



Diocese of Alexandria ~ Catholic Schools

Where faith and knowledge grow



DIOCESE OF ALEXANDRIA

As the Diocese of Alexandria seeks to provide a comprehensive learning environment, we are charged to “Teach More” by showing how all learning flows from and relates to our Creator. In this way, we will give our teaching a deeper meaning and purpose than simply the content itself. With this as our goal, the Catholic Schools Office has intertwined our selected curricular standards with the Catholic Standards developed by the Cardinal Newman Society. Through the merging of these two curricula, English Language Arts, Mathematics, Science, and Social Studies, teachers will be provided a roadmap to guide student’s understanding and recognition of the relationship between learning and the connection to our God.

Thomas E. Roque, Sr.
Superintendent of Catholic Schools



DIOCESE OF ALEXANDRIA

Through comprehensive review of curricula from high performing districts throughout the United States in combination with parochial schools and Newman Cardinal Standards, the Curriculum Team for the Diocese of Alexandria has generated curricula for English Language Arts, Mathematics, Science, and Social Studies. The development of this framework is designed to guide the instructional path of teachers as they focus on the formation of their students in the areas of faith, academic excellence, responsible citizenry, and effective communication and collaboration. This process is a continuous improvement process with no defined beginning or end.

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3rd Grade – Social Studies



THE DIOCESE
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HOW TO USE THE CURRICULUM MAP

Social Studies Curriculum Maps are guides to social studies instruction. The Social Studies Curriculum Maps assist teachers in planning and pacing instruction. Specific dates or weeks that may be included in this document are for reference. Each school and teacher must consider the make-up of their students, focusing on the needs and strengths of each child when pacing and planning instruction.

The four Curriculum Cycles for the year help pace instruction and ensure students have consistent coverage of the social studies content. The Cycle Duration (the suggested amount of time to spend on each cycle) does not accommodate for the scheduling of special events, inclement weather or school events. Teachers, with principal guidance, should adjust pacing as needed to accommodate for these events. Identified Compelling Question guide student inquiry during the curriculum cycle. This question guides the student's in the study of the content for the curriculum cycle. This question guides the student's in the study of the content for the curriculum cycle. The curriculum cycle is further broken down into topics. The Topics indicate the instructional focus of the curriculum cycle.

Each topic map contains these components:

- **Diocese of Alexandria Academic Standards**
- **Supporting questions** to guide the inquiry of each topic.
- **Vocabulary:** potential terms student must be familiar with and may struggle with during this topic. This list is not the sole list of terms students must learn or be able to apply while studying social studies.
- **Learning Targets** are the expected skills and concepts students are to know and be able to do by the end of each topic. The Learning Targets in the curriculum maps are starting points. The list is not exhaustive or exclusionary. The school, based on an analysis of student data, identifies the understandings, skills, and concepts that support these targets established by the school.
- **Instructional Resources** include resources that promote inquiry, student understanding, and mastery of skills.

RESEARCH-BASED HIGH-YIELD PRACTICES FOR TIER 1 INSTRUCTION

These strategies have proven effective in affecting student learning and achievement gains. As you plan daily instruction, consider how and where to integrate these strategies into the instructional sequence. Effect size in parentheses.

- Classroom Discussion/Discourse (.82)
- Teacher Clarity/making the learning visible with expectations for learning (.75) •
- Reciprocal Teaching (.74)
- Feedback (.73)
- Metacognitive Strategies (.69)

3rd Grade – Social Studies



THE DIOCESE
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Unit 1

Louisiana Today

<p>Compelling Question: What makes Louisiana unique?</p>	<p>Assessments:</p> <ul style="list-style-type: none"> ▪ Ongoing teacher-created formative assessments ▪ Teacher-created summative assessments 	<p>Duration: 9 weeks</p>
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Topic 1: THE PLACE CALLED LOUISIANA	Suggested Duration: 3 Weeks
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SUPPORTING QUESTION(S):
How does location define a place?
How does Louisiana’s environment provide for the needs of its people?

CONNECTIONS TO THE COMPELLING QUESTION(S): Students explore where Louisiana is in the world. They examine the location of Louisiana in the larger context of the world. This will help students to define the place known as Louisiana and determine how location makes Louisiana unique.

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

- DOA.3.3.1 Describe characteristics and uses of various types of maps.
- DOA.3.3.2 Identify the hemispheres in which Louisiana is located.
- DOA.3.3.3 Locate various communities and cities in Louisiana using cardinal and intermediate directions.
- DOA.3.3.4 Locate and label major geographic features of Louisiana on a **map**.
- DOA.3.3.5 Differentiate between a town, parish, state, and country in which the student lives using a political map.
- DOA.3.3.6 Construct an outline map of Louisiana from memory.
- DOA.3.3.7 Locate specific places on a map using a simple grid system.
- DOA.3.4.7 Describe the importance of natural resources in Louisiana using maps.

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES/ RESOURCES
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LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES/ RESOURCES
<ul style="list-style-type: none"> • Describe the different types of maps and explain their purposes -physical, political, resource, historical, climate, economic (natural resources and industry), and road maps. (3.3.1) • Identify the hemispheres in which Louisiana is located. (3.3.2) • Locate cities and parishes that are meaningful to students using a compass rose, and cardinal and intermediate directions on a map (<i>the focus of this standard is proficiency in using cardinal and intermediate directions, not the specific cities and parishes chosen for students to locate</i>). (3.3.3) 	<ul style="list-style-type: none"> • Google Earth • The Earth’s Hemispheres • blank map of the world • Louisiana Map Collection (map #1 and map #4) • Louisiana regions map • Louisiana Official Highway Map • Louisiana outline map • Louisiana Regions Map • https://www.flocabulary.com/unit/map-skills/video/ <i>*requires paid subscription</i> • https://www.flocabulary.com/unit/urban-suburban-rural/video/ <i>—*requires paid subscription</i> • https://www.flocabulary.com/unit/human-environment-interaction/video/ <i>*requires paid subscription</i> • https://www.louisianabelieves.com/docs/default-source/scope-and-sequence/social-studies-sample-scope-and-sequence---grade-3-pdf.pdf?sfvrsn=11 (Additional Resources)

- Describe the physical characteristics (rivers, lakes, bayous/swamps, floodplains, forests, farmland) of Louisiana's 5 physical regions (North Louisiana, Central Louisiana, Acadiana, Florida Parishes, Greater New Orleans). (3.3.4)
- Identify The Mississippi River, Lake Pontchartrain, Sabine River, and Mt. Driskill using a map. (3.3.4)
- Name and locate on a political map the town/city, parish, state, and country students live in, and describe the relationship between a town/city, a parish, and a state. (3.3.5)
- Students draw a map of Louisiana, noting important features such as the Mississippi River, Lake Pontchartrain, Baton Rouge (capital), and the town in which they live. (3.3.6)
- Locate cities, parishes, and various physical features that are meaningful to students using a grid system on a map (*the focus of this standard is proficiency in using a simple grid system on a map, not the specific cities, parishes, and geographic features chosen for students to locate*). (3.3.7)
- Describe the natural resources (Gulf of Mexico, Mississippi River, crops, timber, seafood, oil) of each of Louisiana's 5 physical regions (North Louisiana, Central Louisiana, Acadiana, Florida Parishes, Greater New Orleans) using a map. (3.4.7)
- Compare and contrast the different physical features of Louisiana's regions to make a connection between the physical features and economy/industry of each region.

Topic 2: DEFINING CULTURE	Suggested Duration: 2 Weeks
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SUPPORTING QUESTION(S):
What is culture?
What does it mean to be unique?
How do Louisiana’s cultural characteristics make it unique?

CONNECTIONS TO THE COMPELLING QUESTION(S): Students develop a solid understanding of the meaning of *culture*. Students learn about how culture defines a place. They also explore the different elements of culture so that they begin to see how culture can make a place unique.

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

DOA.3.1.6 Compare and contrast the influence of cultural groups in Louisiana.
DOA.3.2.4 Identify cultural elements that have contributed to the state’s heritage.

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES/ RESOURCES
<ul style="list-style-type: none">Identify cultural groups that influenced Louisiana, including Native Americans, French, Spanish, Africans, Germans, Haitians, and Canary Islanders. (3.1.6)Describe ways cultural groups influenced Louisiana’s culture, customs, and traditions (language, religion, food, music). (3.1.6)Identify cultural elements that have contributed to Louisiana’s heritage such as language, art, music, food, holidays, and celebrations (festivals, parades). (3.2.4)	<ul style="list-style-type: none">WordCentral.com’s definition of culture (definition 4c)https://www.flocabulary.com/unit/human-environment-interaction/video/ *requires paid subscriptionhttps://www.louisianabelieves.com/docs/default-source/scope-and-sequence/social-studies-sample-scope-and-sequence---grade-3-pdf.pdf?sfvrsn=11 (Additional Resources)

Topic 3: LIVING IN LOUISIANA**Suggested Duration: 3 Weeks****SUPPORTING QUESTION(S):**

How are different types of communities similar and different?
 How do we see elements of culture in a place?

CONNECTIONS TO THE COMPELLING QUESTION(S): Students explore different types of communities found in Louisiana as they consider the elements of culture that are seen throughout Louisiana’s communities and how those elements of culture contribute to the uniqueness of Louisiana.

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

DOA.3.1.2 Explain how technology has changed family and community life in Louisiana over time.

DOA.3.1.4 Compare and contrast state and national historical symbols.

DOA.3.1.5 Categorize landmarks as state and national.

DOA.3.4.6 Distinguish between urban, suburban, and rural communities in Louisiana.

LEARNING TARGETS**POSSIBLE INSTRUCTIONAL STRATEGIES/ RESOURCES**

- Identify Louisiana state symbols such as the pelican, magnolia and cypress trees, Catahoula, crawfish, alligator, and fleur de lis and describe their importance. (3.1.4)
- Identify national symbols such as the bald eagle, American flag, red/white/blue colors of the flag, and the U.S. constitution and describe their importance. (3.1.4)
- Recognize the Mississippi River, the Gulf of Mexico, and Lake Pontchartrain as influential landmarks in the state of Louisiana. (3.1.5)
- Explain what the terms urban, suburban, and rural mean and distinguish between each of these types of communities in Louisiana. (3.4.6)

- [Urban, Suburban, and Rural interactive map](#)
- [Louisiana Population Map](#)
- [Louisiana regions map](#)
- [Louisiana physical and topographic maps](#)
- [Louisiana product map](#)
- [Louisiana Festivals Map](#)
- [Louisiana Symbols](#)
- [Louisiana Landmarks](#)
- [Technology's Impact](#)
- <https://www.louisianabelieves.com/docs/default-source/scope-and-sequence/social-studies-sample-scope-and-sequence---grade-3-pdf.pdf?sfvrsn=11> (Additional Resources)

3rd Grade–Social Studies



Unit 2 LOUISIANA'S FIRST INHABITANTS

Compelling Question: How did Native Americans contribute to Louisiana's uniqueness?	Assessments: <ul style="list-style-type: none">• Ongoing teacher-created formative assessments• Teacher-created summative assessments	Duration: 6 weeks
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DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

DOA.3.1.2 Explain how technology has changed family and community life in Louisiana over time.
DOA.3.1.6 Compare and contrast the influence of cultural groups in Louisiana.
DOA.3.2.2 Differentiate between early Native American cultures that lived in the regions of Louisiana.
DOA.3.2.4 Identify cultural elements that have contributed to the state's heritage.
DOA.3.3.3 Locate various communities and cities in Louisiana using cardinal and intermediate directions.
DOA.3.4.2 Explain historical patterns of settlement in Louisiana using maps.
DOA.3.4.4 Explain how humans have adapted to the physical environment in different regions of Louisiana.
DOA.3.4.7 Describe the importance of natural resources in Louisiana using maps.
DOA.3.1.1 Create timelines that identify important events in the history of Louisiana.
DOA.3.1.3 Use distinctive vocabulary to sequence events related to Louisiana history.
DOA.3.1.7 Identify community and regional historical artifacts, including primary sources, to answer
DOA.3.4.1 Compare and contrast the physical features of various regions of Louisiana
DOA.3.4.3 Describe how people have changed the land to meet their basic needs over time in Louisiana.
DOA.3.10.2 Distinguish between the use of money and barter.

Topic 1: LOUISIANA'S NATIVE AMERICANS | **Suggested Duration: 6 Weeks**

SUPPORTING QUESTION(S):
How did early Native Americans begin to define the unique culture of Louisiana based on the artifacts remaining from their historical period?
How did the geography of each region of Louisiana impact the development of Native American culture in Louisiana?
How did Native Americans adapt to living in Louisiana?

CONNECTIONS TO THE COMPELLING QUESTION(S): Students explore how we learn about the past. Students examine how the geography of Louisiana contributed to the settlement of Native Americans in our state. Students investigate the Poverty Point settlements and examine the legacy of Native Americans in Louisiana.

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES/ RESOURCES
<ul style="list-style-type: none"> ▪ Explain how Native Americans used technological advancements to build settlements and thrive (technologies related to creating materials with which to hunt, farm, and fish, making clothes, constructing houses, building boats). ▪ Describe the unique features of Native American culture (through food, religion and connection to nature, art, tools, and customs) as compared to other cultural groups in Louisiana. ▪ Compare the influence of Native Americans of Louisiana with the cultural groups (French, Spanish, English) that were studied in Unit 1. ▪ Describe the elements of culture and way of life at Poverty Point (including art, hunting, dress, food, use of mounds, resources used, trade). ▪ Describe cultural elements of Louisiana’s Native Americans in different regions of Louisiana, including housing, clothing, gender roles, games/entertainment, dance, and food including materials used to make houses and clothes, differences in clothing/accessories between men, women, and children, and how food was gathered/caught and cooked. ▪ Compare and contrast the ways of life (housing, food, use of the land and natural resources) of Native American tribes in the different regions of Louisiana. ▪ Compare and contrast Native American tribes in Louisiana based on mound building, arts and handiwork, tools, and food gathering. ▪ Expose students to Native American tribes indigenous to the five physical regions of Louisiana (<i>the focus of this standard is not to memorize the names of tribes and specific facts about each, but to be familiar with Native American groups in Louisiana including their settlement patterns, cultural practices, and use of natural resources based on location within the state</i>). ▪ Describe the legacy of Native American cultural elements such as parishes, towns, and bodies of water that are named after Native American words/tribes, Mardi Gras Indians, and long-lasting cultural practices of food, song, spiritual practices, use of natural resources, basket making, fishing, hunting practices, respect for the environment, and art. 	<ul style="list-style-type: none"> ▪ Louisiana's Native Americans: An Overview ▪ https://www.louisianabelieves.com/docs/default-source/scope-and-sequence/social-studies-sample-scope-and-sequence---grade-3-pdf.pdf?sfvrsn=11 (Additional Resources)

- Review cardinal and intermediate directions by using maps to discuss locations of Native American groups in Louisiana (*the focus of this standard is implementing cardinal and intermediate directions on a map to discuss locations of Native American groups in Louisiana, not the specific Native American groups located*).
- Use maps to locate areas of Native American settlement in Louisiana, and explain the reasons for settlement in that location (access to resources or strategic location).
- Make connections between the ways of life of Native Americans, the characteristics of the land they settled, and how they used the natural resources of that land in daily life (fishing and the use of boats in settlements close to bodies of water, farming in settlements that were more inland). **This standard focuses more on patterns of settlement, and not specific Native American tribes.*
- Identify the resources that were used (water source, food for hunting, food for gathering, materials to make clothes, hunting equipment, housing, wares) that supported Native American settlement in the 5 physical regions of Louisiana.
- Compare a map of Louisiana's natural resources with a map of Native American settlement in Louisiana to make a connection about the importance of natural resources to different Native American tribes.
- Start a timeline of settlement in Louisiana that identifies Native Americans as the first inhabitants of the state (this timeline should be built upon in later units).
- Use the words pre, post, before, and after to sequence events related to Louisiana history.
- Use the terms first inhabitants or indigenous people to describe Native American settlement in Louisiana.
- Using historical artifacts, describe ways of life (food, housing, clothing, religion, social structure, use of land) of Native American cultures in Louisiana.

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Unit 3

COLONIAL LOUISIANA

Compelling Question:

How did exploration and colonization influence Louisiana's unique cultural heritage?

Assessments:

- Ongoing teacher-created formative assessments
- Teacher-created summative assessments

Duration: 7 weeks

Topic 1: LOUISIANA'S EARLY EXPLORERS

Suggested Duration: 2 Weeks

SUPPORTING QUESTION(S):

Why did explorers come to Louisiana?

What features of Louisiana impressed explorers and led to the colonization of Louisiana?

CONNECTIONS TO THE COMPELLING QUESTION(S): Students learn that the main reason explorers came to the area now known as Louisiana was to find resources. Students build an understanding of how the explorations led to Louisiana, especially the Mississippi River, being of interest to European countries.

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

DOA.3.1.1 Create timelines that identify important events in the history of Louisiana.

DOA.3.1.3 Use distinctive vocabulary to sequence events related to Louisiana history.

DOA.3.1.6 Compare and contrast the influence of cultural groups in Louisiana.

DOA.3.1.7 Identify community and regional historical artifacts, including primary sources, to answer historical questions.

DOA.3.2.1 Explain how major explorers and leaders contributed to the early development of Louisiana.

DOA.3.2.3 Identify the causes and effects of migration on Louisiana.

DOA.3.2.4 Identify cultural elements that have contributed to the state's heritage.

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES / RESOURCES
<ul style="list-style-type: none"> ▪ Create timelines of exploration and settlement in Louisiana including Native American inhabitants, the date of DeSoto’s exploration, the date of LaSalle’s exploration and claiming Louisiana for France, time range of French Control, the date of d’Iberville’s and Bienville’s explorations, time range of Spanish control, the date of Acadian settlement, the date of Louisiana purchase, and date of statehood for Louisiana. ▪ Use the words pre, post, before, and after to sequence events related to Louisiana history. ▪ Explain how the French influenced Louisiana through their cultural influences of religion, education (Catholic schools), government, language, food, and music. ▪ Explain how the Spanish influenced Louisiana through their cultural influences of religion, education, government, architecture, language, food, and music. ▪ Explain the positive and negative interactions between Native Americans and French and Spanish explorers, including benefits and drawbacks to each group. ▪ Explain how the Cajuns influenced Louisiana through their cultural elements of food, language, and music. ▪ Explain ways in which African cultures influenced culture in Louisiana (food, language, art, music, spirituality). ▪ Compare and contrast the influence of Native American, French, Spanish, Cajun, and African cultures on Louisiana. ● Using historical artifacts (historic maps, paintings, journals, engravings), answer questions about European exploration and settlement. ● Explain why the major explorers DeSoto, LaSalle, d’Iberville, and Bienville were important to 	<ul style="list-style-type: none"> ● Students write a summary of the similarities and differences between a historical map and modern maps. (ELA/Literacy Standards: W.3.2a-d) ● Students answer questions about La Salle’s impact on Louisiana in writing, which can be collected for a grade. ● A Brief History of Louisiana Flags ● Map of the Louisiana Territory claimed by France ● https://www.louisianabelieves.com/docs/default-source/scope-and-sequence/social-studies-sample-scope-and-sequence--grade-3-pdf.pdf?sfvrsn=11 (Additional Resources)

Louisiana.

- Explain the reasons for Desoto's exploration into North America, and its significance (looking for gold and precious metals, "discovered" the Mississippi River).
- Explain how the Cajuns resettled in Louisiana from Canada (what caused the Great Upheaval, why they settled near the Atchafalaya Basin).
- Explain what Creole means, and how Creoles continued the French and Spanish cultural traditions in Louisiana.
- Identify long-lasting cultural influences of the Spanish, French, African, Native American, and Cajun in Louisiana through language, religion, education, and food.

Topic 2: COLONIZATION OF LOUISIANA**Suggested Duration: 2 Weeks****SUPPORTING QUESTION(S):**

Why was control of Louisiana so important to France during the colonial era?
 How and why did the possession of Louisiana change over time?
 How did European colonization contribute to the development of Louisiana?

CONNECTIONS TO THE COMPELLING QUESTION(S): Students should understand the importance of colonization in securing a nation's claim to Louisiana. Students need to understand that each of the countries that controlled and settled Louisiana at different times contributed to the uniqueness of Louisiana.

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

- DOA.3.1.1** Create timelines that identify important events in the history of Louisiana.
- DOA.3.1.3** Use distinctive vocabulary to sequence events related to Louisiana history.
- DOA.3.1.6** Compare and contrast the influence of cultural groups in Louisiana.
- DOA.3.1.7** Identify community and regional historical artifacts, including primary sources, to answer historical questions.
- DOA.3.2.1** Explain how major explorers and leaders contributed to the early development of Louisiana.
- DOA.3.2.3** Identify the causes and effects of migration on Louisiana.
- DOA.3.2.4** Identify cultural elements that have contributed to the state's heritage.
- DOA.3.4.2** Explain historical patterns of settlement in Louisiana using maps.
- DOA.3.4.7** Describe the importance of natural resources in Louisiana using maps.

LEARNING TARGETS**POSSIBLE INSTRUCTIONAL STRATEGIES/ RESOURCES**

- Create timelines of exploration and settlement in Louisiana including Native American inhabitants, the date of DeSoto's exploration, the date of LaSalle's exploration and claiming Louisiana for France, time range of French Control, the date of d'Iberville's and Bienville's explorations, time range of Spanish control, the date of Acadian settlement, the date of Louisiana purchase, and date of statehood for Louisiana.
- Use the words pre, post, before, and after to sequence events related to Louisiana history.
- Explain how the French influenced Louisiana through their cultural influences of religion, education (Catholic schools), government, language, food, and music.
- Explain how the Spanish influenced Louisiana through their cultural influences of religion, education, government, architecture, language, food, and music.
- Explain the positive and negative interactions

- [Map of Louisiana](#)
- [French Louisiana, 1682-1762](#)
- [Spanish Louisiana, 1762-1800](#)
- [French Louisiana, 1800-1803](#)
- <https://www.louisianabelieves.com/docs/default-source/scope-and-sequence/social-studies-sample-scope-and-sequence---grade-3-pdf.pdf?sfvrsn=11> (Additional Resources)

between Native Americans and French and Spanish explorers, including benefits and drawbacks to each group.

- Explain how the Cajuns influenced Louisiana through their cultural elements of food, language, and music.
- Explain ways in which African cultures influenced culture in Louisiana (food, language, art, music, spirituality).
- Compare and contrast the influence of Native American, French, Spanish, Cajun, and African cultures on Louisiana.
- Using historical artifacts (historic maps, paintings, journals, engravings), answer questions about European exploration and settlement.
- Explain why the major explorers DeSoto, LaSalle, d'Iberville, and Bienville were important to Louisiana.
 - Explain the reasons for Desoto's exploration into North America, and its significance (looking for gold and precious metals, "discovered" the Mississippi River).
- Explain how the Cajuns resettled in Louisiana from Canada (what caused the Great Upheaval, why they settled near the Atchafalaya Basin).
- Explain what Creole means, and how Creoles continued the French and Spanish cultural traditions in Louisiana.
 - Identify long-lasting cultural influences of the Spanish, French, African, Native American, and Cajun in Louisiana through language, religion, education, and food.

Topic 3: SETTLEMENT OF THE ACADIANS		Suggested Duration: 2 Weeks
SUPPORTING QUESTION(S): How did the Acadians come to live in Louisiana? How did the Acadians contribute to Louisiana’s heritage?		
CONNECTIONS TO THE COMPELLING QUESTION(S): Students examine how and why Acadians came to be in Louisiana. Students also investigate how the Cajun people have contributed to Louisiana’s unique culture.		
DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:		
<p>DOA.3.1.1 Create timelines that identify important events in the history of Louisiana.</p> <p>DOA.3.1.3 Use distinctive vocabulary to sequence events related to Louisiana history.</p> <p>DOA.3.1.6 Compare and contrast the influence of cultural groups in Louisiana.</p> <p>DOA.3.1.7 Identify community and regional historical artifacts, including primary sources, to answer historical questions.</p> <p>DOA.3.2.1 Explain how major explorers and leaders contributed to the early development of Louisiana.</p> <p>DOA.3.2.3 Identify the causes and effects of migration on Louisiana.</p> <p>DOA.3.2.4 Identify cultural elements that have contributed to the state’s heritage.</p> <p>DOA.3.4.2 Explain historical patterns of settlement in Louisiana using maps.</p> <p>DOA.3.4.7 Describe the importance of natural resources in Louisiana using maps.</p>		
LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES/ RESOURCES	
<ul style="list-style-type: none"> • Explain how the Cajuns influenced Louisiana through their cultural elements of food, language, and music. • Explain ways in which African cultures influenced culture in Louisiana (food, language, art, music, spirituality). • Compare and contrast the influence of Native American, French, Spanish, Cajun, and African cultures on Louisiana. • Explain how the Cajuns resettled in Louisiana from Canada (what caused the Great Upheaval, why they settled near the Atchafalaya Basin). • Explain what Creole means, and how Creoles continued the French and Spanish cultural traditions in Louisiana. • Identify long-lasting cultural influences of the Spanish, French, African, Native American, and Cajun in Louisiana through language, religion, education, and food. • Compare similarities and differences between the land known as Louisiana through French and Spanish ownership and settlement using maps. 	<ul style="list-style-type: none"> ▪ Students create a brochure that illustrates Cajun culture in Louisiana, which can be collected for a grade. ▪ lesson 2 of Cajun Folktales ▪ Les Acadians ▪ Map of Acadian Deportation ▪ History of the Most Cajun Place on Earth ▪ Music and Culture in the Most Cajun Place on Earth ▪ https://www.louisianabelieves.com/docs/default-source/scope-and-sequence/social-studies-sample-scope-and-sequence---grade-3-pdf.pdf?sfvrsn=11 (Additional Resources) 	

- Explain the location of Cajun resettlement in Louisiana using a map.
- Explain how the unique geography of Louisiana contributed to European explorers wanting to settle and control the area.
- Explain the reasons why LaSalle explored Louisiana and claimed the land (“owning” the Mississippi for trade purposes meant economic gains).

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Unit 4

STATE OF LOUISIANA

Compelling Question:

How did becoming part of the United States alter Louisiana?

Assessments:

- Ongoing teacher-created formative assessments
- Teacher-created summative assessments

Duration: 7 weeks

Topic 1: EVENTS LEADING TO STATEHOOD

Suggested Duration: 4 Weeks

SUPPORTING QUESTION(S):

How did the Louisiana Purchase impact the development of Louisiana?
How did Louisiana become a state?

CONNECTIONS TO THE COMPELLING QUESTION(S): Students examine the events that led to Louisiana becoming part of the United States first as a territory then as a state.

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

DOA.3.1.1 Create timelines that identify important events in the history of Louisiana.

DOA.3.1.3 Use distinctive vocabulary to sequence events related to Louisiana history.

DOA.3.1.6 Compare and contrast the influence of cultural groups in Louisiana.

DOA.3.2.1 Explain how major explorers and leaders contributed to the early development of Louisiana.

DOA.3.2.4 Identify cultural elements that have contributed to the state's heritage.

LEARNING TARGETS

- Create a timeline of events from early settlement leading up to the Louisiana Purchase and statehood.
- Use the words pre, post, before, and after to sequence events related to Louisiana history.
- Explain why the U.S. would want to own the Louisiana territory (control of the Mississippi River and the Port of New Orleans, allow for free transfer of goods from other territories to the gulf of Mexico, security of other American lands).
- Explain the importance of the Louisiana Purchase to the United States (doubled the U.S. in size, control of the Mississippi River, gives the Port of Orleans to the U.S. which allows for more trade and money and easier transport of goods, provides pioneers more land to settle), and the importance of the leaders involved in

POSSIBLE INSTRUCTIONAL STRATEGIES/ RESOURCES

- Students complete a Character Traits Organizer in Lessons 18 and 19 of the Louisiana Purchase Guidebook Unit.
- Students write a summary of the choice of Livingston to negotiate with Napoleon in Lesson 20 of the Louisiana Purchase Guidebook Unit.
- Students complete a Focusing on the Texts Chart in Lessons 21-23 of the Louisiana Purchase Guidebook Unit.
- Students complete a Sequence of Events Chart in Lesson 24 of the Louisiana Purchase Guidebook Unit.
- Students participate in a discussion about similarities and differences between the Louisiana Territory and the State of Louisiana. (ELA/Literacy Standards: SL.3.1a-d, SL.3.6)
- Students create an annotated timeline of Louisiana history.
- Students write a summary of the changes that occurred in Louisiana between becoming a territory and becoming a state. (ELA/Literacy Standards: W.3.2a-d)
- Lessons 18-24 of the [Louisiana Purchase Guidebook Unit](#)
- [Map of the Louisiana Purchase](#)
- <https://www.louisianabelieves.com/docs/default-source/scope-and-sequence/social-studies-sample-scope-and-sequence---grade-3-pdf.pdf?sfvrsn=11> (Additional Resources)

making the event happen (Robert Livingston, Thomas Jefferson, James Monroe, Napoleon).

- Explain the importance of the Lewis and Clark expedition to Louisiana and the U.S. (first expedition to explore the Louisiana Purchase territory, promoted trade and settlement in the new region).
- Explain the steps Louisiana took to become a state (determining delegates by population, writing and ratifying a state constitution, determining state borders).
- Discuss how becoming a state altered the language and religion of Louisiana (more English speaking, protestant pioneers moved to Louisiana when it became part of the U.S.).

3rd Grade – Social Studies



THE DIOCESE
of ALEXANDRIA

Unit 5

LOUISIANA'S ECONOMY

Compelling Question:

How has Louisiana changed while preserving unique elements of its rich heritage?

Assessments:

- Ongoing teacher-created formative assessments
- Teacher-created summative assessments

Duration: 8 weeks

Topic 1: LOUISIANA'S ECONOMIC RELATIONSHIPS

Suggested Duration: 4 Weeks

SUPPORTING QUESTION(S):

How do different factors affect production and price?
How do people impact the economy?
How is Louisiana's economy unique?

CONNECTIONS TO THE COMPELLING QUESTION(S): Students describe how Louisiana's economy works and the role of individuals in the larger economy.

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

- DOA.3.4.3 Describe how people have changed the land to meet their basic needs over time in Louisiana.
- DOA.3.4.4 Explain how humans have adapted to the physical environment in different regions of Louisiana.
- DOA.3.4.5 Describe how humans affect the environment in Louisiana.
- DOA.3.4.7 Describe the importance of natural resources in Louisiana using maps.
- DOA.3.7.1 Identify various ways that people earn income and how earning income contributes to the economic well-being of their community and state.
- DOA.3.7.2 List different ways people save their income and explain the advantages and disadvantages of each.
- DOA.3.7.3 Explain the benefits of comparative shopping when making economic decisions.
- DOA.3.8.1 Investigate the economic concepts of opportunity cost, scarcity, and surplus/shortage and give examples of each based on needs and wants.
- DOA.3.8.2 Investigate ways in which people are producers and consumers and explain why they depend on one another.
- DOA.3.8.3 Describe the basic concepts of supply and demand and explain how competition affects the prices of goods and services.
- DOA.3.8.4 Explain how producers and consumers affect prices.
- DOA.3.9.1 Explain the concepts of specialization and interdependence in the production of goods and services.
- DOA.3.9.2 Investigate the responsibilities and characteristics of various jobs.
- DOA.3.10.1 Differentiate between imports and exports of goods in Louisiana.

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES/ RESOURCES
<ul style="list-style-type: none"> • Describe ways in which the land has been used to meet the basic needs of people in Louisiana over time (commercial, recreational, residential, industrial, and agricultural uses of land). • Explain how land use is different in different types of communities (for example, in the area of the state used for growing sugarcane, there will likely be a smaller population because the land is needed to grow the crop). • Make a connection between Louisiana’s geography and resources (seafood production needs large bodies of water, agricultural production needs a water source like a river valley, flood plain or a terrace, logging happens in forested areas and hills). • Describe how levees meet the needs of people (protect cities, towns, homes, and crops from flooding). • Discuss Louisiana’s big industries (oil production, agriculture, seafood, tourism) and the reasons for those industries existing in Louisiana. • Explain coastal erosion and pollution as ways humans have affected the environment in Louisiana. • Outline factors contributing to coastal erosion (rise of sea level, tides, storms, hurricanes, animals, levees, oil production) and how they impact the environment, economy, and the quality of life for Louisianans. • Explain the connection between populated areas and the presence of oil refineries in Louisiana. • Describe how oil spills can impact animals, the environment, and people. • Use a map to identify the location of Louisiana’s economic resources (oil, salt, sugar cane, seafood, rice, clay, wood, cotton), and draw conclusions about how resources impact the economy of each region. • Discuss different agricultural products that are grown in Louisiana, where they are grown, and 	<ul style="list-style-type: none"> • Students write a paragraph describing economic choices and opportunity cost. (ELA/Literacy Standards: W.3.2a- d) • Student groups write a text chain about imports and exports. • Consumers • Producers • <i>A New Coat for Anna</i> by Harriet Ziefert • Goods and Services • Fake Yellow Pages • Smalltown Pizza Battles • Louisiana product map • https://www.louisianabelieves.com/docs/default-source/scope-and-sequence/social-studies-sample-scope-and-sequence---grade-3-pdf?sfvrsn=11 (Additional Resources)

explain which Louisiana geographical features result/aid in the growth of different agricultural products (cotton, dairy, fruit, cattle, lumber, rice, soy, sugarcane, veggies, sweet potatoes).

- Make a connection between jobs and income, and explain different ways for people to earn an income.
- Explain how tourism benefits Louisiana's economy (creates jobs and ways for citizens to earn income).
- Explain how earning an income leads to paying taxes and the contribution of taxes to the well-being of the community and state.
- Explain how earning an income leads to buying goods, and how spending money contributes to the well-being of the community and state.
- Identify ways to save money (comparing prices when shopping, determine opportunity cost, savings accounts) and explain the advantages and disadvantages of saving one's income.
- Explain how comparative shopping can save consumers money.
- Define and give examples of key economic vocabulary (good, service, need, want, consumer, producer, demand, supply, shortage, surplus, scarcity, price, opportunity cost, competition, interdependence, specialization).
- Provide examples of opportunity cost for consumers and state spending.
- Discuss how scarcity, surplus, and shortages impact the price of goods and services in the short and long term.
- Explain all the ways in which citizens can impact the economy (citizens buy things and spend money, citizens work and receive income to pay for goods and services, citizens pay taxes on their income and things they buy).
- Explain the relationship between producers and consumers, and how they depend on each

other.

- Explain what factors impact the price of a good or service, and how they impact the price (competition, supply, demand).
- Explain how competition benefits consumers.
- Explain how overproduction and underproduction of goods/services can impact price.
- Explain how the price of a good or service is impacted when the demand of consumers increases or decreases.
- Explain how supply and demand impacts price.
- Explain the concept of interdependence as it relates to producing and consuming goods in a community.
- Explain why people might specialize in producing a good or service rather than doing many things.
- Explain how specialization helps meet the needs of our economy.
- For common community jobs, determine the good or service produced, what good/service the community consumes from that job, what that job specializes in making or providing to other businesses or the public, and what other resources that job needs to provide their good or service. Discuss jobs that require special training (such as doctors or fire fighters).
- Identify goods that Louisiana exports (cotton, sugarcane, oil, seafood) and goods that are imported (oil, aluminum, copper, coffee, cars and trucks).
- Explain how goods are produced, manufactured, and sold as imports or exports.

Topic 2: LOUISIANA'S CHALLENGES**Suggested Duration: 3 Weeks****SUPPORTING QUESTION(S):**

- How have people adapted to life in Louisiana?
- How do people change the land to meet their needs?
- How does changing the land impact Louisiana?

CONNECTIONS TO THE COMPELLING QUESTION(S): Students investigate how our economy is impacted by our geography. Students recognize the positive and negative impacts of Louisiana changing over time.

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

- DOA. 3.2.4** Identify cultural elements that have contributed to the state's heritage.
- DOA.3.4.7** Describe the importance of natural resources in Louisiana using maps.
- DOA.3.7.1** Identify various ways that people earn income and how earning income contributes to the economic well-being of their community and
- DOA.3.7.2** List different ways people save their income and explain the advantages and disadvantages of each.
- DOA.3.7.3** Explain the benefits of comparative shopping when making economic decisions.
- DOA.3.8.1** Investigate the economic concepts of opportunity cost, scarcity, and surplus/shortage and give examples of each based on needs and wants.
- DOA.3.8.2** Investigate ways in which people are producers and consumers and explain why they depend on one another.
- DOA.3.8.3** Describe the basic concepts of supply and demand and explain how competition affects the prices of goods and services.
- DOA.3.8.4** Explain how producers and consumers affect prices.
- DOA.3.9.1** Explain the concepts of specialization and interdependence in the production of goods and services.
- DOA.3.9.2** Investigate the responsibilities and characteristics of various jobs.
- DOA.3.10.1** Differentiate between imports and exports of goods in Louisiana.

LEARNING TARGETS**POSSIBLE INSTRUCTIONAL STRATEGIES/ RESOURCES**

- Describe ways in which the land has been used to meet the basic needs of people in Louisiana over time (commercial, recreational, residential, industrial, and agricultural uses of land).
- Explain how land use is different in different types of communities (for example, in the area of the state used for growing sugarcane, there will likely be a smaller population because the land is needed to grow the crop).
- Make a connection between Louisiana's geography and resources (seafood production needs large bodies of water, agricultural production needs a water source like a river valley, flood plain or a terrace, logging happens in forested areas and hills).
- Describe how levees meet the needs of people (protect cities, towns, homes, and

- Students participate in a discussion about land use in Louisiana.
- Students write a paragraph which expresses their opinion on the petroleum industry in Louisiana.
- Students write a letter that describes how to protect one of Louisiana's resources.
- [Map of New Orleans \(Modern\)](#)
- [See Our City Grow](#)
- [Floods](#)
- [Land Loss in Coastal Louisiana](#)
- [Nutria: Damage](#)
- [Ranger Rick on the Big Oil Spill](#)
- <https://www.louisianabelieves.com/docs/default-source/scope-and-sequence/social-studies-sample-scope-and-sequence---grade-3-pdf.pdf?sfvrsn=11> (Additional Resources)

crops from flooding).

- Discuss Louisiana's big industries (oil production, agriculture, seafood, tourism) and the reasons for those industries existing in Louisiana.
- Explain coastal erosion and pollution as ways humans have affected the environment in Louisiana.
- Outline factors contributing to coastal erosion (rise of sea level, tides, storms, hurricanes, animals, levees, oil production) and how they impact the environment, economy, and the quality of life for Louisianans.
- Explain the connection between populated areas and the presence of oil refineries in Louisiana.
- Describe how oil spills can impact animals, the environment, and people.
- Use a map to identify the location of Louisiana's economic resources (oil, salt, sugar cane, seafood, rice, clay, wood, cotton), and draw conclusions about how resources impact the economy of each region.
- Discuss different agricultural products that are grown in Louisiana, where they are grown, and explain which Louisiana geographical features result/aid in the growth of different agricultural products (cotton, dairy, fruit, cattle, lumber, rice, soy, sugarcane, veggies, sweet potatoes).
- Identify goods that Louisiana exports (cotton, sugarcane, oil, seafood) and goods that are imported (oil, aluminum, copper, coffee, cars and trucks).
- Explain how goods are produced, manufactured, and sold as imports or exports.

Topic 3: UNIQUE LOUISIANA		Suggested Duration: 2 Weeks
SUPPORTING QUESTION(S):		
<p>How do the geography, history, culture, and economy of Louisiana establish our state’s unique identity?</p> <p>How can citizens help Louisiana as we move into the future?</p> <p>How has Louisiana changed over time yet preserved unique aspects of its rich heritage?</p>		
CONNECTIONS TO THE COMPELLING QUESTION(S): Students review various factors that have shaped Louisiana and how those influences have created a unique state including geography (i.e. seafood, petroleum, sugar cane, etc.) and cultural heritage (i.e. tourism industry - music, food, historical sites, etc.). Students examine ways Louisiana will continue to grow and change in the future.		
DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:		
<p>DOA.3.2.4 Identify cultural elements that have contributed to the state’s heritage.</p> <p>DOA.3.4.7 Describe the importance of natural resources in Louisiana using maps.</p> <p>DOA.3.7.1 Identify various ways that people earn income and how earning income contributes to the economic well- being of their community and state.</p> <p>DOA.3.9.2 Investigate the responsibilities and characteristics of various jobs.</p>		
LEARNING TARGETS		POSSIBLE INSTRUCTIONAL STRATEGIES/ RESOURCES
<ul style="list-style-type: none"> • Discuss cultural elements as reasons people would want to visit Louisiana (cultural elements like food/ language/ music, to see Louisiana cities and regions, to experience festivals and events, geography/hunting/fishing). • Use a map to identify the location of Louisiana’s economic resources (oil, salt, sugar cane, seafood, rice, clay, wood, cotton), and draw conclusions about how resources impact the economy of each region. • Discuss different agricultural products that are grown in Louisiana, where they are grown, and explain which Louisiana geographical features result/aid in the growth of different agricultural products (cotton, dairy, fruit, cattle, lumber, rice, soy, sugarcane, veggies, sweet potatoes). • Make a connection between jobs and income, and explain different ways for people to earn an income. • Explain how tourism benefits Louisiana’s economy (creates jobs and ways for citizens to earn income). • Explain how earning an income leads to 		<ul style="list-style-type: none"> • Students create a commercial that explains what makes Louisiana unique and why people should come visit our state. • Where is Rice Grown? • LouisianaTravel.com • https://www.louisianabelieves.com/docs/default-source/scope-and-sequence/social-studies-sample-scope-and-sequence---grade-3-pdf?sfvrsn=11 (Additional Resources)

paying taxes and the contribution of taxes to the well-being of the community and state.

- Explain how earning an income leads to buying goods, and how spending money contributes to the well-being of the community and state.
- For common community jobs, determine the good or service produced, what good/service the community consumes from that job, what that job specializes in making or providing to other businesses or the public, and what other resources that job needs to provide their good or service. Discuss jobs that require special training (such as doctors or fire fighters).