-E2</b> explaining how the changes in prices affect incentives to produce, consume, and save</p> <p><b>E-1B-E3</b> identifying and explaining economic concepts, such as profit, as an incentive for people to take economic risk</p>	<p><b>E-1B-M1</b> explaining the role of supply and demand in a competitive market system</p> <p><b>E-1B-M2</b> explaining the factors that affect the production and distribution of goods and services</p>	<p><b>E-1B-H1</b> identifying factors that cause changes in supply and demand</p> <p><b>E-1B-H2</b> analyzing how changes in supply and demand, price, incentives, and profit influence production and distribution in a competitive market system</p>
<p><b>E-1B-E4</b> explaining why some goods and services are provided by the government through taxing, charging user fees, and borrowing</p>	<p><b>E-1B-M3</b> explaining the difference between private and public goods and services</p>	
	<p><b>E-1B-M4</b> identifying the costs and benefits of government policies on competitive markets</p> <p><b>E-1B-M5</b> identifying different types of taxes and user fees and predicting their consequences</p>	<p><b>E-1B-H3</b> analyzing the impact of governmental taxation, spending, and regulation on different groups in a market economy</p>
	<p><b>E-1B-M6</b> determining the reasons for trade between nations, identifying costs and benefits, and recognizing the worldwide interdependence that results</p>	<p><b>E-1B-H4</b> analyzing the causes and consequences of worldwide economic interdependence</p> <p><b>E-1B-H5</b> evaluating the effects of domestic policies on international trade</p>
<p><b>E-1B-E5</b> identifying the major goods and services produced in the local community and state</p>	<p><b>E-1B-M7</b> describing historical and economic factors that have contributed to the development and growth of the national, state, and local economies</p>	<p><b>E-1B-H6</b> analyzing Louisiana’s role in the national and world economies</p>

## ECONOMICS: Interdependence and Decision Making

## C. THE ECONOMY AS A WHOLE

K-4	5-8	9-12
	<p><b>E-1C-M1</b> explaining the meaning of economic indicators that help to describe economies</p>	<p><b>E-1C-H1</b> explaining the meanings of such economic indicators as GDP, per capita GDP, real GDP, CPI, and unemployment rate</p> <p><b>E-1C-H2</b> explaining how interest rates, investments, and inflation/deflation, impact the economy</p>
	<p><b>E-1C-M2</b> describing the influences of inflation, unemployment, and underemployment on different groups of people</p>	<p><b>E-1C-H3</b> analyzing the causes and consequences of unemployment, underemployment, and income distribution in a market economy</p>
		<p><b>E-1C-H4</b> explaining the basic concepts of United States fiscal policy, monetary policy, and regulations and describing their effects on the economy</p>

# HISTORY: Time, Continuity, and Change

## A. HISTORICAL THINKING SKILLS

K–4	5–8	9–12
<p><b>H-1A-E1</b> demonstrating an understanding of the concepts of time and chronology</p>	<p><b>H-1A-M1</b> describing chronological relationships and patterns</p>	<p><b>H-1A-H1</b> applying key concepts, such as chronology and conflict, to explain and analyze patterns of historical change and continuity</p>
<p><b>H-1A-E2</b> recognizing that people in different times and places view the world differently</p>	<p><b>H-1A-M2</b> demonstrating historical perspective through the political, social, and economic context in which an event or idea occurred</p> <p><b>H-1A-M3</b> analyzing the impact that specific individuals, ideas, events, and decisions had on the course of history</p>	<p><b>H-1A-H2</b> explaining and analyzing events, ideas, and issues within a historical context</p>
<p><b>H-1A-E3</b> identifying and using primary and secondary historical sources to learn about the past</p>	<p><b>H-1A-M4</b> analyzing historical data using primary and secondary sources</p>	<p><b>H-1A-H3</b> interpreting and evaluating the historical evidence presented in primary and secondary sources</p>
	<p><b>H-1A-M5</b> identifying issues and problems from the past and evaluating alternative courses of action</p>	<p><b>H-1A-H4</b> utilizing knowledge of facts and concepts drawn from history and methods of historical inquiry to analyze historical and contemporary issues</p>
	<p><b>H-1A-M6</b> conducting research in efforts to answer historical questions</p>	<p><b>H-1A-H5</b> conducting research in efforts to analyze historical questions and issues</p> <p><b>H-1A-H6</b> analyzing cause-effect relationships</p>

## **HISTORY: Time, Continuity, and Change**

### **BENCHMARKS K–4**

#### **B. FAMILIES AND COMMUNITIES**

<b>K–4</b>
<b>H-1B-E1</b> describing and comparing family life in the present and the past
<b>H-1B-E2</b> relating the history of the local community and comparing it to other communities of long ago

#### **C. LOUISIANA AND UNITED STATES HISTORY**

<b>K–4</b>
<b>H-1C-E1</b> describing the people, events, and ideas that were significant to the growth and development of our state and nation
<b>H-1C-E2</b> identifying the development of democratic principles and discussing how these principles have been exemplified by historic figures, events, and symbols
<b>H-1C-E3</b> describing the causes and nature of various movements of large groups of people into and within Louisiana and the United States throughout history
<b>H-1C-E4</b> recognizing how folklore and other cultural elements have contributed to our local, state, and national heritage

#### **D. WORLD HISTORY**

<b>K–4</b>
<b>H-1D-E1</b> identifying the characteristics and historical development of selected societies throughout the world
<b>H-1D-E2</b> describing the social and economic impact of major scientific and technological advancements
<b>H-1D-E3</b> discussing the impact of significant contributions made by historic figures from different regions of the world

# HISTORY: Time, Continuity, and Change

## BENCHMARKS 5–8 AND 9–12

### B. UNITED STATES HISTORY

Eras	5–8	9–12
<p><b>ERA 1:</b> <b>Three Worlds Meet</b> <b>(Beginnings to 1620)</b></p>	<p><b>H-1B-M1</b> identifying and describing characteristics of societies in the Americas, Western Europe and Western Africa that increasingly interacted after 1450</p> <p><b>H-1B-M2</b> explaining the cultural, ecological, and economic results of early European exploration and colonization</p>	<p><b>H-1B-H1</b> analyzing the significant changes that resulted from interactions among the peoples of Europe, Africa, and the Americas</p>
<p><b>ERA 2:</b> <b>Colonization and Settlement</b> <b>(1565–1763)</b></p>	<p><b>H-1B-M3</b> describing the interactions among Native Americans, early Europeans, and Africans in the Americas</p> <p><b>H-1B-M4</b> tracing the emergence of religious freedom and changing political institutions in the English colonies</p> <p><b>H-1B-M5</b> analyzing the impact of European cultural, political, and economic ideas and institutions on life in the Americas</p>	<p><b>H-1B-H2</b> summarizing the process by which the United States was colonized and later became an independent nation</p>
<p><b>ERA 3:</b> <b>Revolution and the New Nation</b> <b>(1754–1820s)</b></p>	<p><b>H-1B-M6</b> explaining the causes and course of the American Revolution and the reasons for the American victory</p> <p><b>H-1B-M7</b> explaining the impact of the American Revolution on the politics, society, and economy of the new nation</p>	<p><b>H-1B-H3</b> analyzing the development of the American constitutional system</p>

	<p><b>H-1B-M8</b> relating the institutions and practices of government established during and after the American Revolution to the foundation of the American political system</p>	
<p><b>ERA 4: Expansion and Reform (1801–1861)</b></p>	<p><b>H-1B-M9</b> describing the territorial expansion of the United States and analyzing the effects on relations with Native Americans and external powers</p> <p><b>H-1B-M10</b> analyzing the changes and regional tensions created by Jacksonian democracy, the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement</p> <p><b>H-1B-M11</b> explaining and giving examples of the reform movements that occurred during the antebellum period and evaluating their impact on American society</p>	<p><b>H-1B-H4</b> tracing territorial expansion and reform movements in the United States</p>
<p><b>ERA 5: Civil War and Reconstruction (1850–1877)</b></p>	<p><b>H-1B-M12</b> describing the causes and course of the Civil War and examining the impact of the war on the American people</p> <p><b>H-1B-M13</b> comparing and evaluating various reconstruction plans of the post-Civil War era</p>	<p><b>H-1B-H5</b> analyzing the origins, major events, and effects of the Civil War and Reconstruction</p>
<p><b>ERA 6: The Development of the Industrial United States (1870–1900)</b></p>	<p><b>H-1B-M14</b> describing the impact of industrialization in the United States</p>	<p><b>H-1B-H6</b> analyzing the development of industrialization and examining its impact on American society</p>

		<p><b>H-1B-H7</b> describing the immigration and internal migration patterns that have occurred in the history of the United States and examining the cultural and social changes that have resulted</p>
<p><b>ERA 7: The Emergence of Modern America (1890–1930)</b></p>	<p><b>H-1B-M15</b> describing the significant economic, political, social, and cultural changes that have occurred in the United States during the 20th century</p> <p><b>H-1B-M16</b> identifying the causes and consequences of major world conflicts involving the United States</p>	<p><b>H-1B-H8</b> evaluating the significance of the Progressive Movement</p> <p><b>H-1B-H9</b> analyzing the rise of the labor and agrarian movements</p> <p><b>H-1B-H10</b> explaining the changing role of the United States in world affairs through World War I</p> <p><b>H-1B-H11</b> analyzing the significant changes that evolved in the United States between World War I and the Great Depression</p>
<p><b>ERA 8: The Great Depression and World War II (1929–1945)</b></p>	<p><b>H-1B-M17</b> describing the impact of the Great Depression and World War II on American society</p>	<p><b>H-1B-H12</b> analyzing the causes, developments, and effects of the Great Depression and the New Deal</p> <p><b>H-1B-H13</b> analyzing the origins, course, and results of World War II</p>
<p><b>ERA 9: Contemporary United States (1945 to the present)</b></p>	<p><b>H-1B-M18</b> discussing significant developments and issues in contemporary United States history</p>	<p><b>H-1B-H14</b> examining and summarizing key developments and issues in foreign and domestic policies during the Cold War era</p> <p><b>H-1B-H15</b> analyzing the economic, political, social, and cultural transformation of the United States since World War II</p>

		<p><b>H-1B-H16</b> explaining the major changes that have resulted as the United States has moved from an industrial to an information society</p> <p><b>H-1B-H17</b> analyzing developments and issues in contemporary American society</p> <p><b>H-1B-H18</b> discussing and demonstrating an understanding of recent developments in foreign and domestic policies</p>
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# HISTORY: Time, Continuity, and Change

## BENCHMARKS 5–8 AND 9–12

### C. WORLD HISTORY

Eras	5–8	9–12
<b>ERA 1:</b> <b>The Beginnings of Society</b>	<b>H-1C-M1</b> describing the earliest human communities  <b>H-1C-M2</b> explaining the emergence of agricultural societies around the world	<b>H-1C-H1</b> analyzing the development of early human communities and civilizations
<b>ERA 2:</b> <b>The Rise of Early Civilizations</b> <b>(4000–1000 B.C.)</b>	<b>H-1C-M3</b> identifying the major characteristics of early civilizations in Mesopotamia, Egypt, and the Indus valley  <b>H-1C-M4</b> tracing the development and expansion of agricultural societies and the emergence of new states  <b>H-1C-M5</b> analyzing the political, social, and cultural consequences of population movements and militarization in Europe and Asia	<b>H-1C-H2</b> making generalizations about the cultural legacies of both the ancient river and the classical civilizations
<b>ERA 3:</b> <b>Classical Traditions, Major Religions, and Giant Empires</b> <b>(1000 B.C.–A.D. 300)</b>	<b>H-1C-M6</b> discussing and giving examples of technological and cultural innovation and change  <b>H-1C-M7</b> describing the classical civilizations and examining their interactions and influences  <b>H-1C-M8</b> describing and comparing the emergence of major religions and large-scale empires in the Mediterranean basin, China, and India	<b>H-1C-H3</b> analyzing the origins, central ideas, and worldwide impact of major religious and philosophical traditions
<b>ERA 4:</b> <b>Expanding Zones of Exchange and Encounter</b> <b>(A.D. 300–1000)</b>	<b>H-1C-M9</b> tracing the expansion of major religions and cultural traditions and examining the impact on civilizations in Europe, Asia, and Africa	<b>H-1C-H4</b> summarizing the developments and contributions of civilizations that flourished in Europe, Asia, Africa, and the Americas

	<p><b>H-1C-M10</b> analyzing the political, social, and cultural developments and changes that resulted from the rise and fall of empires and kingdoms in Europe, Asia, Africa, and the Americas</p>	
<p><b>ERA 5: Intensified Hemispheric Interactions (A.D. 1000–1500)</b></p>	<p><b>H-1C-M11</b> analyzing the cultural and economic impact of the interregional system of communication and trade that developed among the peoples of Europe, Asia, and Africa</p> <p><b>H-1C-M12</b> explaining the developments and events that led to the political, social, cultural, and economic transformation of Europe</p> <p><b>H-1C-M13</b> describing the development and expansion of complex societies and empires in the Americas</p>	<p><b>H-1C-H5</b> analyzing the consequences of the economic and cultural interchange that increasingly developed among the peoples of Europe, Asia, and Africa</p>
<p><b>ERA 6: Emergence of the First Global Age (1450–1770)</b></p>	<p><b>H-1C-M14</b> explaining the political, cultural, and economic developments and trends of major world regions that resulted in the transformation of societies in the fifteenth through the mid-eighteenth centuries</p>	<p><b>H-1C-H6</b> analyzing the impact of transoceanic linking of all major regions of the world</p> <p><b>H-1C-H7</b> analyzing the political, cultural, and economic developments and trends that resulted in the transformation of major world regions</p> <p><b>H-1C-H8</b> explaining how the emergence of territorial empires in Europe, Asia, and Africa unified large areas politically, economically, and culturally</p>

		<p><b>H-1C-H9</b> tracing the expansion of European power and economic influence in the world and examining the impact of this expansion on societies in Asia and the Americas</p>
<p><b>ERA 7: An Age of Revolutions (1750–1914)</b></p>	<p><b>H-1C-M15</b> determining and discussing the impact of the political, agricultural, and industrial revolutions on societies around the world</p> <p><b>H-1C-M16</b> describing the transformation of world societies that occurred during an era of global trade and Western domination</p>	<p><b>H-1C-H10</b> analyzing the impact that political revolutions and new ideologies had on societies around the world</p> <p><b>H-1C-H11</b> evaluating the economic, political, and social consequences of the agricultural and industrial revolutions on world societies</p> <p><b>H-1C-H12</b> analyzing the patterns of worldwide change that emerged during the era of Western military and economic domination</p>
<p><b>ERA 8: A Half-Century of Crisis and Achievement (1900–1945)</b></p>	<p><b>H-1C-M17</b> identifying the causes and worldwide consequences of major 20th century conflicts</p>	<p><b>H-1C-H13</b> analyzing the causes and international consequences of World War I, the rise and actions of totalitarian systems, World War II, and other early 20th century conflicts</p>
<p><b>ERA 9: The 20th Century Since 1945 (1945 to the present)</b></p>	<p><b>H-1C-M18</b> identifying and discussing significant political, economic, social, cultural, and technological trends that have had an impact on the modern world</p>	<p><b>H-1C-H14</b> analyzing the international power shifts and the breakup of colonial empires that occurred in the years following WWII</p> <p><b>H-1C-H15</b> explaining the worldwide significance of major political, economic, social, cultural, and technological developments and trends</p>

## **HISTORY: Time, Continuity, and Change**

### **BENCHMARKS 5–8**

#### **D. LOUISIANA HISTORY**

<b>5–8</b>
<b>H-1D-M1</b> describing the contributions of people, events, movements, and ideas that have been significant in the history of Louisiana
<b>H-1D-M2</b> tracing the development of the various governments that have been established in Louisiana throughout history
<b>H-1D-M3</b> identifying and discussing the major conflicts in Louisiana’s past
<b>H-1D-M4</b> locating and describing Louisiana’s geographic features and examining their impact on people past and present
<b>H-1D-M5</b> tracing the development and growth of Louisiana’s economy throughout its history
<b>H-1D-M6</b> examining folklore and describing how cultural elements have shaped our state and local heritage

## Louisiana Educational Assessment Program Social Studies Achievement Level Descriptors: Grade 8

**Note:** These descriptors have been modified slightly from the 2000 publication to match the condensed descriptors on the updated 2006 Student Reports.

Achievement Level	Descriptors
<b>Advanced</b>	<p>Students scoring at this level generally exhibit the ability to do the following:</p> <ul style="list-style-type: none"> <li>• <b>Geography:</b> apply extensive geographic knowledge, analytical concepts, and vocabulary; analyze a variety of maps with a variety of scales and show the relationship between them; use case studies for spatial analysis to develop maps and other graphics; differentiate between patterns of climate, vegetation, and population across Earth’s surface and explain how regions change over time; and profile regions by using geographical concepts, tools, and skills.</li> <li>• <b>Civics:</b> evaluate the importance of rules and laws, political parties, campaigns, and elections in the American political system; weigh the impact of American ideas and actions on the world; and compare and contrast positions relating to the rights of citizens.</li> <li>• <b>Economics:</b> apply fundamental economic concepts; analyze the role of governmental policies in competitive markets; and examine the reasons for worldwide interdependence based on historical and economic factors.</li> <li>• <b>History:</b> evaluate historical patterns as they relate to specific events; make generalizations about historical topics using a variety of sources; and develop an awareness of the political, social, and economic themes in history.</li> </ul>
<b>Mastery</b>	<p>Students scoring at this level generally exhibit the ability to do the following:</p> <ul style="list-style-type: none"> <li>• <b>Geography:</b> analyze a wide variety of physical and cultural features; apply a fundamental geographic vocabulary; compare information presented in different scales; use geographic tools to translate information into patterns; evaluate how human activity affects the environment; interpret various patterns of trade and migration; and solve location questions by integrating two or more sources.</li> <li>• <b>Civics:</b> compare and contrast the relationship between state and federal constitutions; analyze the ways in which political and social conflict can be peacefully resolved; interpret the impact of U.S. foreign policy on the world; and analyze ways in which citizens help to shape politics and government at various levels.</li> <li>• <b>Economics:</b> apply fundamental economic concepts; apply the meaning of economic indicators and their role in economics; analyze various economic systems and their historical impact; and evaluate the opportunity cost of economic decisions.</li> <li>• <b>History:</b> recognize historical connections between people and events; distinguish between primary and secondary sources; incorporate geographic, technological, and other reference material; and communicate ideas about historical themes with supporting evidence.</li> </ul>

<p style="text-align: center;"><b>Basic</b></p>	<p>Students scoring at this level generally exhibit the ability to do the following:</p> <ul style="list-style-type: none"> <li>• <b>Geography:</b> utilize vocabulary of geographic concepts relating to patterns, relationships, distance, direction, and location; use latitude and longitude to locate places; identify continents, oceans, or selected countries and cities; explain the differences between maps/globes, read map scales and use an atlas/almanac; illustrate relationships that exist between the physical environment and human activity; identify the distinguishing characteristics of a region; and describe the movement of people, goods, services, and ideas.</li> <li>• <b>Civics:</b> explain the major purposes of government; identify and explain the importance of basic principles of American constitutional democracy; describe major foreign policy of the U.S.; and describe the requirements of citizenship and naturalization in the U.S.</li> <li>• <b>Economics:</b> compare basic concepts related to economics; explain the causes and consequences of economic decision making; distinguish how specialization, skills, and knowledge affect the economic process; compare various economic systems and their historical impacts; and explain the role of supply and demand on production and distribution of goods and services.</li> <li>• <b>History:</b> identify and categorize people, places, events, and documents in historical context; understand the impact of diverse cultures on American life; explain the significance of major historical events; and explain the fundamental political ideas and institutions of American life.</li> </ul>
<p style="text-align: center;"><b>Approaching Basic</b></p>	<p>Students scoring at this level generally exhibit the ability to do the following:</p> <ul style="list-style-type: none"> <li>• <b>Geography:</b> obtain information from geographic models; draw a variety of maps; memorize various geographic data; and recognize that human activity is affected by the environment.</li> <li>• <b>Civics:</b> recognize types of government; identify the basic principles of American constitutional democracy; recognize a foreign policy issue; and list the rights and responsibilities of American citizens.</li> <li>• <b>Economics:</b> identify basic concepts and vocabulary terms related to economics; and discuss how supply and demand affects the price of goods and services.</li> <li>• <b>History:</b> identify historical people and places; develop an awareness of diverse cultures in America; name a variety of historical events; and recognize the fundamental political ideas and institutions of American life.</li> </ul>
<p style="text-align: center;"><b>Unsatisfactory</b></p>	<p>Students scoring at this level have not demonstrated the fundamental knowledge and skills needed for the next level of schooling. Students at this level generally have not exhibited the ability to</p> <ul style="list-style-type: none"> <li>• <b>Geography:</b> obtain information from geographic models; draw a variety of maps; memorize various geographic data; and recognize that human activity is affected by the environment.</li> <li>• <b>Civics:</b> recognize types of government; identify the basic principles of American constitutional democracy; recognize a foreign policy issue; and list the rights and responsibilities of American citizens.</li> <li>• <b>Economics:</b> identify basic concepts and vocabulary terms related to economics and discuss how supply and demand affects the price of goods and services.</li> <li>• <b>History:</b> identify historical people and places; develop an awareness of diverse cultures in America; name a variety of historical events; or recognize the fundamental political ideas and institutions of American life.</li> </ul>



