

Grades K-2 Social Studies GLE Comparison Chart

			2004 Example	2011 Example
<u>Kindergarten</u>	No or Minimal Change ¹	40% 10/25 GLEs	6 Describe people and places in the school community	K.3.3 Demonstrate knowledge of places within the school and community
	Moderate Change ²	12% 3/25 GLEs	17 Use words to describe the chronology of the school day	K.1.1 Order events that take place in a sequence using appropriate vocabulary
	New Content	44% 11/25 GLEs		K.3.4 Illustrate basic landforms
<u>Grade 1</u>	No or Minimal Change	58% 14/24 GLEs	4 Locate places on the school campus and describe their relative location 5 Create simple maps to identify the relative location of places in the school and community	1.3.3 Use mental mapping (visualizing details of a place or location out of one's sight) to develop a basic map of local places
	Moderate Change	25% 6/24 GLEs	14 Identify the basic human needs of food, clothing, and shelter	1.3.7 Explain ways in which people rely on the environment to meet the basic human needs of food, clothing, and shelter
	New Content	21% 5/24 GLEs		1.1.1 Construct personal timelines that highlight past and present events
<u>Grade 2</u>	No or Minimal Change	58% 18/31 GLEs	10 Describe changes in the physical and human characteristics in the local community and why people modify the physical environment over time	2.2.6 Describe changes in the characteristics of the local community over time
	Moderate Change	16% 5/31 GLEs	35 Identify various ways in which resources are used	2.2.9 Identify natural resources and cite ways people conserve, protect, and replenish them
	New Content	26% 8/31 GLEs		2.1.5 Describe how the achievements of famous Americans, of the past and present, changed society

¹ Content of these GLEs has been combined and/or streamlined into fewer GLEs.

² Content of these GLEs has moved from simple recall to application of content.

The following GLEs are color-coded to indicate no or minimal changes (green), moderate changes (orange) or new content (purple).

History

Standard 1 –Chronological Thinking Skills

Students apply a sense of time in daily routines within their community.

- K.1.1** Order events that take place in a sequence using appropriate vocabulary
- K.1.2** Describe the function of tools used for representing time

Standard 2 – Historical Thinking Skills

Students distinguish between events, people, and symbols in the past and present.

- K.2.1** Compare and contrast children and families of today with those in the past using various sources
- K.2.2** Identify symbols of local, state, and national importance using various sources
- K.2.3** Identify local, state, and national celebrations, holidays, and events using various sources
- K.2.4** Recall facts about people of the past and present

Geography

Standard 3 – Maps, Globes, and Environment

Students demonstrate an understanding of the connections between their physical and cultural environments through the use of globes, maps, and other visual representations.

- K.3.1** Demonstrate an understanding of the relative locations of objects through the use of appropriate vocabulary
- K.3.2** Identify maps and globes as a representation of the earth and recognize the difference between land and water
- K.3.3** Demonstrate geographic knowledge of places within the school and community
- K.3.4** Illustrate basic landforms
- K.3.5** Construct maps of familiar locations
- K.3.6** Describe how weather affects daily choices
- K.3.7** Describe how people live differently in other places using various sources
- K.3.8** Identify natural resources as being renewable/non-renewable or recyclable
- K.3.9** Demonstrate spatial understanding that students are a part of (i.e., classroom, school, town/city, and state)

Civics

Standard 4 – Government and Citizenship

Students understand how to participate and use effective citizenship skills at home, in school, and in the community.

- K.4.1 Identify individuals in a position of authority within a family, school, or community and their responsibilities**
- K.4.2 Explain the importance of rules at home, class, and school**
- K.4.3 Discuss the roles, rights, and responsibilities of being a good citizen in a family, class, and school**

Economics

Standard 5 – Basic Economic Concepts

Students develop an understanding of economic concepts and develop decision-making skills.

- K.5.1 Identify wants and basic needs**
- K.5.2 Explore the concept of saving**
- K.5.3 Discuss the concept of scarcity within classroom situations**
- K.5.4 Explore concepts of goods/services**
- K.5.5 Describe jobs that people do to earn money**
- K.5.6 Explain how products get from a point of origin to consumers**
- K.5.7 Describe a voluntary exchange/trade**

The following GLEs are color-coded to indicate no or minimal changes (green), moderate changes (orange) or new content (purple).

History

Standard 1 – Historical Thinking Skills

Students identify concepts of continuity and change in their personal environments.

1.1.1 Construct personal timelines that highlight past and present events

1.1.2 Create a primary source of personal information

1.1.3 Compare and contrast lifestyles of the past to the present

Standard 2 – Historical People, Events, and Symbols

Students identify and describe people, events, and symbols that are important to the United States.

1.2.1 Identify and explain the importance of American heroes, symbols, landmarks, and patriotic songs

1.2.2 Describe reasons for celebrating events commemorated in national holidays

Geography

Standard 3 – Maps, Globes, and Environment

Students recognize and use basic geographic tools to organize and interpret information about people, places, and environments.

1.3.1 Identify a representation of a location/space on a map/globe

1.3.2 Identify simple map symbols, compass rose (cardinal directions), and key/legend

1.3.3 Use mental mapping (visualizing details of a place or location out of one's sight) to develop a basic map of local places

1.3.4 Identify basic landforms using a globe or map

1.3.5 Describe the impact that seasons have on daily activities and on the physical environment in various regions

1.3.6 Compare and contrast local traditions/celebrations, customs, languages, and foods as an introduction to culture

1.3.7 Explain ways in which people rely on the environment to meet the basic human needs of food, clothing, and shelter

1.3.8 Describe how the environment determines various types of human shelters

1.3.9 Identify by name the town/city, parish, state, and country in which the student lives

1.3.10 Predict ways human actions impact the environment

Civics

Standard 4 – Government and Citizenship

Students develop an understanding of the purpose and structure of government and their role as a responsible citizen.

- 1.4.1 Develop a list of rules for the classroom and describe their benefits/consequences
- 1.4.2 State examples of rules and laws in the home, school, and community and explain their purposes
- 1.4.3 Identify the current mayor, governor, and president
- 1.4.4 Describe the student's role, rights, and responsibilities as a citizen of the class, the school, and the community

Economics

Standard 5 – Basic Economic Concepts

Students explain the economic concepts of goods and services within their school and community.

- 1.5.1 Identify ways to save money
- 1.5.2 Distinguish between needs/wants of people by responding to real life situations
- 1.5.3 Distinguish between goods and services
- 1.5.4 Identify jobs and industries within the school and community
- 1.5.5 Identify ways people exchange/trade goods and services

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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