

LEAP 2025

Social Studies

Practice Test

Grade 3

Session 1 Directions

Directions:

Today, you will take Session 1 of the Grade 3 Social Studies Practice Test.

Read each source and question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your test booklet. Do not make any stray pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely. You may look back at the sources when needed.

Some of the questions will ask you to write a response. Write your response in the space provided in your test booklet. Only responses written within the provided space will be scored.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this session **ONLY**. Do not go past the stop sign.

GO ON ►

Read and study the sources about early immigrants to Louisiana. Then use the four sources and your knowledge of social studies to answer questions 1–5.

Source 1

German Settlement in Louisiana

The swampy region west of New Orleans came to be known as the German Coast, because German settlers began to arrive there in the early 1700s. They established farms and married early French settlers. Food from those farms fed the people in the struggling settlement of New Orleans. In later decades, German settlers married Acadian settlers and helped to create Cajun culture. Historians believe that Germans introduced the accordion to Cajun music.



Source 2

Seafood Paella

Seafood paella is a rice dish that was first made in Spain. It was a favorite of people from the Canary Islands, a Spanish community off the coast of Africa. From 1778 to 1783, about two thousand Canary Islanders settled in Louisiana. The Canary Islanders kept many traditions and ways of life after moving to Louisiana, such as making seafood paella.



Source 3**Adapted from a Newspaper Article about Acadians
Who Sailed to Louisiana (1786)**

In the 1600s and 1700s, many French immigrants settled in Canada. When the French and Indian War broke out, Great Britain took control of the colonies in Canada. In 1755 the French colonists, known as Acadians, were forced to leave their homes. Some returned to Europe, and some settled in other places in the New World. This newspaper article explains what happened when a large group of Acadians came to Louisiana in the late 1700s.

Near the end of last year, several large French ships with about one thousand Acadian families arrived at New Orleans. The Spanish government gave the Acadians land in different parts of Louisiana. A number of Acadians are also expected to settle in Florida.

Giving the unlucky Acadians land seems like an act of kindness. The Spanish king would consider any such request. However, giving land to the Acadians also prevents Americans from settling on this fertile¹ land.

¹**fertile:** good for growing food

Source 4

Haitians Flee to Louisiana (1791)

The French ruled western Hispaniola, now called Haiti, from 1625 until 1791. The drawing shows the burning of a city during the unrest that ended French rule. Thousands of Haitians, whose families came from France and Africa, fled to New Orleans. These immigrants helped to develop Louisiana's Creole culture.



Source 2: monkeybusinessimages/iStock.

1. Based on Source 1, how did German settlers meet their needs by changing the land in the areas they settled?
 - Ⓐ They dug holes to look for gold.
 - Ⓑ They cleared land to build farms.
 - Ⓒ They built seaports to encourage trade.
 - Ⓓ They grew potatoes to feed themselves.

2. Based on Source 1, how did German immigrants **mainly** change Louisiana?

Select the **two** correct answers.

 - Ⓐ They helped feed the people of the settlement.
 - Ⓑ They married each other and had many children.
 - Ⓒ They made a lot of money by farming.
 - Ⓓ They blended with other cultures to create a new culture.
 - Ⓔ They created a new form of government.

3. Using Source 1 and Source 2, which statement **best** explains where the Germans and Canary Islanders settled?
 - Ⓐ They settled in areas near water for agriculture and fishing.
 - Ⓑ They settled in open, flat areas for grazing cattle and sheep.
 - Ⓒ They settled in forest areas to have access to hunting game.
 - Ⓓ They settled in swampy areas to have access to cypress trees.

4. Based on Source 3 and Source 4, why did **both** Acadian and Haitian immigrants come to Louisiana?
- Ⓐ to escape slavery in their home countries
 - Ⓑ to take fertile land from other settlers
 - Ⓒ to get away from political trouble
 - Ⓓ to practice their religions freely
5. Which statement **best** explains why different groups of immigrants settled in different parts of Louisiana?
- Ⓐ Immigrants settled in places that nobody else wanted to settle.
 - Ⓑ Immigrants settled in places that were rich in mineral resources.
 - Ⓒ Immigrants settled in places that offered the same food they ate in their old countries.
 - Ⓓ Immigrants settled in places that allowed them to use the skills they learned in their old countries.

Read and study the sources about the oil industry in Louisiana. Then use the four sources and your knowledge of social studies to answer questions 6–10.

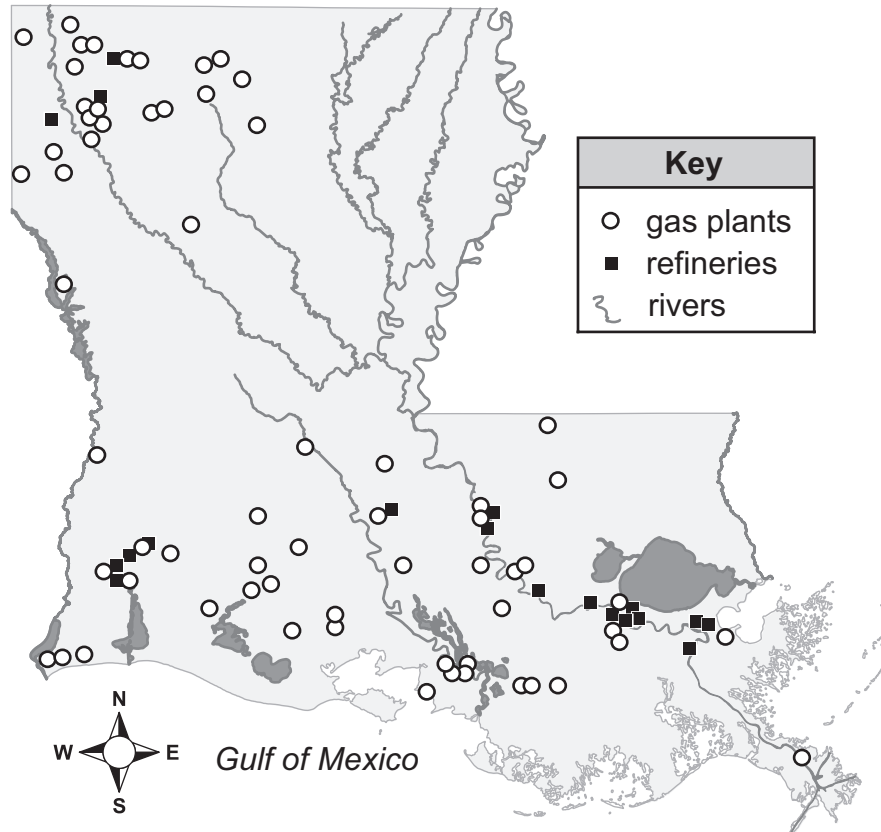
Source 1**Jennings Field (Early 1900s)**

Oil was discovered at Jennings Field on September 21, 1901. The discovery started an “oil rush.” This picture shows many oil wells in Jennings, Louisiana. These wells pumped oil from a huge oil field. An oil field is a lake of oil deep underground. More than 7,000 barrels of oil were produced every day at the Jennings oil field.



Source 2

Louisiana Gas Plants and Refineries



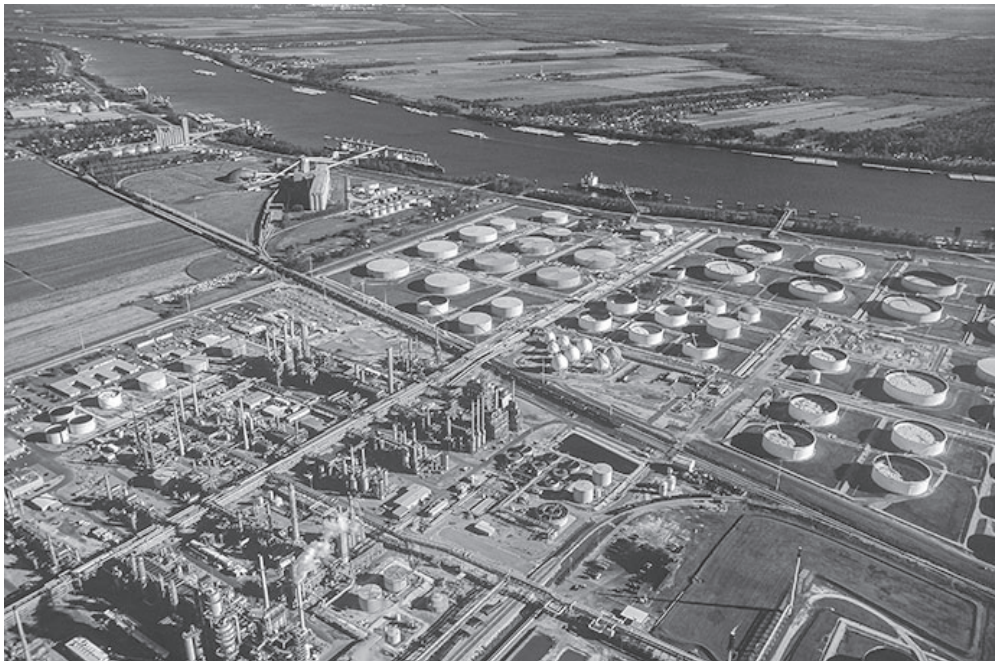
GO ON ►

Social Studies

Source 3

Louisiana Oil Refinery

This picture shows the Marathon Refinery on the Mississippi River in Garyville, Louisiana. Oil companies produce nearly 1.45 million barrels of oil in Louisiana every day. Almost 65,000 people work in the oil industry in Louisiana. State and local governments in Louisiana get billions of dollars a year from the oil industry.



Source 4

Some Surprising Uses for Petroleum

chewing gum	hula hoops
pillows	toothpaste
aspirin	tires
crayons	umbrellas
balloons	cameras

Source 3: John Wark/AirPhoto.

GO ON ►

6. Based on Source 1 and Source 3, how have oil wells **most** changed life in Louisiana?
- Ⓐ Oil wells brought many tourists into the state.
 - Ⓑ Oil wells increased the amount of land for farming.
 - Ⓒ Oil wells took the place of other businesses.
 - Ⓓ Oil wells started an industry that provides jobs.
7. Which statement **best** explains why there are fewer refineries in central Louisiana than in southern Louisiana, as shown in Source 2?
- Ⓐ There are fewer gas stations in central Louisiana.
 - Ⓑ There are more oil wells in southern Louisiana.
 - Ⓒ There are fewer refinery workers in central Louisiana.
 - Ⓓ There is more need for oil in southern Louisiana.
8. Based on Source 2 and Source 3, why are rivers and ports important to the oil industry?
- Ⓐ They are used to catch seafood for the workers.
 - Ⓑ They are used to provide steam to power trains.
 - Ⓒ They are used to produce goods made from oil.
 - Ⓓ They are used to ship oil around the world.

9. How does Source 4 show the importance of the oil industry in Louisiana?
- Ⓐ It shows that people want to have jobs at oil refineries.
 - Ⓑ It shows that producers make a lot of money from oil wells.
 - Ⓒ It shows that oil is used to make many different products.
 - Ⓓ It shows that people need oil to send products to other places.
10. A student has enough money to buy only one of the products shown in Source 4. What is the opportunity cost of buying the crayons?
- Ⓐ the price of the crayons
 - Ⓑ the supply of crayons
 - Ⓒ the purchase of chewing gum
 - Ⓓ the number of packs of chewing gum

GO ON TO NEXT PAGE

Read and study the sources about Louisiana volunteers. Then use the three sources and your knowledge of social studies to answer questions 11–15.

Source 1**Nicholas Guillery**

“My favorite experience was going on the service trip this past winter. I was able to work with a large number of my teammates accomplishing¹ home restoration² in areas that were hit by Hurricane Katrina. We stayed in New Orleans for an entire week living side by side. . . . We were able to give people their lives back by helping in the reconstruction³. [But we also] grew alongside each other by getting to know each other better.”

¹**accomplishing**: completing

²**home restoration**: fixing or repairing homes

³**reconstruction**: building something again, such as a home



Source 2**Cheryl Bryant**

“I would describe a volunteer as a person giving their time and talent to help others or a cause in their community.

Volunteering has allowed me to make strong connections with the Boys and Girls Clubs of Acadiana, as well as several social organizations¹ in the community.”

¹**organizations:** groups of people with a common goal



Source 3

National Days of Service

This text is from Volunteer Louisiana. The group talks about what National Days of Service are, and how important volunteers are to the community.

There is a National Day of Service in almost every month. These are special days to get people to volunteer in their communities. In Louisiana, we focus on five days where we organize efforts to help our citizens get involved:

- January: Martin Luther King, Jr. Day
- April: National Volunteer Week
- April: Global Youth Service Day
- September: 9/11 Day of Remembrance and Service
- October: Make a Difference Day

Days of Service organizers usually have large events that make it easy to volunteer for an hour, a half-day, or a full day. The simple act of individuals coming together for a common goal makes a huge difference in the lives of our most vulnerable¹ citizens. It also helps with our most critical social issues such as education, healthy futures, affordable housing, and disaster recovery². Join us by volunteering in a project near you.

¹**vulnerable:** easily harmed or hurt

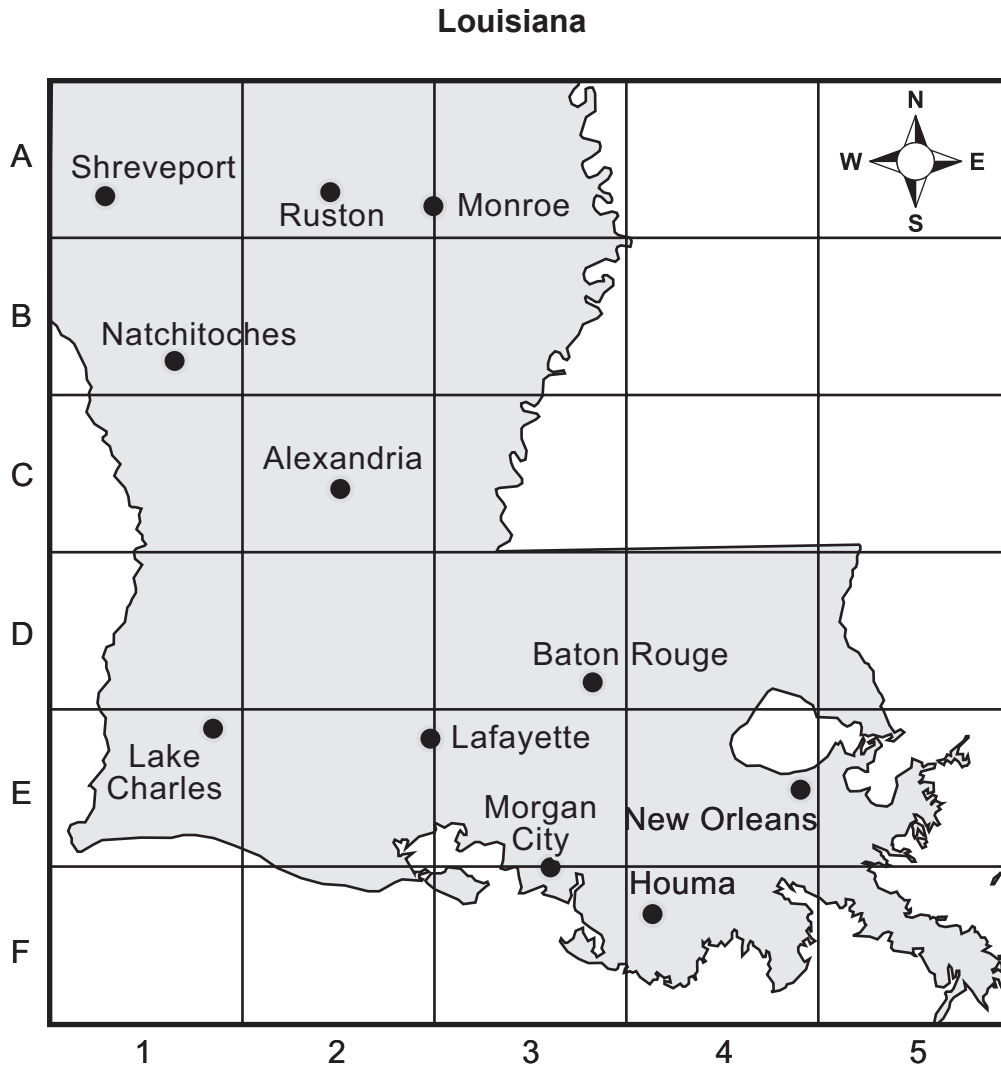
²**disaster recovery:** helping people after an emergency or an accident

11. Using Source 1 and Source 2, which is a responsibility of volunteers?
- (A) to join a club in a community
 - (B) to learn about designing houses
 - (C) to travel to another place
 - (D) to work well with other people
12. Based on Source 1, how did Nicholas Guillery make Louisiana a better place to live?
- (A) by getting to know new friends
 - (B) by staying for an entire week
 - (C) by helping people fix their homes
 - (D) by agreeing with his teammates
13. Based on Source 2, which is a way a citizen can help solve a local problem?
- (A) practice to improve special skills
 - (B) give time to a social organization
 - (C) work hard at a job or a career
 - (D) get to know people in nearby areas
14. Source 3 describes some important social problems. Which problem is Cheryl Bryant **most likely** helping by volunteering as shown in Source 2?
- (A) education
 - (B) healthy futures
 - (C) affordable housing
 - (D) disaster recovery

GO ON TO NEXT PAGE

15. Describe **two** different ways that volunteering can show good citizenship.

16. Use the map and your knowledge of social studies to answer the question.



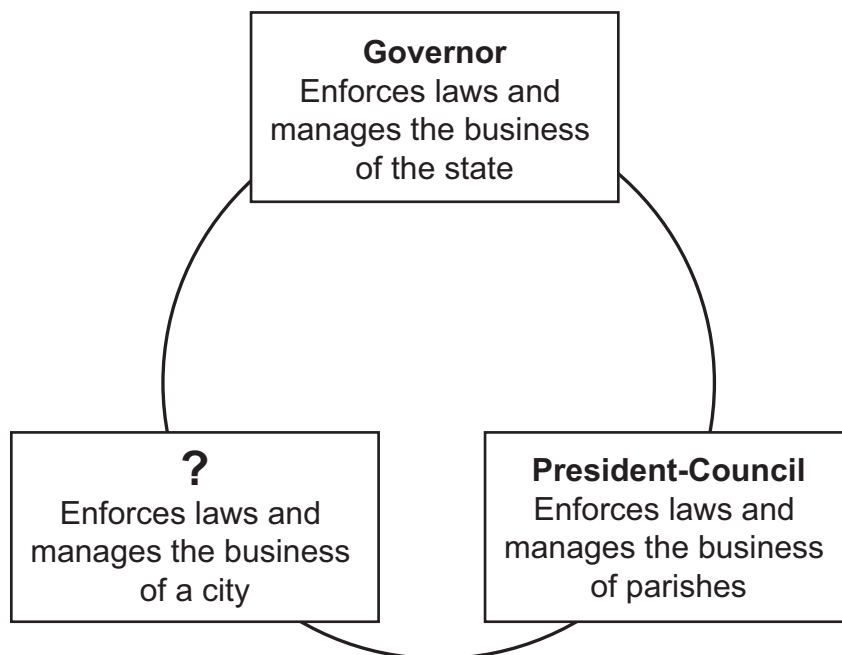
In which grid location is Alexandria?

- (A) B3
- (B) B2
- (C) C3
- (D) C2

17. Use the diagram and your knowledge of social studies to answer the question.

State and Local Officials in Louisiana

This diagram shows some of the state and local officials in Louisiana and their main responsibilities.

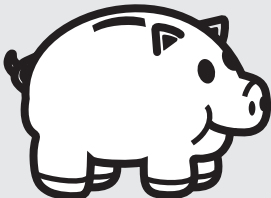



Which government leader manages the business of a city in Louisiana?

- (A) representative
- (B) mayor
- (C) parish leader
- (D) council member

18. Use the chart and your knowledge of social studies to answer the question.

Two Ways to Save Your Money

	 Save money at home	 Save money in a bank savings account
Advantage	You can buy things in places that do not accept credit or debit cards.	?
Disadvantage	Your money may not be safe at home.	You may be charged fees by the bank.

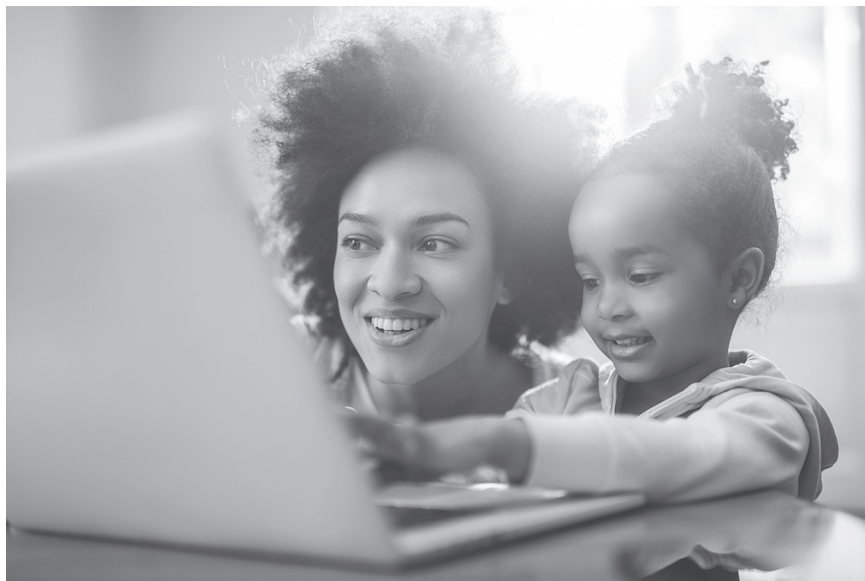
Which statement **best** completes the chart by showing an advantage of saving money in a bank?

- Ⓐ You can borrow money from the bank.
- Ⓑ Your money can be shared with other people.
- Ⓒ You can earn extra money through interest.
- Ⓓ Your money can be used by the bank.

19. Use the picture and your knowledge of social studies to answer the question.

Shopping Online

A young girl shops for toys online with her mother's help. The girl is comparing the prices of a toy she wants at different websites.



Source: BraunS/iStock.

How does the girl benefit from shopping online rather than shopping in a store?

- Ⓐ She can play with the toy before buying it.
- Ⓑ She can get the toy as soon as she pays for it.
- Ⓒ She can return the toy if it is broken.
- Ⓓ She can quickly find the lowest price for the toy.

20. Use the drawing and your knowledge of social studies to answer the question.

Supply and Demand

The owner of a bakery offered cupcakes and cookies for sale after the Fourth of July.



Why are the cupcakes and cookies **most likely** on sale?

- Ⓐ The store's owner lowered the prices of baked goods to convince customers to buy them.
- Ⓑ The store's customers refused to buy baked goods unless the owner reduced the prices.
- Ⓒ The prices of baked goods are always lowered after a holiday.
- Ⓓ The cost of making baked goods dropped when the cost of flour went down.

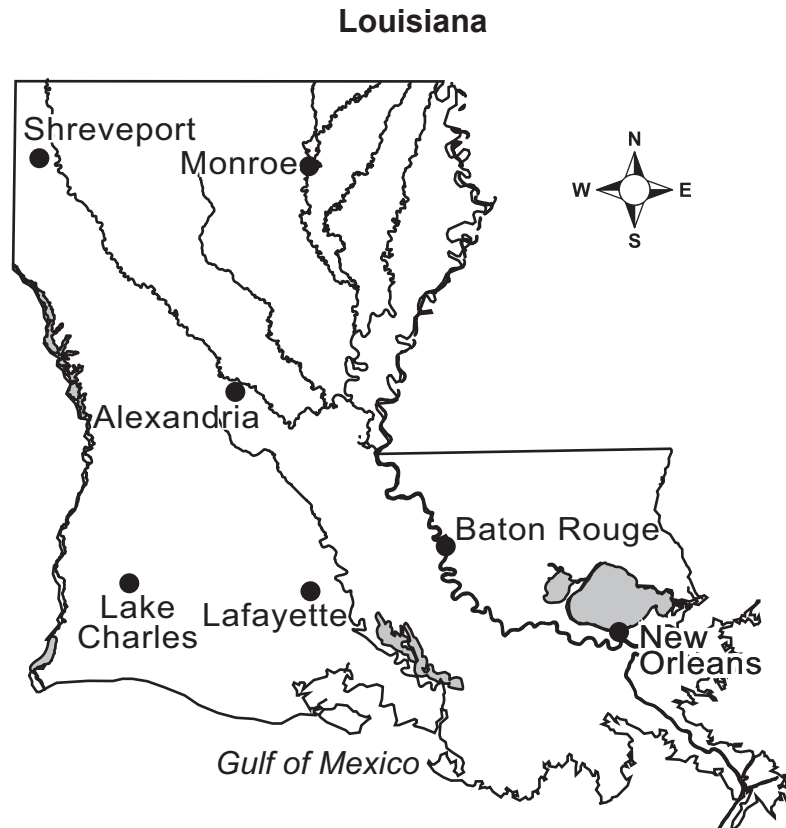
21. Use the text and your knowledge of social studies to answer the question.

Natchitoches was founded in 1714 by Louis Antoine Juchereau de St. Denis. When he reached the village of the Natchitoches Indians on the Red River, he had two huts built within the village and left a small group of men there to guard the stores and trade with the inhabitants. This became the first permanent European settlement in the territory later known as the Louisiana Purchase.

How did the economic motivation of St. Denis affect the Natchitoches region?

- Ⓐ The demand for gold led workers to move to the settlement for mining jobs.
- Ⓑ The shortage of natural resources created competition with Native Americans.
- Ⓒ The need for traded goods led colonists to build a settlement.
- Ⓓ The location on the Red River allowed a natural port to be built.

22. Use the map and your knowledge of social studies to answer the question.



Which city is northwest of Baton Rouge?

- Ⓐ Shreveport
- Ⓑ Lafayette
- Ⓒ New Orleans
- Ⓓ Lake Charles





You have come to the end of Session 1 of the test.

- Review your answers from Session 1 only.
- Then, close your test booklet and sit quietly or read silently.



NO TEST MATERIALS

Session 2 Directions

Directions:

Today, you will take Session 2 of the Grade 3 Social Studies Practice Test.

Read each source and question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your test booklet. Do not make any stray pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely. You may look back at the sources when needed.

Some of the questions will ask you to write a response. Write your response in the space provided in your test booklet. Only responses written within the provided space will be scored.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this session **ONLY**. Do not go past the stop sign.

Read and study the sources about the state police of Louisiana. Then use the three sources and your knowledge of social studies to answer questions 23–28.

Source 1

The State Police

The Department of Public Safety, which includes the state police, reports directly to the governor. The governor chooses the commander of the state police. The state police enforce¹ criminal and traffic laws. The state police aid in fire prevention and protection. They also provide services for motor vehicle registration² and drivers' licenses.

¹**enforce**: make sure people follow

²**motor vehicle registration**: documents that show ownership of vehicles

Source 2

How to Become a Louisiana State Police Officer

This list shows some of the things people need to do or that people need to be in order to become a state police officer in Louisiana.

- Be a United States citizen.
- Pass some college classes or work in government.
- Be of good moral character¹.
- Pass a written test.
- Pass a physical test.
- Pass an oral interview.
- Successfully complete the State Police Training Academy.

¹**be of good moral character**: be a person who is honest, helpful, and trustworthy

Source 3

History of the Louisiana State Police

The first state highway police began to patrol and enforce traffic laws in 1922. At that time, the automobile was becoming an important part of American life. There were only sixteen officers to patrol the whole state.

By 1928, there were seventy police officers to keep the highways safe and help citizens during emergencies. In 1928, another part of the state police was formed to handle crime. These two groups were combined in 1936 to form the modern Louisiana State Police.

This 1960s billboard shows a Louisiana State Police officer. The billboard was meant to encourage¹ people to drive safely.

¹**encourage**: make people want to do something



23. Source 1 says that the state police enforce the laws. The state police are part of which branch of the state government?
- Ⓐ the executive branch
 - Ⓑ the judicial branch
 - Ⓒ the legislative branch
 - Ⓓ the military branch
24. Which phrase is an example of a law that the state police are responsible for enforcing?
- Ⓐ do not chew gum in class
 - Ⓑ recycle paper, cans, and glass
 - Ⓒ vote on election day
 - Ⓓ follow speed limits when driving
25. Which statement **best** explains why police officers must meet the qualifications shown in Source 2?
- Ⓐ Police officers must be able to perform their job to keep citizens safe.
 - Ⓑ Police officers need to be able to drive quickly to reach car accidents.
 - Ⓒ Police officers must be able to read and write to issue tickets.
 - Ⓓ Police officers need to be willing to work at night to fight crime.

- 26.** Based on Source 1 and Source 3, which statements describe responsibilities of state police officers?

Select the **two** correct answers.

- Ⓐ They design safer automobiles.
- Ⓑ They protect citizens in emergencies.
- Ⓒ They make laws to protect citizens.
- Ⓓ They build public roads in Louisiana.
- Ⓔ They ask questions to solve crimes.

- 27.** Based on Source 3, which statement **best** explains why the state police are in charge of highway safety in Louisiana?

- Ⓐ Highway laws are different from state and local laws.
- Ⓑ Crime is more common on highways than in cities.
- Ⓒ Highways cross the state and pass through different cities.
- Ⓓ Local police officers are not allowed on state highways.

- 28.** Which statement **best** explains how improvements in technology help state police do their job?

- Ⓐ Faster engines in cars use less gas and are better for the environment.
- Ⓑ New ways to communicate allow police to know where help is needed faster.
- Ⓒ Brighter lights on the tops of police cars allow the police to see better at night.
- Ⓓ Digital billboards on the side of the road remind people to drive safely.

Read and study the sources about the culture of Louisiana. As you read the four sources, think about how the culture of Louisiana developed. After you read the sources, answer questions 29–33.

Source 1

New Orleans Building

This postcard shows a three-story brick building in the French Quarter. The wrought-iron railing around the balcony on the second floor is an example of Spanish culture. A horse-drawn carriage is parked on the street lit only by streetlamps.



Source 2

Adapted from *Louisiana's Food Traditions: An Insider's Guide*

by Maida Owens

Gumbo is a dish that is closely identified with South Louisiana. It blends African, European, and Native American cultures. The word itself is from the Bantu word for okra, *nkombo*. The okra plant was brought to America by Portuguese traders. Some of the spices are from the Native Americans. The origin of gumbo is often credited to the French *bouillabaisse*¹, but the strong preference for soups in Africa strengthened the tradition.

¹**bouillabaisse**: a spicy soup made from different kinds of fish



Source 3

Farmers' Market

A customer looks over different kinds of fresh vegetables at a farmers' market in Covington, Louisiana. Farmers' markets give growers a chance to sell directly to people. Usually, farmers sell their crops to grocery stores or restaurants. South Louisiana's mild climate means farmers have good weather for growing crops, even in winter. As a result, farmers' markets in Louisiana are becoming more popular.



Source 4

Zydeco Musicians (1938)

Two zydeco musicians play their instruments in front of a store near New Iberia, Louisiana. The man on the left plays an accordion. The other man plays a washboard. These two instruments are important in zydeco music. Zydeco originated in Louisiana. It blends blues, rhythm and blues, and Creole music.



Source 2: Adapted from *Louisiana's Food Traditions: An Insider's Guide* by Maida Owens. Copyright © 2000 by Maida Owens. Reprinted by permission of the author.

- 29.** Which statement **best** explains why the building in Source 1 shows a Spanish influence?
- (A) Louisiana used to be ruled by the Spanish.
 - (B) Louisiana was located on a Spanish trade route.
 - (C) The Spanish built most of the houses in Louisiana.
 - (D) The Spanish established the first settlements in Louisiana.
- 30.** Using Source 3, which statement **best** explains why farming is important to the economy of Louisiana?
- (A) Farming brings many tourists to the state.
 - (B) Farming provides income to many people in the state.
 - (C) Farming brings business from all over the world to the state.
 - (D) Farming provides more jobs than any other business in the state.
- 31.** Based on Source 3, how did people **best** adapt to the physical environment of southern Louisiana?
- (A) They grew crops all year long.
 - (B) They developed new kinds of food.
 - (C) They opened new restaurants.
 - (D) They sold food at different markets.
- 32.** Based on Source 4, why is zydeco music a good example of Louisiana culture?
- (A) Zydeco is played by using tools as instruments.
 - (B) Zydeco was created by musicians in Louisiana.
 - (C) Zydeco was brought to Louisiana by immigrants.
 - (D) Zydeco is enjoyed by people all over the world.

GO ON TO NEXT PAGE

- As you write, follow the directions below.

- Address all parts of the prompt.
- Include information and examples from what you already know.
- Use evidence from the sources to support your response.

[illegible]





You have come to the end of Session 2 of the test.

- Review your answers from Session 2 only.
- Then, close your test booklet and sit quietly or read silently.





NO TEST MATERIALS

Session 3 Directions

Directions:

Today, you will take Session 3 of the Grade 3 Social Studies Practice Test.

Read each source and question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your test booklet. Do not make any stray pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely. You may look back at the sources when needed.

Some of the questions will ask you to write a response. Write your response in the space provided in your test booklet. Only responses written within the provided space will be scored.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this session **ONLY**. Do not go past the stop sign.

Read and study the sources about Louisiana Native Americans. Then use the four sources and your knowledge of social studies to answer questions 34–38.

Source 1

From *The Journals of Henri Joutel* (1687)

by Henri Joutel

In this quotation, French explorer Henri Joutel describes Caddo homes.

There are normally eight or ten families in these huts, which are very large; some are 60 feet in diameter¹. . . . These are round, in the shape of beehives, or rather like large haystacks. . . . They are covered with grass from the ground to the top. They make a fire in the center, the smoke going out the top through the grass.

¹**diameter**: the distance through the center of a circle from one side to the other

Source 2

Adapted from *Historical Journal* (1699)

This text describes a meeting between Pierre Le Moyne d'Iberville and the Natchez tribe. It was most likely written by someone traveling with d'Iberville.

When we arrived near the Natchez village, the ambassador¹ sang several songs of peace, accompanied by loud yells. The Indians gathered on the bank of the river, where they had cut the cane away to receive us. The chief was surrounded by about sixty persons. D'Iberville was greeted by them in the usual manner. They began by raising their arms towards the sun, as in respect, then passed their hands over his chest, which is a curious form of affection² among them. They then brought us Indian corn. D'Iberville then handed out beads, needles, looking-glasses, knives, and other gifts.

¹**ambassador**: a person who represents a group

²**affection**: love or caring

Source 3

The Natchez

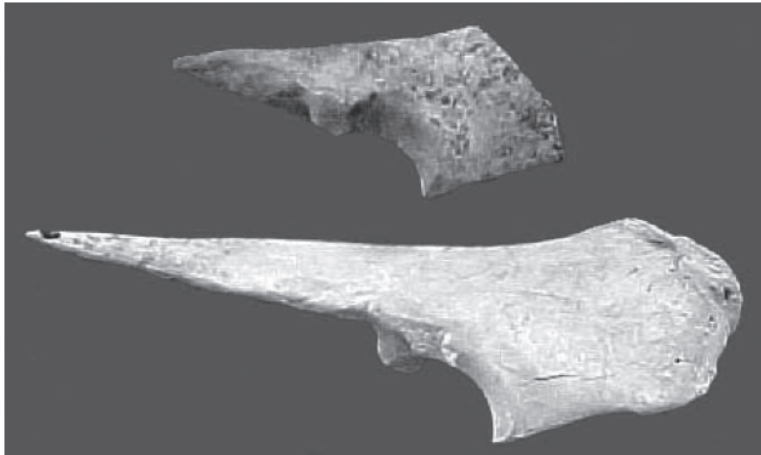
This drawing shows a Plaquemine village at the Holly Bluff site in Mississippi. The Plaquemine were ancestors¹ of the Natchez. Like the Plaquemine, the Natchez built mounds in their villages. The mounds were topped with sacred² buildings where they held religious services. The Natchez lived on family farms near the mounds. They grew corn, beans, and squash. They hunted, fished, and gathered wild plants for food.

¹**ancestors**: people who came before

²**sacred**: important in a religious way



The Natchez also made tools, such as the animal-bone awls shown in the picture. Awls are used for poking holes in things.



Source 4

The Caddo

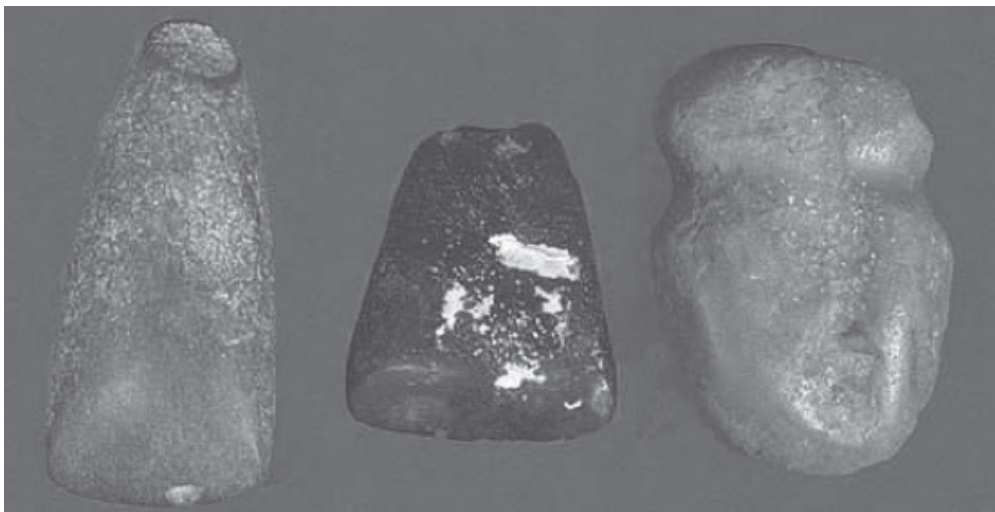
This drawing shows members of the Caddo tribe building a hut at Poverty Point in Louisiana. The Caddo lived in villages they built around mounds. Archeologists¹ believe the Caddo may have used these mounds for religious ceremonies.

¹**archeologists:** scientists who study the bones, tools, and other things of ancient people to learn how they lived



Social Studies

The Caddo grew their food. They also hunted and fished. The Caddo used tools like those in the picture to cut down trees and chop wood.



Source 4: The University of Texas at Austin, Texas Beyond History: The Virtual Museum of Texas' Cultural Heritage.

34. Based on Source 2, which statement **best** describes the relationship between d'Iberville and the Native Americans he met with?
- Ⓐ They were suspicious of each other.
 - Ⓑ They were angry with each other.
 - Ⓒ They respected each other.
 - Ⓓ They frightened each other.
35. Based on Source 2, why did the Natchez **most likely** raise their hands to the sun?
- Ⓐ They believed the sun sent them important messages.
 - Ⓑ They believed the sun should be feared because of its great heat.
 - Ⓒ They believed the sun had to be honored or it would disappear.
 - Ⓓ They believed the sun was an important part of the natural world.
36. Which statement **best** explains why the Caddo and the Natchez built villages as shown in the sources?
- Ⓐ They needed mountains so they could build temples.
 - Ⓑ They needed iron and other minerals to make weapons.
 - Ⓒ They depended on trade with European settlers to get enough food.
 - Ⓓ They depended on a large group of fellow tribe members for survival.

Social Studies

37. Based on Source 3 and Source 4, which statement **best** describes the physical features of the places where the Caddo settled and the places where the Natchez settled?
- (A) They settled near mountains with plenty of stones for building.
 - (B) They settled in flat areas with water and good soil for crops.
 - (C) They settled in forests with wildlife and plants they could eat.
 - (D) They settled near oceans with seafood that could be traded.

- 38.** Describe **two** different ways that the environment influenced the Natchez and Caddo cultures.

Read and study the sources about jobs and careers. Then use the two sources and your knowledge of social studies to answer questions 39–44.

Source 1

Career Profile: Firefighters

2015 Average Salary: \$25,440–\$34,240 per year in Louisiana

Education: Firefighters need a high school diploma and training in emergency medical services. Most firefighters are trained at a fire academy. They must pass written and physical tests.

Job Description: Firefighters control and put out fires. They also help out whenever life, property, or the environment is at risk.

Interview with Teri Gilland, Captain, Ward Six Fire Protection District 1, Louisiana

Q: How did you decide you wanted to be a firefighter?

A: At the age of 18, my twin brother joined the local fire department. My husband was also a member of the fire department. After riding to a few fires with him, I saw that the department could use more volunteers. So I decided to join the department in 1992. I was unaware that this volunteer job would become my career.

Q: What would you tell people who want to be firefighters?

A: Never let anyone tell you that you cannot be a firefighter, or that the job is too tough for a girl to do. It is the most rewarding¹ career that I could have ever dreamed of having. It is hard at times, and it takes a lot of physical effort and training, but it is worth it.

¹**rewarding**: satisfying or enjoyable



Source 2

Career Profile: Civil Engineer

2015 Average Salary: \$87,750–\$110,050 in Louisiana

Education: College degree; government license required in most states.

Job Description: Civil engineers plan, build, and manage construction projects. This includes roads, buildings, airports, tunnels, dams, bridges, and other projects. Civil engineers work in many different locations and conditions. Many spend time outdoors at construction sites so that they can solve problems while there.

Interview with Joseph Niles, Engineering Manager, Louisiana

Q: What do you like best about being an engineer?

A: I always tried to learn from every experience.

Q: What would you tell people who want to be engineers?

A: Enjoy school, and don't get down about having to miss out on some social activities because you have to study. All the hard work is an investment¹ in yourself, and it will pay off in a few years.

Q: What can future engineers do to improve their learning?

A: I was a member of several organizations² while in college, including the National Society of Black Engineers (NSBE). Being a member of NSBE helped me learn about the many types of jobs engineers can have.

¹**investment:** act of spending money, time, or effort to get something in return

²**organizations:** groups of people with a common goal



Source 1: “Female Firefighters in SWLA” by Lydia Crochet from *Lagniappe Magazine*. Copyright © 2015 Lagniappe Magazine. Reprinted by permission of Lagniappe Magazine. All rights reserved.

Source 2: “Industrial Engineering Alumnus Discusses Finding a Job and Working-up the Organizational Chain” from *LSU College of Engineering News*. Copyright © 2016 Louisiana State University College of Engineering. All Rights Reserved.

39. Using Source 2, which statement **best** describes how engineers like Joseph Niles can have a positive effect on the land where they work?

- Ⓐ They can build bridges over crowded roads to decrease traffic.
- Ⓑ They can build large buildings where many people can work.
- Ⓒ They can use their skills to build cities that keep wildlife habitats safe.
- Ⓓ They can use their experience to make airport travel faster.

40. Which technologies have most helped fire departments to do their job safely?

Select the **two** correct answers.

- Ⓐ special suits that resist fire
- Ⓑ large vehicles that carry equipment
- Ⓒ maps to help the fire department arrive quickly
- Ⓓ air masks to avoid breathing smoke
- Ⓔ special tools to connect hoses to fire hydrants

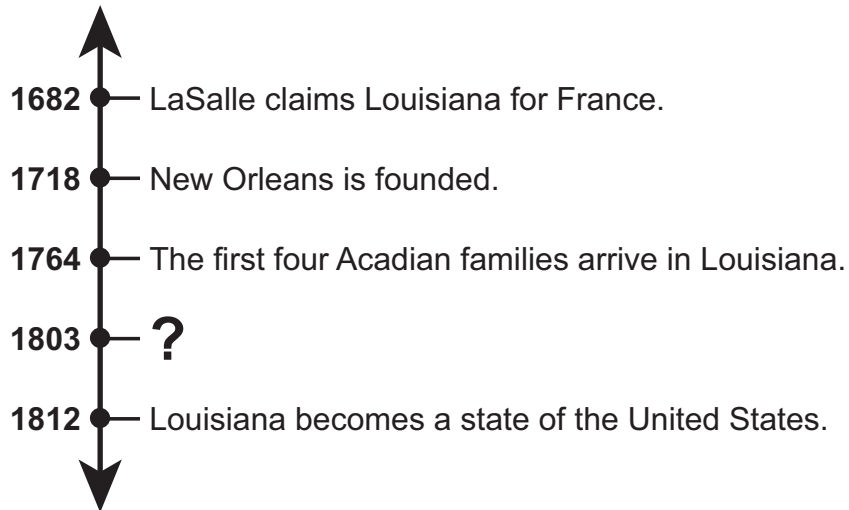
41. Based on Source 1, how does Teri Gilland help society meet its needs?

- Ⓐ by telling people about her job
- Ⓑ by protecting people from loss
- Ⓒ by getting paid a salary for her work
- Ⓓ by passing written and physical tests

42. Based on Source 2, how do engineers help the economy of Louisiana?
- Ⓐ They spend time outdoors at construction sites.
 - Ⓑ They earn much more money than firefighters do.
 - Ⓒ They enjoy going to school and learning new things.
 - Ⓓ They plan large projects that provide income to workers.
43. Based on both of the sources, how is a job as a firefighter similar to a job as an engineer?
- Ⓐ Both jobs require good physical fitness.
 - Ⓑ Both jobs require emergency medical training.
 - Ⓒ Both jobs require education or training after high school.
 - Ⓓ Both jobs require planning and managing construction projects.
44. As an engineer, Joseph Niles works with people who have certain skills. Some people work only with concrete. Others work only with steel. Which word **best** describes jobs that require people to work on one small part of a larger project?
- Ⓐ competition
 - Ⓑ barter
 - Ⓒ specialization
 - Ⓓ producers

45. Use the timeline and your knowledge of social studies to answer the question.

Early Louisiana History



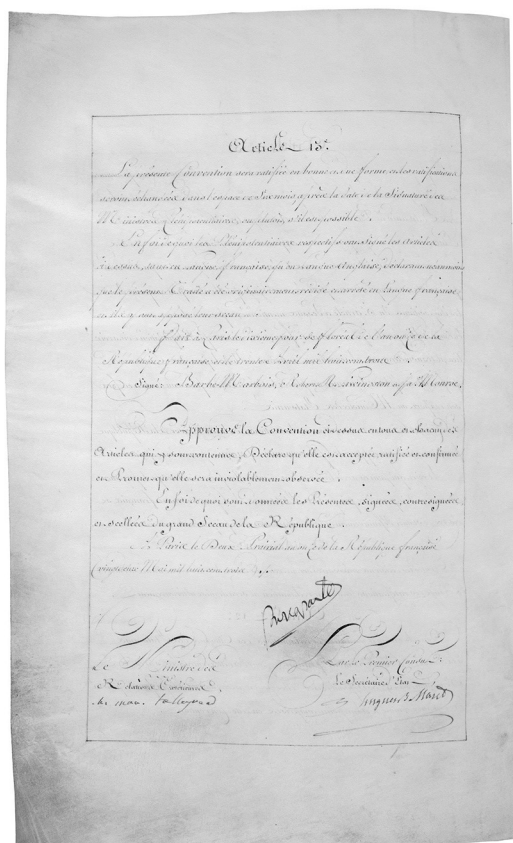
Which event **best** completes the timeline?

- Ⓐ De Soto discovers the Mississippi River.
- Ⓑ The government adopts a new constitution.
- Ⓒ Farmers in the state begin to grow sugarcane.
- Ⓓ The Louisiana Purchase adds land to the United States.

46. Use the text and your knowledge of social studies to answer the question.

Adapted from the Louisiana Purchase

Included are the islands belonging to Louisiana, all public lots, empty lands, and all public buildings. The citizens of the land shall be a part of the United States, according to the laws of the Constitution, and have the rights of citizens. All citizens shall be protected in the free enjoyment of their liberty, property, and Religion.



Which statement **best** describes how the agreement between France and President Thomas Jefferson changed life for the people in the area of the Louisiana Purchase?

- Ⓐ They were now citizens of the United States.
- Ⓑ They were now free from the British king.
- Ⓒ They were now able to travel to other countries.
- Ⓓ They were now allowed to build on empty land.

47. Use the picture and your knowledge of social studies to answer the question.

Loading Cargo at the Port of New Orleans

Millions of tons of cargo pass through Louisiana ports every year. Products that go out of the country are called exports. Products that come into the country are called imports.



Which types of goods are **most likely** exported from Louisiana?

Select the **two** correct answers.

- ☐ (A) coconut
- ☐ (B) raw sugar
- ☐ (C) lobster
- ☐ (D) rare minerals
- ☐ (E) petroleum products





You have come to the end of Session 3 of the test.

- Review your answers from Session 3 only.
- Then, close your test booklet and sit quietly or read silently.



STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION TEST SECURITY POLICY¹

The State Board of Elementary and Secondary Education approved a Test Security Policy on December 10, 1998. This has been periodically revised.

The Board of Elementary and Secondary Education holds the test security policy to be of utmost importance and deems any violation of test security to be serious.

The State Superintendent of Education may disallow test results that may have been achieved in a manner that is in violation of test security.

In cases in which test results are not accepted because of a breach of test security or action by the Louisiana Department of Education, any programmatic, evaluative, or graduation criteria dependent upon the data shall be deemed not to have been met.

Any teachers or other school personnel who breach test security or allow breaches in test security shall be disciplined in accordance with the provisions of R.S. 17:416 et seq., R.S. 17:441 et seq., R.S. 17:81.6 et seq., policy and regulations adopted by the Board of Elementary and Secondary Education, and any and all laws that may be enacted by the Louisiana Legislature.

¹ Excerpts from *Bulletin 118*

The mission of the Louisiana Department of Education (LDOE) is to ensure equal access to education and to promote equal excellence throughout the state. The LDOE is committed to providing Equal Employment Opportunities and is committed to ensuring that all its programs and facilities are accessible to all members of the public. The LDOE does not discriminate on the basis of age, color, disability, national origin, race, religion, sex, or genetic information. Inquiries concerning the LDOE's compliance with Title IX and other civil rights laws may be directed to the Attorney, LDOE, Office of the General Counsel, P.O. Box 94064, Baton Rouge, LA 70804-9064; 877.453.2721 or customerservice@la.gov. Information about the federal civil rights laws that apply to the LDOE and other educational institutions is available on the website for the Office of Civil Rights, USDOE, at <http://www.ed.gov/about/offices/list/ocr/>.

This project is made possible through a grant awarded by the State Board of Elementary and Secondary Education from the Louisiana Quality Education Support Fund—8(g).

This public document was published at a cost of \$39,939. This web-only document was published for the Louisiana Department of Education, Office of Academic Policy and Analytics, P.O. Box 94064, Baton Rouge, LA 70804-9064, by Data Recognition Corporation, 13490 Bass Lake Road, Maple Grove, MN 55311. This material was published in accordance with the standards for printing by state agencies established pursuant to R.S. 43:31 and in accordance with the provisions of Title 43 of the Louisiana Revised Statutes.

For further information or to anonymously report testing irregularities, call 1-844-268-7320.

LEAP 2025