



Note: The Louisiana social studies standards include standards that are skill-related and describe the things students should be able to do to demonstrate their understanding of history. These standards are not specifically listed in this pacing guide, but they should be embedded within each unit.

Unit	Standards	Major Topics/Concepts
Maps and Regions of the United States	4.4.1 4.4.2 4.4.3 4.4.4 4.4.5 4.4.6 4.4.7 4.5.1 4.5.2 4.6.1 4.6.2	Locations of regions, states, continents, and oceans Locations of parallels, poles, hemispheres, and meridians Map elements Different types of maps Locations and characteristics of the five regions of the U.S.: <ul style="list-style-type: none"> • West • Southwest • Midwest • Southeast • Northeast Influences of geography and climate on the economic development of the five regions of the U.S. Impacts of natural processes on the five regions of the U.S. Ways humans have altered the five regions of the U.S.
Exploration and Colonization	4.2.1 4.2.3 4.5.2 4.5.3	Motivations for exploration of the U.S. Challenges faced by explorers Changes in populations, boundaries, and land from European exploration and colonization Impacts of European colonization on Native Americans Comparison of the founding and development of colonies: <ul style="list-style-type: none"> • Jamestown • Plymouth Colony Significance of the expansion of enslavement in the colonies Development of trade in the colonies Impacts of geography and climate on the survival of colonists Interactions between colonists and Native Americans
American Revolution	4.2.2 4.2.4 4.7.2	Differences between Loyalists and Patriots British colonial policies that led to independence: <ul style="list-style-type: none"> • Sugar Act • Stamp Act • Townshend Revenue Act • Tea Act • Intolerable Acts Key ideas in the Declaration of Independence: <ul style="list-style-type: none"> • grievances against King George III • type of government colonists wanted Causes and effects of key events leading to the American Revolution: <ul style="list-style-type: none"> • Boston Massacre • Boston Tea Party • Battles of Lexington and Concord

Unit	Standards	Major Topics/Concepts
1st Cumulative Assessment (covering all content to this point)		
Developing a Government	4.2.2 4.7.1 4.7.2 4.7.3 4.7.4	Role of Founding Fathers in drafting the U.S. Constitution Key ideas and purposes of the U.S. Constitution Preamble to the U.S. Constitution Purposes of and rights protected by the Bill of Rights Amendment process Structures and functions of the three branches: <ul style="list-style-type: none"> • key people, groups, and jobs • checks and balances • separation of powers
Citizenship	4.8.1 4.8.2 4.8.3 4.8.4	Requirements and process to become a U.S. citizen Rights, responsibilities, and duties of citizens Qualities of a good citizen: <ul style="list-style-type: none"> • informed voter • advocate for everyone’s rights Impacts of civic engagement on the community
Westward Expansion	4.2.1 4.2.2 4.2.3 4.2.4 4.5.2 4.5.3	Geographic and economic expansion as a result of the Louisiana Purchase Contributions of Lewis, Clark, and Sacagawea Influences and consequences of Manifest Destiny Impacts of the Homestead Act Reasons why settlers wanted to move to the West: <ul style="list-style-type: none"> • land • fortune • new natural resources (e.g., gold) Experiences of settlers migrating westward (e.g., Oregon Trail) Impacts of westward expansion on Native Americans: <ul style="list-style-type: none"> • pushed out of land • forced relocation • loss of resources • spread of diseases
Transportation and Movement	4.2.2 4.3.1 4.5.3 4.6.2	Impacts of inventions on the U.S. economy and western Migration: <ul style="list-style-type: none"> • cotton gin • barbed wire • plows • water pumps • Erie Canal • steamships • National Road • Transcontinental Railroad Significance of physical features of the Midwest and the Great Plains to the expansion of economic opportunity Impacts on the environments of the five regions of the U.S.
2nd Cumulative Assessment (covering all content to this point)		

Unit	Standards	Major Topics/Concepts
Industrialization and Urbanization	4.2.2 4.2.4 4.3.1 4.5.2 4.5.3	<p>Causes and effects of the Industrial Revolution</p> <p>Shift from farming economy to manufacturing economy</p> <p>Efforts to improve working conditions of the poor (e.g., Jane Addams)</p> <p>Impacts of inventions and new processes on the people and the economy:</p> <ul style="list-style-type: none"> • spinning wheel • power loom • assembly line • electricity • steel production <p>Relationship between industrialization and urbanization</p> <p>Experiences of people living in urban areas:</p> <ul style="list-style-type: none"> • housing conditions • factory working conditions • family life <p>Influences of geography and climate of the Northeast on the development of factories</p> <p>Reasons for slower industrialization of the South</p>
Immigration	4.2.2 4.2.3 4.2.4 4.2.5 4.3.1 4.4.6	<p>Countries of origin for most immigrants in this time period:</p> <ul style="list-style-type: none"> • Ireland • Italy • Japan • China <p>Push and pull factors that brought immigrants to the U.S.</p> <p>Importance of Ellis and Angel Islands</p> <p>Influence of immigration on progress and change</p> <p>Reasons for and the influence of migration on progress and change (e.g., Great Migration)</p> <p>Experiences of immigrants living in urban areas (e.g., struggles, benefits)</p> <p>Examples of diversity from the experiences of groups in the U.S.:</p> <ul style="list-style-type: none"> • immigrants • African Americans • Native Americans <p>Analysis of the U.S. as a salad bowl, melting pot, and cultural mosaic</p> <p>Examples of diversity that resulted from immigration:</p> <ul style="list-style-type: none"> • food • language • customs <p>Motivations of immigrants compared to motivations of migrants</p> <p>Comparison of experiences of European and Asian Immigrants:</p> <ul style="list-style-type: none"> • living conditions • family life • work experience • societal struggles <p>Routes taken by immigrants and migrants</p>

Unit	Standards	Major Topics/Concepts
<p style="text-align: center;">Innovation and Economics</p> <p><i>Note: The economic concepts in standard 9 are listed with this unit and will be included on the final comprehensive assessment. However, standard 9 should also be integrated into other units where appropriate to support student understanding of the role of economics throughout history.</i></p>	<p>4.3.1 4.9.2 4.9.3 4.9.4 4.9.5 4.9.6 4.9.7 4.9.8 4.9.9 4.9.10</p>	<p>Impacts of technological innovations on the U.S.:</p> <ul style="list-style-type: none"> • daily life • migration • economy • workforce • health and life expectancy <p>Major innovations in transportation and communication in the 20th century:</p> <ul style="list-style-type: none"> • automobiles • telephones • television • radio • airplanes • computers • internet • social media <p>Impacts of innovation on the economy</p> <p>Examples of human, natural, and capital resources using transportation and communication innovations</p> <p>Profits and risks with developing new technologies</p> <p>Relationship among supply, demand, and price</p> <p>Ways the government pays for goods and services (e.g., taxes and fees)</p> <p>Roles of various groups in the economy:</p> <ul style="list-style-type: none"> • households • businesses • jobs • banks • governments <p>Importance of barter and trade for individuals and businesses</p> <p>Comparison of different types of monetary exchange:</p> <ul style="list-style-type: none"> • money (currency) • checks • debit cards • credit cards <p>Benefits of making and following a budget</p> <p>Economic benefits of people increasing their skills</p>
<p>Final Comprehensive Assessment (covering all content)</p>		