

LOUISIANA EDUCATIONAL ASSESSMENT PROGRAM
for the 21ST Century (LEAP 21)
ASSESSMENT FRAMEWORK
Grade 4

INTRODUCTION

This section of the *Teachers' Guide to Statewide Assessment in Social Studies* presents the assessment framework for the grade 4 test. It provides specifications for the design and content of the grade 4 test, covering both Part A (multiple-choice items) and Part B (constructed-response tasks).

The grade 4 Assessment Framework is divided into four parts corresponding to the four social studies strands (Geography, Civics, Economics, and History). Within each part, the strand's thematic categories are used to organize information about the test. For example, under the Geography strand, test specifications are subdivided according to the strand's four thematic categories (A. The World in Spatial Terms; B. Places and Regions, C. Physical and Human Systems; and D. Environment and Society). The following information is presented for each thematic category:

Benchmarks Assessed: the text of all benchmarks eligible for the state test

Key Concepts: important concepts illustrating potential test content

Content Limits:

- any benchmarks that, for practical or philosophical reasons, are excluded from state-level testing and flagged for assessment at the local level only
- any special restrictions on test content and any content barred from testing of an assessed benchmark
- any content emphasis envisioned for assessment of the thematic category

Description of Test Questions:

- examples of what students should know or be able to do in response to questions assessing benchmarks in the category
- allocation of assessed benchmarks to Part A and/or Part B of the test
- types of stimulus material eligible for test items in the thematic category

The Social Studies test at Grade 4 will consist of two major parts.

Part A will consist of 50 multiple-choice test items assessing knowledge, conceptual understanding, and application of skills in all four social studies strands (Geography, Civics, Economics, and History). Each item will have four response options (A, B, C, D) and will be scored right/wrong. Items in Part A will be intermingled across strands, not arranged into separate sections by strand.

Part B will consist of four open-ended questions (tasks) calling for a constructed response and requiring higher-order thinking in a social studies context (e.g., grasp of a concept, analysis of information, evaluation of a principle, or application of a skill). Students may be required to construct or interpret a chart, graph, map, timeline, or other graphic representation, to supply a short written answer, or to produce a longer piece of writing in response to a social studies issue or problem. Each task in Part B will be scored on a 0-4 point qualitative scale.

The Grade 4 Assessment Framework concludes with a set of sample test questions for Parts A and B of the test. Each sample multiple-choice item for Part A and each sample task for Part B is coded to a particular benchmark based on its primary focus. Sample test questions are provided to give teachers a concrete idea of the types of items that may appear on the state test. Teachers are encouraged to use the samples as a basis for familiarizing students with test formats and to use other similar examples in classroom assessment.

For ease of reference, a matrix of benchmark statements for all grade clusters (K–4, 5–8, and 9–12) is provided in the Appendix of this guide.

GEOGRAPHY STRAND: GRADE 4
Physical and Cultural Systems

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.

**GEOGRAPHY STRAND: THEMATIC CATEGORY
A. THE WORLD IN SPATIAL TERMS**

Benchmarks Assessed

- G-1A-E1 identifying and describing the characteristics and uses of geographic representations, such as various types of maps, globes, graphs, diagrams, photographs, and satellite-produced images
- G-1A-E2 locating and interpreting geographic features and places on maps and globes
- G-1A-E3 constructing maps, graphs, charts, and diagrams to describe geographical information and to solve problems

Key Concepts

- | | | |
|-----------------------|------------------------|----------------------|
| • Map key (legend) | • Hemisphere | • Pictograph |
| • Map symbols | • Continent | • Circle (pie) graph |
| • Distance scale | • Equator | • Bar or line graph |
| • Compass rose | • North and South Pole | • Types of maps |
| • Location, direction | • Latitude, longitude | • Elevation |

Content Limits

- All benchmarks in Thematic Category A are eligible for assessment on the state test.
- “Satellite-produced images” (per Benchmark G-1A-E1) will not appear on the test.
- Any illustration of a globe will be a side view (not a top-down view).
- Both cardinal directions (N, E, S, W) and intermediate directions (NE, NW, SE, SW) may be assessed at this level.
- No rulers or punch-out rulers will be provided for the test. To estimate distances between places on a map, students will be expected to use an independent gauge of the map’s distance scale (e.g., the length of their index finger between the first and second knuckle, or a space created by holding the tips of their index finger and thumb close together).
- Any information students may need to draw or complete a map will be presented in stimulus material. Students will not be required to recall information about an area.

Description of Test Questions

Benchmarks G-1A-E1 and G-1A-E2 may be assessed by multiple-choice items in Part A or open-ended tasks in Part B of the test. Benchmark G-1A-E3 will be assessed only in Part B. Stimulus material for test questions may include any of various types of maps (e.g., street, land form, population, climate, vegetation, precipitation, or elevation), any of the specified types of graphs, or a chart or diagram.

For G-1A-E1, test items may require students to:

- Identify or describe characteristics of various types of maps
- Read and interpret a graph, chart, or diagram

For G-1A-E2, test items may require students to:

- Locate or identify a place on a map showing grid lines
- Use a map key/legend, symbols, distance scale, and boundaries to interpret a map
- Use a compass rose and cardinal or intermediate directions to interpret a map
- Identify all U.S. states by shape and position on a map
- Locate major geographic features (e.g., mountain ranges), places (e.g., major cities), bodies of water (e.g., Atlantic Ocean, Gulf of Mexico, Great Lakes), or waterways (e.g., Mississippi River) on a map of Louisiana or the United States
- Locate places on a map or representation of a globe, such as hemispheres, the seven continents, the United States, major land forms (e.g., Rocky Mountains, Appalachian Mountains, Grand Canyon), and major bodies of water or waterways (e.g., the four oceans, Gulf of Mexico, Mississippi River, Great Lakes)—referring to the North or South Pole, the equator, and latitude or longitude, as needed

For G-1A-E3, a task may require students to:

- Draw, complete, or add features to a map (including such map elements as a title, compass rose, legend, and scale), based on information given in narrative form
- Show the location of a specified place by entering it on a labeled grid (e.g., the library is located at [grid point] E-3")
- Construct a chart or diagram to display geographical information in an organized way
- Construct a bar graph to represent given geographical data

GEOGRAPHY STRAND: THEMATIC CATEGORY

B. PLACES AND REGIONS

Benchmarks Assessed

- G-1B-E1 describing and comparing the physical characteristics of places, including land forms, bodies of water, soils, vegetation, and climate
- G-1B-E2 identifying and describing the human characteristics of places, including population distributions and culture
- G-1B-E3 describing how the physical and human characteristics of places change over time
- G-1B-E4 defining and differentiating regions by using physical characteristics, such as climate and land forms, and by using human characteristics, such as economic activity and language

Key Concepts

- Land forms (e.g., continents, islands, plateaus, plains, hills, mountains, deserts, swamps, marshes, wetlands)
- Bodies of water (e.g., lakes, oceans, seas, gulfs) and waterways/rivers
- Climate (e.g., tropical, temperate, cold, arid)
- Types of vegetation (e.g., cactus, cypress trees, grasslands)
- Population distribution and population density
- Economic activities
- Human characteristics (e.g., clothing, shelter, tools, jobs, modes of travel)
- Regions of the U.S. (i.e., Northeast, Northwest/Rocky Mountain states, Southeast, Southwest, Midwest, Pacific/West Coast)

Content Limits

- All benchmarks in Thematic Category B are eligible for assessment on the state test.
- Students will not be required to recall the specific terrain, climate, or vegetation of any particular region outside the U.S.
- Items for G-1B-E1 will not test types of soil.
- Items for G-1B-E2 will be limited to “population density” and human characteristics noted under *Key Concepts* above. Other aspects of “culture” are reserved for testing under Thematic Category C, Benchmark G-1C-E4.
- Items for G-1B-E3 will not address population “migration” (see G-1C-E3) or physical processes that shape the earth’s surface (see G-1C-E1).
- Regarding “economic activity,” G-1B-E4 will focus on distinguishing among regions, not on analyzing given distributions of economic activities (see G-1C-E5).

Description of Test Questions

All four benchmarks in Thematic Category B may be assessed by multiple-choice items in Part A or open-ended tasks in Part B of the test. Benchmarks G-1B-E1 and G-1B-E2 are particularly well suited for Part B tasks. Test items in Part A may be accompanied by stimulus material (e.g., a short narrative passage or a map).

For G-1B-E1, test items may require students to:

- Identify examples of various land forms (e.g., continents, islands)
- Identify or compare the distinguishing characteristics of various land forms, various bodies of water, various climates, and various forms of vegetation
- Describe or compare mountainous areas, hilly areas, plains, swamps, and deserts (or northern versus southern regions) in terms of vegetation and climate
- Identify the best place for human settlement based on a map showing physical characteristics of an area

For G-1B-E2, test items may require students to:

- Identify or describe the distribution of population in a region or larger area based on given information
- Identify, describe, or compare human characteristics of a particular place, based on given information

For G-1B-E3, test items may require students to:

- Describe how physical and human characteristics (e.g., clothing, jobs, shelter, modes of travel, and tools) have changed since colonial times
- Explain physical and human developments in a region since it was first settled, based on given information

For G-1B-E4, test items may require students to:

- Recognize English as the major language of the United States and identify French and Spanish as secondary languages in certain regions of the country
- Identify, describe or compare the physical, economic, population density, or other human characteristics of the local region and other U.S. regions

GEOGRAPHY STRAND: THEMATIC CATEGORY C. PHYSICAL AND HUMAN SYSTEMS

Benchmarks Assessed

G-1C-E1	describing how physical processes help to shape features and patterns on Earth’s surface
G-1C-E2	describing and comparing the types of settlement and patterns of land use in local communities, the United States, and world regions
G-1C-E3	describing and explaining the characteristics, distribution, and migration of human population
G-1C-E4	identifying and comparing the cultural characteristics of different regions and people
G-1C-E5	locating and explaining the spatial distribution of economic activities
G-1C-E6	identifying and describing types of territorial units, such as parishes or counties, states, and countries

Key Concepts

- Physical processes that shape the earth’s surface (e.g., ice age, glaciers, water currents, volcanic eruptions, earthquakes)
- Human migration and settlement patterns (e.g., urban versus rural settlements, migration to urban and suburban centers, westward expansion)
- Land use (e.g., agricultural, various industries)
- Culture (e.g., shelter, food, dress, celebrations)
- Territorial units (e.g., towns/cities, parishes/counties, states, nations/countries)
- Regions of the U.S. (see *Key Concepts*, Geography/Thematic Category B)

Content Limits

- All benchmarks in Thematic Category C are eligible for assessment on the state test.
- Under G-1C-E1, “physical processes” will exclude such natural disasters as floods, hurricanes, tornadoes, and forest fires. (See G-1D-E3.)
- For G-1C-E3, test items will be restricted to analysis of population characteristics or general principles underlying human migration. Aspects of population “distribution” will be assessed under benchmark G-1B-E3. Test items requiring knowledge of specific historical migrations will be referenced to History benchmark H-1C-E3.

Description of Test Questions

All six benchmarks in Thematic Category C may be assessed by multiple-choice items in Part A. Stimulus material (e.g., a short narrative passage or a map) may accompany test items in Part A. Only Benchmark G-1C-E4 may be assessed by a Part B task.

For G-1C-E1, test items may require students to:

- Identify physical processes that change the earth’s surface suddenly or over time (e.g., what physical process created the Grand Canyon, the Great Lakes, or the Hawaiian Islands)
- Identify the effects on the earth’s surface of a particular physical process (e.g., erosion, faults, new islands from volcanic eruptions)

For G-1C-E2, test items may require students to:

- Identify or compare features of urban, suburban, and rural communities
- Compare city life to rural life
- Identify geographical/physical reasons for regional variations in land use (e.g., farming, mining, oil and gas, fishing, other industries)
- Identify how land use affected westward movement, growth of urban centers, etc.

For G-1C-E3, test items may require students to:

- Identify reasons why people move from place to place (e.g., find work; seek new opportunities; better their lives; escape religious persecution, political oppression, or severe geographical conditions such as drought or famine)
- Identify or analyze characteristics of the human population in a given area (e.g., cultural diversity, population size or growth)

For G-1C-E4, test items may require students to:

- Identify, describe, or compare the cultural identities of various U.S. regions (e.g., how clothing of people in the Southwest differs from clothing in the Northeast)
- Describe or compare cultural characteristics of any region, based on given information
- Explain how a region is influenced by past events and the heritage of its people

For G-1C-E5, test items may require students to:

- Identify the economic activities of Louisiana or the local region (i.e., how people earn their living)
- Identify the relationship between geography and economic activities in Louisiana
- Identify the importance of specific industries to various regions

For G-1C-E6, test items may require students to:

- Differentiate between countries, states, parishes, and cities (e.g., “Which of the following is a U.S. state?” or “Which of the following is not a country?”)

GEOGRAPHY STRAND: THEMATIC CATEGORY
D. ENVIRONMENT AND SOCIETY

Benchmarks Assessed

- G-1D-E1 identifying and explaining ways in which people depend upon and modify the physical environment
- G-1D-E2 describing how humans adapt to variations in the physical environment
- G-1D-E3 describing the locations, causes, and effects of natural disasters on the environment and society
- G-1D-E4 describing the use, distribution, and importance of natural resources

Key Concepts

- Human adaptations of the physical environment
 - irrigating land, draining swamps
 - clearing land/cutting down forests
 - building roads, canals, tunnels, levees, or flood walls
 - building up coastal areas
 - mining coal
- Natural disasters
 - floods
 - hurricanes
 - earthquakes
 - forest fires
 - tornadoes
 - volcanoes
- Natural resources (and examples of their uses)
 - trees/forests (lumber, paper)
 - fresh water (drinking)
 - sea water (salt)
 - coal, natural gas, oil (electricity, heat)
 - minerals in the earth (aluminum)
 - plants, roots, herbs (medicines, dyes)

Content Limits

- All benchmarks in Thematic Category D are eligible for assessment on the state test.
- Under G-1D-E3, “causes and effects” of natural disasters will not be tested. Items may require students to know areas of the U.S. prone to certain natural disasters. (Items on earthquakes and volcanoes will not duplicate ideas assessed in G-1C-E1.)
- Under G-1D-E4, “distribution” of natural resources will not be tested, except as represented on a map. Items will stress the use and importance of natural resources.

Description of Test Questions

All four benchmarks in Thematic Category D may be assessed by multiple-choice items in Part A. Benchmarks G-1D-E1 and G-1D-E2 are also well suited to serve as a basis for tasks in Part B. Test items may be accompanied by maps as stimulus material.

For G-1D-E1 and G-1D-E2, test items may require students to:

- Explain ways in which people depend on the physical environment to satisfy basic needs
- Identify or explain ways in which humans modify the physical environment to meet basic needs or achieve certain purposes (e.g., clearing land for urban development, building roads to improve access to an area)
- Identify or explain positive and negative consequences of human modifications to the earth's surface and the physical environment

For G-1D-E3, test items may require students to:

- Identify natural disasters common in the local region
- Identify areas prone to certain natural disasters (e.g., hurricanes in the Gulf of Mexico, tornadoes in the Midwest, earthquakes in California, Mount St. Helens)

For G-1D-E4, test items may require students to:

- Identify examples of natural resources and their uses
- Describe natural resources found in the local region
- Describe the importance of specific natural resources to human survival and human endeavors
- Interpret a map to describe the distribution of natural resources in a given area.

CIVICS STRAND: GRADE 4
Citizenship and Government

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.

CIVICS STRAND: THEMATIC CATEGORY
A. STRUCTURE AND PURPOSES OF GOVERNMENT

Benchmarks Assessed

- C-1A-E2 explaining the necessity and basic purposes of government
C-1A-E3 comparing limited governments to unlimited governments
C-1A-E4 identifying and describing some of the major responsibilities of local, state, and national governments
C-1A-E5 identifying key members of government at the local, state, and national levels and describing their powers and the limits on their powers
C-1A-E6 explaining how officials in government acquire the authority to exercise political power
C-1A-E7 explaining the purposes and importance of rules and laws

Key Concepts

- Definition of “government”
- Rules and laws
- Limited vs. unlimited government
- Responsibilities of local, state, and national/federal government
- Branches of the U.S. government (Executive, Legislative, Judicial)
- Key government officials, their powers and limits of power
 - President, Vice President
 - Congressperson (Legislator)
 - Necessity/purposes of government
 - Elections, voting
 - Elected (vs. appointed) officials
 - Governor, Mayor
 - Justice, Judge

Content Limits

- Benchmark C-1A-E1 (“describing government in terms of the people and groups who make, apply, and enforce rules and laws in the home, school, community, and nation”) will not be assessed on the state test—in favor of assessing C-1A-E4 and C-1A-E5.
- Test items on powers and limits of government officials will be restricted to the list of key officials under *Key Concepts* above.

Description of Test Questions

All six assessed benchmarks in Thematic Category A may be tested either by multiple-choice items in Part A or by tasks in Part B. Although assessment in Part A will focus on students' *knowledge* in this thematic category, stimulus material may be provided for related questions. These materials might include examples of rules or laws, a diagram (e.g., of the three branches of government), or an illustration.

In general, students will be expected to identify, define, or explain a fact, concept, or principle, or to apply their knowledge in a specified way. They may also be required to express themselves in writing in response to a question measuring C-1A-E7.

For C-1A-E2 and C-1A-E3, test items may require students to:

- Identify the necessity or basic purposes of government in such terms as establishing order, providing security, managing conflict, and providing services
- Identify ways that government helps meet the basic needs of society (e.g., education; social welfare; maintaining roads; providing such public facilities as the post office, hospitals, schools, and libraries)
- Distinguish between “limited government” wherein powers of leading government officials are limited (i.e., by a constitution) and “unlimited government” wherein there is no control over the ruler’s power (i.e., as in a dictatorship)

For C-1A-E4, C-1A-E5, and C-1A-E6, test items may require students to:

- Identify major responsibilities of local, state, and national government (e.g., national defense, levying taxes, building roads or state highways)
- Identify the three branches of the federal government (legislative, executive, judiciary) and describe their primary function
- Identify key government positions at the local, state, and national levels, their respective powers, and limits on their powers
- Identify the term of office for President, Vice President, and Governor
- Compare or contrast the roles of key government officials
- Explain how government officials at the local, state, and national level are elected
- Distinguish between “election” and “appointment”

For C-1A-E7, test items may require students to:

- Define “rules” and “laws”
- Explain the need/purpose/importance of having rules in the school, community, and society at large (e.g., provide order and safety)
- Explain the importance of obeying rules or laws and consequences of violating them
- Propose rules for a given situation and explain why the rules would be important

CIVICS STRAND: THEMATIC CATEGORY
B. FOUNDATIONS OF THE AMERICAN POLITICAL
SYSTEM

Benchmarks Assessed

C-1B-E1 identifying basic principles of American constitutional democracy and explaining how the constitutions of the United States and Louisiana reflect these principles

Key Concepts

- Democracy
- U.S. Constitution, Bill of Rights
- Basic freedoms (freedom of speech, religion, press, assembly, petition)
- Principles of democracy and the American Constitution
- Declaration of Independence
- Louisiana Constitution

Content Limits

- Benchmark C-1B-E2 (“discussing the importance of citizens’ sharing and supporting the principles of American constitutional democracy”) will not be directly assessed on the state test. Themes relevant to this benchmark may be covered in test questions for Civics Thematic Category D (Roles of the Citizen).

Description of Test Questions

Benchmark C-1B-E1 may be assessed by multiple-choice items in Part A or by a task in Part B. Stimulus material for test questions may include excerpts from primary sources (e.g., U.S. or Louisiana Constitution, Bill of Rights). Diagrams or illustrations also may serve as stimulus material.

Test items may require students to:

- Define “democracy”
 - Describe the significance of the Declaration of Independence, U.S. Constitution, and Bill of Rights
 - Identify or discuss specific basic freedoms guaranteed by the Bill of Rights
 - Identify the U.S. Constitution as the supreme law of the land
 - Identify or discuss specific principles of the U.S. Constitution
 - Explain how laws and rules are based on the U.S. Constitution and how the constitution reflects basic principles of American democracy
 - Recognize that Louisiana has a constitution patterned after the U.S. Constitution
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CIVICS STRAND: THEMATIC CATEGORY
C. INTERNATIONAL RELATIONSHIPS

Benchmarks Assessed

C-1C-E1 explaining that the world is divided into different nations and describing the major ways that these nations interact

Key Concepts

- | | | |
|-------------------|------------|------------------|
| • Nation | • Country | • International |
| • Interaction | • Trade | • Diplomacy |
| • Peace, conflict | • Treaties | • United Nations |

Content Limits

- Test questions may require students to understand that each nation has its own land, people, government, and laws. However, except for ‘Democracy,’ various *forms* of government will not be assessed in this or any other thematic category at Grade 4.
- Test questions should emphasize trade and diplomacy as modes of international interaction, but may also refer to methods of resolving problems (e.g., treaties)

Description of Test Questions

Benchmark C-1C-E1 will be assessed by multiple-choice items in Part A. Stimulus material is not anticipated for questions measuring this benchmark.

Test items may require students to:

- Explain the concept of “nation” with reference to countries, governments, peoples
- Identify major ways that nations interact (e.g., trade, diplomacy)
- Identify the function of treaties between nations
- Define “diplomacy” in terms of representatives of countries meeting to try to resolve differences (e.g., solve problems or conflicts) peacefully
- Identify the role of the United Nations in international peace keeping

**CIVICS STRAND: THEMATIC CATEGORY
D. ROLES OF THE CITIZEN**

Benchmarks Assessed

- | | |
|---------|---|
| C-1D-E1 | explaining the meaning of citizenship and the means by which individuals become citizens of the United States |
| C-1D-E2 | describing the rights and responsibilities of citizenship in a democratic society |
| C-1D-E3 | identifying and discussing civic traits that are important to the preservation and improvement of American constitutional democracy |
| C-1D-E4 | describing the many ways that citizens can participate in and contribute to their communities and to American society |
| C-1D-E5 | discussing issues related to citizenship and public service |

Key Concepts

- | | | |
|----------------------------|-------------------------|--------------|
| • Citizen | • Citizenship | • Patriotism |
| • Rights, responsibilities | • Holding public office | • Voting |
| • Paying taxes | • Serving on juries | |
| • Public service | • Military service | |

Content Limits

- All benchmarks in Thematic Category D are eligible for assessment on the state test.
- Multiple-choice test items will be carefully constructed to reflect matters of fact or core democratic principles. Care will be exercised to avoid subjective bias in response choices.
- For C-1D-E1, test items will not use the term “naturalization.”
- For C-1D-E2, test items will focus on rights and responsibilities of citizenship in any democratic society. The Bill of Rights may be cited, but only in terms of its function as a source of our basic rights. This restriction avoids content overlap with C-1B-E1 (see Thematic Category B, Foundations of the American Political System).
- Assessment may incorporate themes from C-1B-E2 (“importance of citizens’ sharing and supporting the principles of American constitutional democracy”).

Description of Test Questions

Two benchmarks (C-1D-E1 and C-1D-E2) will be tested only by multiple-choice items in Part A. The other three (C-1D-E3, C-1D-E4, and C-1D-E5) will be assessed only by tasks in Part B. Of these, C-1D-E4 and C-1D-5 are especially well suited to assessment in Part B.

Test items in Part A will not involve stimulus material. Tasks in Part B may include stimulus material for students to react to—e.g., a picture, illustration, or an excerpt from a political speech/address or essay.

For C-1D-E1 and C-1D-E2, test items may require students to:

- Define the meaning of word “citizen”
- Identify the means by which individuals become U.S. citizens (e.g., by birth, by being born of American parents abroad, by process of naturalization)
- Identify the rights and responsibilities of citizenship in a democratic society
 - e.g., the right to hold public office
 - e.g., the responsibility to vote, pay taxes, serve on juries

For C-1D-E3, C-1D-E4, and C-1D-E5, test items may require students to:

- Describe qualities of “good citizenship” and civic traits important to the preservation and improvement of American constitutional democracy
 - e.g., public/community service
 - e.g., respect for others’ basic rights
 - e.g., working cooperatively with elected leaders
 - e.g., participating in the democratic process
 - e.g., patriotism
- Describe ways in which individuals can participate in and contribute to their communities and to American society, or exemplify qualities of “good citizenship” (e.g., being an “informed” citizen, community service, expressions of patriotism, serving in the military)
- Describe actions individuals or groups may take to improve their community
- Discuss ideas related to citizenship and public service (e.g., importance of leadership and participation; human rights issues; helping the less fortunate or practicing compassion towards others)
- Discuss an excerpt from a speech, address, or essay with respect to any of the ideas listed above

ECONOMICS STRAND: GRADE 4
Interdependence and Decision Making

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.

ECONOMICS STRAND: THEMATIC CATEGORY
A. FUNDAMENTAL ECONOMIC CONCEPTS

Benchmarks Assessed

E-1A-E1	recognizing that limited resources require people to make decisions
E-1A-E2	identifying what is gained and lost when individuals or groups make decisions
E-1A-E3	demonstrating how economic wants affect decisions about using goods and services
E-1A-E4	discussing and determining the process for making economic decisions
E-1A-E5	explaining the relationships among producers and consumers
E-1A-E6	describing how natural resources, human resources, and capital (human-made) resources have been used and are combined in the production of goods and services
E-1A-E7	describing how specialization affects productivity and contributes to the need for interdependence among producers and consumers
E-1A-E8	determining how the development of skills and knowledge relates to career opportunity and economic well-being
E-1A-E9	identifying different methods for the distribution of goods and services, including the concept of markets
E-1A-E10	identifying some of the economic institutions, such as households and banks, that make up the economy
E-1A-E11	explaining and demonstrating why people participate in voluntary exchanges and how money helps in the process

Key Concepts

- Scarcity (limited resources)
- Choices/decisions
- Definition of “goods” (products)
- Time as a resource
- Definition of “natural resources,” “human resources,” and “capital resources”
- Exchange/bartering and the role of money in exchanges
- Producers, consumers, and the interdependence between them
- Economic institutions (e.g., banks, businesses, households)
- Definition of a “market”
- Wants/needs in economic contexts
- Budget
- Definition of “services”
- Methods of transporting goods

Content Limits

- All benchmarks in Thematic Category A are eligible for assessment on the state test.

- Students should be able to *apply* the following concepts, but will not be required to know the terms: “productive resources,” “division of labor,” “specialization,” “productivity,” “economic wants,” “opportunity cost,” or “economic institution.”

Description of Test Questions

Five of the eleven benchmarks will be tested only by multiple-choice items in Part A (E-1A-E5, E6, E7, E10, and E11). All remaining benchmarks in this category may be assessed in either Part A or Part B; however, E-1A-E1, E3, and E4 are particularly well suited to assessment in Part B. Stimulus material may include tables, flow charts, diagrams, illustrations, or scenarios.

For E-1A-E1, E-1A-E2, E-1A-E3, and E-1A-E4, test items may require students to:

- Identify examples of scarcity (limited resources) at the individual or societal level
- Demonstrate that limited resources require choices and decisions, or explain what is gained and what is lost in a given choice made by an individual or group
- Identify examples of “goods” versus “services”
- Explain how “economic wants” (i.e., desires that can be satisfied by consuming a good or service) affect individual or group decisions about allocating limited resources
- Explain or analyze trade-offs (i.e., getting a little more of something in exchange for a little less of something else)
- Identify what is gained and what is lost (given up) in choosing one of several alternatives (e.g., skating with friends versus bowling with parents)
- Weigh the factors involved in a choice or decision (e.g., discuss the choices and decisions involved in developing a personal budget)

For E-1A-E5, E-1A-E6, E-1A-E7, and E-1A-E8, test items may require students to:

- Identify examples of resources used to produce things, including natural resources (e.g., coal), human resources (e.g., workers), and capital resources (e.g., machines)
- Identify various ways in which resources are used (e.g., use of trees to produce wood for building, wood products, heat)
- Describe the particular combination of natural, human, and capital resources needed to produce a given good (e.g., a candy bar) or given service (e.g., recycling paper)
- Describe producers and consumers insofar as consumers buy goods/services that producers make/sell and a person may be a producer or consumer in different contexts
- Explain or analyze the interdependence of producers and consumers
- Identify effects of division of labor and specialization in a given context, such as a simple assembly line (e.g., greater labor productivity/output per hour, greater interdependence of producers and consumers, and the need for teamwork)
- Describe the benefits of increasing one’s skill/knowledge and various ways to do so

For E-1A-E9, E-1A-E10 and E-1A-E11, test items may require students to:

- Explain that banks, government, businesses, and households make up the economy
- Explain why people engage in voluntary exchange/barter/direct trading (e.g., because each expects to be better off after the exchange)
- Explain the advantages of money over barter (e.g., eliminates the need to find a person with “matching” wants; money is a good that can be used to buy all other goods)

- Describe the basic concept of a “market” (e.g., exchange of goods/services between buyers and sellers) and identify ways of transporting goods (e.g., trucking, shipping, pipeline)

ECONOMICS STRAND: THEMATIC CATEGORY
B. INDIVIDUALS, HOUSEHOLDS, BUSINESSES,
AND GOVERNMENTS

Benchmarks Assessed

E-1B-E1	describing how prices are determined by the interactions of buyers and sellers
E-1B-E2	explaining how the changes in prices affect incentives to produce, consume, and save
E-1B-E3	identifying and explaining economic concepts, such as profit, as an incentive for people to take economic risk
E-1B-E4	explaining why some goods and services are provided by the government through taxing, charging user fees, and borrowing
E-1B-E5	identifying the major goods and services produced in the local community and state

Key Concepts

- Supply (availability) and demand
- Risk (in an economic context)
- Investment
- Personal, family, government budgets
- Goods/services produced in Louisiana
- Government services
- Concept of “the common good” as a basis for government-provided services (e.g., national defense, public radio or television, public water and sewers)
- Competition
- Lending, borrowing, saving
- Profit, personal incentives
- Interest (e.g., from a bank)
- Taxes and user fees

Content Limits

- All benchmarks in Thematic Category B are eligible for assessment on the state test.
- For E-1B-E2, test items will be restricted to incentives to produce and consume; incentives to save will not be covered.
- For E-1B-E4, items will focus on the government’s provision of goods and services through taxation versus user fees. Test items will not require students to explore the concept of government “borrowing.”
- For E-1B-E5, items will address only goods and services for which Louisiana is a major producer. Goods and services of specific local communities will not be covered.

- Students should be able to *apply* the following concepts, but will not be required to recognize or use the terms: “economic risk,” “incentive,” or “the common good.”

Description of Test Questions

Four of the five benchmarks will be tested only by multiple-choice test items in Part A. The exception is E-1B-E3 which may be assessed in either Part A or Part B. Stimulus material may include charts, diagrams, illustrations, or economic scenarios.

Test items may require students to:

- Describe elementary principles of supply and demand or analyze a diagram or situation demonstrating such principles
 - e.g., explain that producers produce more of the things many consumers need or want to buy and less of things fewer people want/need
 - e.g., indicate what will probably happen if the price of a product goes up (e.g., quantity demanded will decrease)
- Describe how competition can affect prices of goods
- Explain how a rise or fall in prices affects personal, family, or government budgets
- Explain why a decrease in price is an incentive for people to buy more and producers to produce less
- Explain why an increase in price gives people an incentive to buy less and producers to produce more
- Use the term “risk” in describing the chance of losing something or gaining nothing from an investment
- Analyze a given scenario to explain the concept of “profit” (or other personal reward) as an incentive for people to invest (and risk) money or labor
- Identify government services provided for purposes of “the common good”
- Explain why some services are provided by the government through taxing the people (e.g., schools, fire and police departments, public streets), and others through charging user fees (e.g., road tolls, entrance fees to National parks or museums)
- Identify major goods and services produced in Louisiana (e.g. cotton, soybeans, rice, sweet potatoes, sugar cane, crawfish, timber, paper, natural gas, and oil; or tourism as a service)

HISTORY STRAND: GRADE 4
Time, Continuity, and Change

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

HISTORY STRAND: THEMATIC CATEGORY A. HISTORICAL THINKING SKILLS

Benchmarks Assessed

H-1A-E1	demonstrating an understanding of the concepts of time and chronology
H-1A-E2	recognizing that people in different times and places view the world differently
H-1A-E3	identifying and using primary and secondary historical sources to learn about the past

Key Concepts

- Time and chronology
- Timeline
- Population
- Primary source material
- Documents core to U.S. democracy
- Journal, diary, autobiography
- Encyclopedia, almanac
- Newspaper or magazine articles
- Charts and graphs
- Continuity and change
- View (point of view)
- Culture
- Secondary source material
- Famous speeches and addresses
- Biography
- Other reference books
- Historical fiction
- Pictures and illustrations

Content Limits

- All benchmarks under “Historical Thinking Skills” may be assessed on the state test. Generally, however, they will not be *directly* assessed in Part A. Although the skills may be needed to answer a multiple-choice item in Part A, the item usually will be keyed to a benchmark in one of the other History categories.
- H-1A-E1 and H-1A-E2 may be the principal focus of a task in Part B, and tasks may be keyed as such. Any such task will be accompanied by stimulus material.
- If a task applies “concepts of time and chronology” to a strand other than History (e.g., to Geography in regard to changes in the earth’s surface over time), the task will be keyed to a benchmark in the relevant strand rather than to H-1A-E1.
- If a question includes primary or secondary source material in order to assess a benchmark in a different thematic category or strand, the question will be keyed to the respective benchmark rather than to H-1A-E3 (e.g., to a Civics benchmark measured by an excerpt from the Declaration of Independence).
- The state test will not require fourth-graders to analyze political cartoons.

Description of Test Questions

Stimulus material relevant to Thematic Category A represents the full range of historical or history-related primary and secondary source material. Primary sources would include documents core to U.S. democracy, famous speeches or addresses, journals, diaries, or autobiographies. Secondary sources would include biographies, encyclopedias, almanacs, and other reference books, as well as newspaper or magazine articles and historical fiction. Other eligible stimulus material might be maps, timelines, tables or graphs, and pictures or illustrations.

Direct or indirect assessment of historical thinking skills may require students to:

- Develop or complete a timeline based on information given in a passage
- Interpret data presented in a timeline
- Discuss historical events in chronological order based on information in a timeline or given text
- Describe the past in contrast to the present
- Explain change or continuity over time (e.g., explain how a society has changed over a given period of time based on information in stimulus material)
- Describe the point of view of an historical figure or group, drawing on given stimulus material (e.g., views expressed in Martin Luther King’s “I Have a Dream” speech; early American settlers’ view of their new world)
- Describe the point of view of a realistic but fictional person or group in an historical context, drawing on given stimulus material
- Contrast the viewpoints of two figures living in different historical time periods
- Contrast the viewpoints of people living in an earlier time to the perspective of people today
- Use information in a map, table, or graph to describe historical factors or trends
- Interpret historical information in a map, table, or graph (including applying necessary mathematical skills)

HISTORY STRAND: THEMATIC CATEGORY B. FAMILIES AND COMMUNITIES

Benchmarks Assessed

- H-1B-E1 describing and comparing family life in the present and the past
H-1B-E2 relating the history of the local community and comparing it to other communities of long ago

Key Concepts

- Family and community life
- Houses/homes
- Housekeeping
- Transportation
- Technology
- Rural, suburban, urban
- Dress, customs
- Jobs, schooling, recreation
- Communication

Content Limits

- Both benchmarks in Thematic Category B are eligible for assessment on the state test.
- For H-1B-E2, test items would treat the concept “local community” in broadest terms because individual Louisiana communities differ too much to require all students to make specific comparisons with “communities of long ago.” The only exception would be test questions with stimulus material providing all necessary information about a particular local community.

Description of Test Questions

Both H-1B-E1 and H-1B-E2 may be assessed in either Part A or Part B of the test. Stimulus material may include visual representations (e.g., a picture or illustration of an aspect of family or community life) or narrative information on a relevant theme.

Test items may require students to:

- Describe family life at a given time in history (e.g., early America) or compare present-day family life with family life in a past time—e.g., homes, jobs, schooling, dress, customs, housekeeping, recreation, transportation, communication, etc.
- Describe changes in community life, comparing a given time in history to the present
- Describe changes in a community’s appearance over time, based on a visual stimulus
- Explain how technology has changed present-day family or community life compared to earlier times

HISTORY STRAND: THEMATIC CATEGORY
C. LOUISIANA AND UNITED STATES HISTORY

Benchmarks Assessed

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

Key Concepts

- Significant events in growth of the nation and Louisiana, for example:
 - Pilgrims, colonists, settlers
 - Independence
 - Louisiana Purchase, statehood
 - Revolutionary War
 - Pioneers heading west
 - Historical migrations
- Significant ideas and documents, as in:
 - Declaration of Independence
 - Martin Luther King’s “I Have a Dream” speech
 - Preamble to the U.S. Constitution
- Explorers (e.g., Columbus, de Soto, La Salle, Lewis and Clark)
- Early leaders of Louisiana (e.g., Bienville, Iberville)
- Early leaders of the nation (e.g., Jefferson, Washington, Lincoln)
- Civil rights leaders (e.g., Martin Luther King, Rosa Parks)
- Freedoms (e.g., speech and religion)
- Democratic symbols
- Influence/contributions of ethnic groups
 - e.g., American Indian place names, African-American music
- Cultural elements in our state and national heritage
 - e.g., Mardi Gras/jazz, Cajun/Creole cooking, Evangeline/Longfellow

Content Limits

- All benchmarks in Thematic Category C are eligible for assessment on the state test.
- For H-1C-E2, test items will focus on historical figures and events that *exemplify* democratic principles or on the *symbolic expression* of democratic principles so as to avoid duplicating assessment of Civics benchmarks C-1B-E1 or C-1D-E2 and E3.
- For H-1C-E3, test items will not duplicate assessment of G-1C-E3.
- The term “migration” shall be understood to include both voluntary and forced movements of people throughout history.

Description of Test Questions

All four benchmarks may be tested either by multiple-choice items in Part A or by tasks in Part B. Of these, H-1C-E1 and H-1C-E2 are relatively best suited for Part B.

Test questions in Part A which assess *knowledge* (recall) of historical facts may be traditional multiple-choice items without stimulus material. Nevertheless, stimulus material may be provided for any question in Part A or Part B. These may include any relevant primary or secondary source material (or excerpts thereof), or a map, timeline, chart, picture, or illustration.

For H-1C-E1, test items may require students to:

- Identify or describe major early explorers and explorations (e.g., Columbus, de Soto, La Salle, Lewis and Clark expedition)
- Identify or describe early settlers in America (e.g., Pilgrims) and early settlers in Louisiana (e.g., French, Spanish, Acadians)
- Identify or describe American *leaders* who were significant in the growth of the nation (e.g., George Washington, Thomas Jefferson, Abraham Lincoln) or people who were influential in the development of Louisiana (e.g., Bienville, Iberville)
- Describe the importance of *events* and *ideas* significant to our nation’s development (e.g., Revolutionary War, intent of the Declaration of Independence, pioneers heading west) and Louisiana’s development (e.g., Louisiana Purchase, statehood)
- Describe the influence of various ethnic groups in our national or state heritage—e.g., influence of Native American culture in our national heritage, such as the influence of their language in place names or the introduction of foods—e.g., aspects of African-American history and culture in our national heritage—e.g., the French and Spanish in Louisiana, Cajun and Creole culture
- Interpret a timeline about people, events, or ideas significant to the growth and development of Louisiana or the nation, or construct such a timeline from given information
- Identify a document/speech/address significant to the development of the nation from an excerpt (e.g., Preamble to the U.S. Constitution, King’s “I Have a Dream” speech), or identify the author/speaker of a particular document/speech/address

For H-1C-E2, test items may require students to:

- Describe American democratic principles as exemplified by major historic *events* (e.g., Pilgrim’s flight from persecution and desire for religious freedom, the colonists’ fight for independence from Great Britain, civil rights movements)
- Describe democratic principles as exemplified by early *leaders* (e.g., Jefferson, Lincoln) and civil rights leaders (e.g., Martin Luther King, Rosa Parks)
- Identify major symbols of American democracy and what they represent (e.g., the U.S. flag, American Bald Eagle, Statue of Liberty, national Capitol, national anthem, Liberty Bell)

For H-1C-E3 and H-1C-E4, test items may require students to:

- Identify reasons for major historical migrations to America and Louisiana
 - e.g., why early explorers and settlers traveled to the new world
 - e.g., why the Thirteen Colonies settled on the East Coast
 - e.g., migration of Acadians to avoid swearing allegiance to Great Britain
 - e.g., forced relocation of Indian tribes
 - e.g., why and in what way Africans were first brought to America
 - e.g., the Gold Rush as a reason for westward expansion
 - e.g., migration of Europeans to America (e.g., Irish escaping the potato famine, Germans seeking job opportunities, Polish escaping religious persecution)
- Identify cultural elements that have contributed to our state and national heritage (e.g., Mardi Gras/jazz, Cajun/Creole cooking, Evangeline/Longfellow)

HISTORY STRAND: THEMATIC CATEGORY
D. WORLD HISTORY

Benchmarks Assessed

H-1D-E2 describing the social and economic impact of major scientific and technological advancements

Key Concepts

- Scientific advancements
- Technological advances

Content Limits

- Benchmark H-1D-E1 (“identifying the characteristics and historical development of selected societies throughout the world”) and H-1D-E3 (“discussing the impact of significant contributions made by historic figures from different regions of the world”) will not be assessed on the state test due to their breadth of eligible content. Statewide testing of *selected* societies or *selected* world figures could result in bias against students who have not been exposed to relevant curricular content. Thus, these two benchmarks are viewed as best assessed at the parish or classroom level.
- For H-1D-E2, items may ask students to *identify* a given scientific or technological advance or describe its impact or significance, but not to name the scientist/inventor to whom the advance is attributed nor give the date of an invention.

Description of Test Questions

Benchmark H-1D-E2 may be assessed either by multiple-choice items in Part A or by tasks in Part B. If stimulus material is provided, it may include narrative material about a scientific or technological advance or a relevant picture or illustration.

Test items may require students to:

- Identify or describe major advances in medical science that have improved people’s lives (e.g., polio vaccine, heart surgery)
 - Identify or describe inventions that have affected people’s lives or altered our view of the world (e.g., telephone, radio, television, steam engine/steamboat, automobile, airplane, printing press, cotton gin, telescope, computer; space technology)
 - Describe the impact of a particular scientific or technological advance
 - Compare or contrast life before and after a particular technological advance
 - Place major scientific or technological advances in chronological order
-