

History

Standard 1 – Historical Thinking Skills

Students use historical thinking skills to explore continuity and change in their community and the United States.

- 2.1.1 Create simple timelines to describe important events in the history of the school or local community
- 2.1.2 Compare and contrast the present day community to that of the past using primary sources
- 2.1.3 Describe people and events associated with national symbols, landmarks, and essential documents
- 2.1.4 Explain reasons for local, state, and national celebrations, cultural events, and traditions and their significance
- 2.1.5 Describe how the achievements of famous Americans, of the past and present, changed society
- 2.1.6 Identify historical turning points and describe their impact on students' lives using maps, documents, visuals, and technology
- 2.1.7 Describe how early explorers and settlers, American Indian nations, and western migration influenced the development of the United States

Geography

Standard 2 – Maps, Globes, and Environment

Students develop an understanding of the relationship between people and their physical environment using geographic tools, technology, and map skills.

- 2.2.1 Locate and identify the poles, equator, continents, oceans, the United States, Louisiana, and the local community
- 2.2.2 Interpret physical maps using title, key, symbols, compass rose (cardinal and intermediate directions), and alpha numeric grids
- 2.2.3 Construct maps of familiar places that include a title, key/legend, symbols, and compass rose
- 2.2.4 Identify major geographical features in the local region, state, and country
- 2.2.5 Describe how location, weather, and physical features affect where people live and work
- 2.2.6 Describe changes in the characteristics of the local community over time
- 2.2.7 Compare and contrast basic land use and economic activities in urban, suburban, and rural environments
- 2.2.8 Describe the vegetation, the animal life, and the cultural characteristics of the people specific to local regions and how they are interdependent
- 2.2.9 Identify natural resources and cite ways people conserve, protect, and replenish them
- 2.2.10 Identify natural disasters, predict where they may occur, and explain their effects on people and the environment

Civics

Standard 3 – Government and the American Political System

Students develop an understanding of the structure and purposes of government in the United States.

- 2.3.1 Describe ways a responsible government meets the basic needs of the local community
- 2.3.2 Identify the three branches of national government as represented by the President, Congress, and the Supreme Court
- 2.3.3 Recognize current political leaders of the community, state, and nation and describe how they are elected

Standard 4 – Citizenship

Students learn about the rights and responsibilities of citizenship, explain how people must work together to resolve conflict, and understand the importance of respecting differences.

- 2.4.1 Define the character traits of good citizens and discuss examples of responsible citizens
- 2.4.2 Describe the responsibilities of citizens in the United States
- 2.4.3 Describe ways in which responsible citizens can work together to help leaders resolve conflicts within the community

Economics

Standard 5 – Economic Decision-Making

Students develop an understanding of basic economic concepts necessary to make informed individual and family decisions.

- 2.5.1 Describe a variety of services provided by local economic institutions
- 2.5.2 Explain the benefits of personal savings
- 2.5.3 Explain how scarcity of resources and opportunity cost require people to make choices to satisfy wants and needs

Standard 6 – Producers and Consumers

Students use basic economic principles to explain how businesses supply goods and services to consumers.

- 2.6.1 Describe how people can be both producers and consumers of local goods and services
- 2.6.2 Identify the specialized work necessary to manufacture, transport, and market goods and services
- 2.6.3 Provide examples of how money and barter are used to obtain resources (goods and services)

Standard 7 – Careers

Students explain how community members are part of a global workforce.

- 2.7.1 Describe different types of domestic and international jobs/careers in which people work to earn income
- 2.7.2 Describe skills and education needed for specific jobs