

## Social Studies Learning Progression

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**Skills and Practices: Sources, Evidence, and Claims**

K-2	3-5	6-8	9-12
<p>K-2.SP1. Describe differences between primary and secondary sources.</p>	<p>3-5.SP1. Examine sources in order to:</p> <ul style="list-style-type: none"> <li>a. Distinguish between primary, secondary, and tertiary sources.</li> <li>b. Determine the origin, author's point of view, and intended audience.</li> <li>c. Understand and use content-specific vocabulary and phrases.</li> </ul>	<p>6-8.SP1. Examine sources in order to:</p> <ul style="list-style-type: none"> <li>a. Distinguish between primary, secondary, and tertiary sources.</li> <li>b. Determine the origin, author's point of view, intended audience, and reliability.</li> <li>c. Explain the meaning of words, phrases, and content-specific vocabulary.</li> </ul>	<p>9-12.SP1. Examine sources in order to:</p> <ul style="list-style-type: none"> <li>a. Distinguish between primary, secondary, and tertiary sources.</li> <li>b. Determine the origin, author's point of view, intended audience, and reliability.</li> <li>c. Analyze the meaning of words, phrases, and content-specific vocabulary.</li> </ul>

K-2	3-5	6-8	High School
<p>K-2.SP2. Select and use appropriate evidence from primary and secondary sources to support claims.</p>	<p>3-5.SP2. Use a variety of primary and secondary sources to:</p> <ul style="list-style-type: none"> <li>a. Analyze social studies content.</li> <li>b. Explain claims and evidence.</li> <li>c. Compare and contrast multiple sources.</li> </ul>	<p>6-8.SP2. Use a variety of primary and secondary sources to:</p> <ul style="list-style-type: none"> <li>a. Analyze social studies content.</li> <li>b. Evaluate claims, counterclaims, and evidence.</li> <li>c. Compare and contrast multiple sources and accounts.</li> <li>d. Distinguish between historical facts and historical interpretations.</li> </ul>	<p>9-12.SP2. Use a variety of primary and secondary sources to:</p> <ul style="list-style-type: none"> <li>a. Analyze social studies content.</li> <li>b. Evaluate claims, counterclaims, and evidence.</li> <li>c. Compare and contrast multiple sources and accounts.</li> <li>d. Explain how the availability of sources affects historical interpretations.</li> </ul>
K-2	3-5	6-8	High School
<p>K-2.SP3. Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning.</p>	<p>3-5.SP3. Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:</p> <ul style="list-style-type: none"> <li>a. Demonstrate an understanding of social studies content.</li> <li>b. Compare and contrast content and viewpoints.</li> <li>c. Explain causes and effects.</li> <li>d. Describe counterclaims.</li> </ul>	<p>6-8.SP3. Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to:</p> <ul style="list-style-type: none"> <li>a. Demonstrate an understanding of social studies content.</li> <li>b. Compare and contrast content and viewpoints.</li> <li>c. Analyze causes and effects.</li> <li>d. Explain counterclaims.</li> </ul>	<p>9-12.SP3. Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to:</p> <ul style="list-style-type: none"> <li>a. Demonstrate an understanding of social studies content.</li> <li>b. Compare and contrast content and viewpoints.</li> <li>c. Analyze causes and effects.</li> <li>d. Evaluate counterclaims.</li> </ul>

## Skills and Practices: Chronological Thinking and Change and Continuity

Grade Band	K	1	2
K-2	<p>K.1 Order events in a chronological sequence using schedules, calendars, and timelines. For example:</p> <ul style="list-style-type: none"> <li>a. Daily classroom activities</li> <li>b. Significant events in students' lives</li> </ul>	<p>1.1 Create a chronological sequence of events using appropriate vocabulary.</p>	<p>2.1 Create and use a chronological sequence of events using appropriate vocabulary.</p>
Grade Band	3	4	5
3-5	<p>3.1 Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.</p>	<p>4.1 Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.</p>	<p>5.1 Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.</p>
Grade Band	6	7	8
6-8	<p>6.1 Explain ideas, events, and developments in the history of the United States of America from 1580 to 1791 and how they progressed, changed, or remained the same over time.</p>	<p>7.1 Explain ideas, events, and developments in the history of the United States of America from 1791 to 1877 and how they progressed, changed, or remained the same over time.</p>	<p>8.1 Explain ideas, events, and developments in the history of the United States of America from 1877 to 2008 and how they progressed, changed, or remained the same over time.</p>

Grade Band	Civics	U.S. History	World History	World Geography
<p><b>9-12</b></p>	<p>C.1 Evaluate continuity and change in U.S. government, politics, and civic issues throughout U.S. history, including those related to the powers of government, interpretations of founding documents, voting trends, citizenship, civil liberties, and civil rights.</p> <p>C.2 Analyze causes and effects of events and developments in U.S. history, including those that influenced laws, processes, and civic participation.</p>	<p>US.1 Analyze ideas and events in the history of the United States of America from 1776 to 2008 and how they progressed, changed, or remained the same over time.</p>	<p>WH.1 Analyze ideas and events in world history from 1300 to 2010 and how they progressed, changed, or remained the same over time.</p>	

**Skills and Practices: Comparison, Connections, and Contextualization**

Grade Band	K	1	2
K-2		1.5 Compare life in Louisiana in the past to life today. 1.6 Describe how past events can affect the present.	2.5 Compare life in the United States in the past to life today.
Grade Band	3	4	5
3-5	3.2 Explain connections between ideas, events, and developments in U.S. history. 3.5 Compare life in the United States in the past and present.	4.3 Explain connections between ideas, events, and developments in world history. 4.4 Compare and contrast events and developments in world history	5.3 Explain connections between ideas, events, and developments in world history. 5.4 Compare and contrast events and developments in world history.
Grade Band	6	7	8
6-8	6.2 Analyze connections between ideas, events, and developments in U.S. history within their global context from 1580 to 1791. 6.3 Compare and contrast events and developments in U.S. history from 1580 to 1791.	7.2 Analyze connections between ideas, events, and developments in U.S. history within their global context from 1791 to 1877. 7.3 Compare and contrast events and developments in U.S. history from 1791 to 1877.	8.2 Analyze connections between events and developments in U.S. history within their global context from 1877 to 2008. 8.3 Compare and contrast events and developments in U.S. history from 1877 to 2008.

Grade Band	Civics	U.S. History	World History	World Geography
9-12	C.3 Compare and contrast events and developments in U.S. history and government. C.4 Explain connections between ideas, events, and developments related to U.S. history and government, and analyze recurring patterns, trends, and themes.	US.2 Analyze connections between events and developments in U.S. history within their global context from 1776 to 2008. US.3 Compare and contrast events and developments in U.S. history from 1776 to 2008.	WH.2 Analyze connections between events and developments in world history within their global context from 1300 to 2010.	WG.3 Connect past events, people, and ideas to the present to draw conclusions and explain current implications.

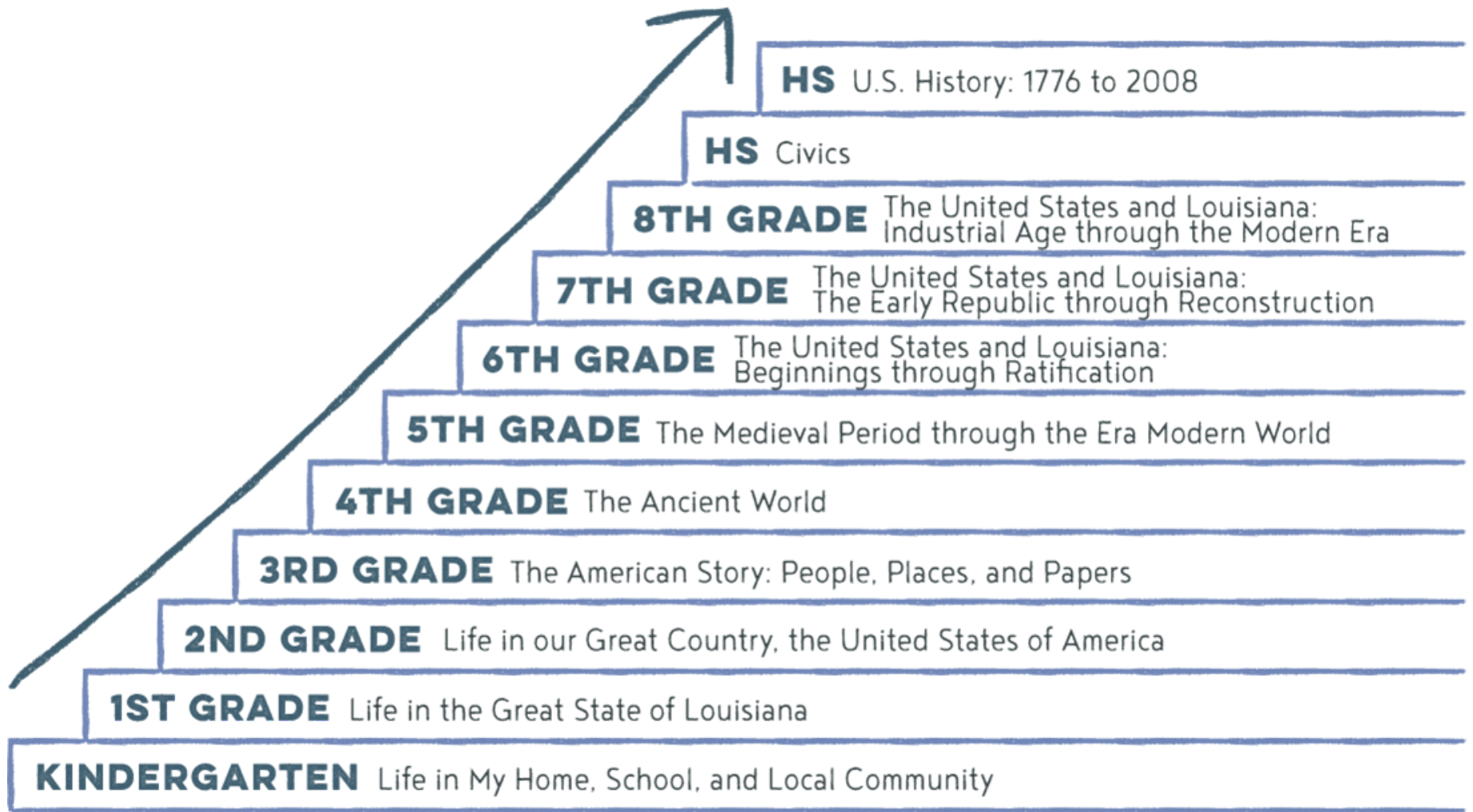
## Skills and Practices: Spatial Thinking

Grade Band	K	1	2
K-2	K.18 Use maps and models to describe relative location. For example: locating objects and places to the right or left, up or down, in or out, above or below.	1.24 Create and use maps or models with cardinal directions, keys, and scale.	2.20 Create and use maps and models with a key, scale, and compass with intermediate directions.
Grade Band	3	4	5
3-5	3.19 Create and use maps and models with a key, scale, and compass with intermediate directions.	4.6 Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, and deserts; cardinal and intermediate directions; climate and environment.	5.6 Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, deserts; cardinal and intermediate directions; latitude and longitude, climate, and environment.
Grade Band	6	7	8
6-8	6.4 Use geographic representations and historical data to analyze events and developments in U.S. history from 1580 to 1791, including environmental, cultural, economic, and political characteristics and changes. 6.5 Use maps to identify absolute location (latitude and longitude) and describe geographic characteristics of places in Louisiana, North America, and the world.	7.4 Use geographic representations and historical data to analyze events and developments in U.S. history from 1791 to 1877, including environmental, cultural, economic, and political characteristics and changes. 7.5 Use maps to identify absolute location (latitude and longitude) and describe geographic characteristics of places in Louisiana, North America, and the world.	8.4 Use geographic representations and historical data to analyze events and developments in U.S. history from 1877 to 2008, including environmental, cultural, economic, and political characteristics and changes. 8.5 Use maps to identify absolute location (latitude, and longitude) and describe geographic characteristics of places in Louisiana, North America, and the world.



Grade Band	Civics	U.S. History	World History	World Geography
<p><b>9-12</b></p>	<p>C.5 Use geographic representations, demographic data, and geospatial representations to analyze civic issues and government processes.</p>	<p>US.4 Use geographic representations and demographic data to analyze environmental, cultural, economic and political characteristics and changes.</p>	<p>WH.3 Use geographic representations and demographic data to analyze environmental, cultural, economic and political characteristics and changes.</p>	<p>WG.1 Describe economic, social, cultural, political, and physical characteristics of countries, nations, and world regions.          WG.2 Analyze geographic patterns and processes using spatial knowledge of the world's continents, major landforms, major bodies of water, and major countries.</p>

Content Progression: K-12



### Kindergarten

Kindergarten students are introduced to the world beyond their family and home. Students will build upon experiences with their families, schools, communities, and parishes as they begin their study of the most fundamental principles and ideas of each of social studies' core disciplines: history, civics, economics, and geography.

### First Grade

The focus in grade 1 is helping students acquire knowledge regarding their place in the local community and in Louisiana. First graders will gain a deeper sense of their role as citizens in a democratic society as they develop an awareness of their basic rights and responsibilities, including the laws designed to protect them. Students will continue to develop a sense of time and place as they increase their understanding of the past, present, and future through the study of Louisiana's rich history and culture.

### Second Grade

The goal in grade 2 is to introduce students to major historical events, figures, and symbols related to the principles and founding of American democracy. Grade 2 students will learn to value differences among people and exemplify a respect for the rights and opinions of others. Students will also develop an appreciation of shared values, principles, and beliefs that promote stability for our country's government and its citizens while building knowledge about our founding documents, system of government, and individuals who exemplify American values and principles.

### Third Grade

Building on what students learned in grade 2 about our founding documents and system of government, this course continues to introduce students to major historical events, figures, symbols, and places related to the development and history of the United States of America. In grade 3, students examine the people, places, and papers in United States history that exemplify American ideals and fundamental values such as equality under the law, liberty, justice, and responsibility for the common good. Students will also focus on building their geographic knowledge of North America and the wider world, while further developing an understanding of how the environment affects its inhabitants.

**Fourth Grade**

After building knowledge in grades K-3 about their community, parish, state, and nation, students are ready to expand their historical horizons and begin an exploration of the ancient and classical world. In grade 4, students are introduced to the story of human civilization and will examine key characteristics of society, government, and culture in the ancient Near East, Northern Africa, India, Greece, Rome, China, and the Americas.

**Fifth Grade**

The 5th grade builds on what students learned about ancient and classical civilizations in grade 4. In this course, students will examine Medieval Europe and Africa, Aztec and Incan civilizations, the Renaissance and Reformation, the Age of Exploration, and the European conquest and colonization of the Americas. Students will also examine the growth in economic interactions among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities.

**Sixth Grade**

Beginning with the exploration of colonization of North America, this course offers a chronological study of major events, issues, movements, individuals, and groups of people in the United States from a national and a Louisiana perspective. In this course, students will examine British and French exploration and colonization, the development of the British thirteen colonies; French and Spanish Colonial Louisiana, the American Revolution, and the development and ratification of the U.S. Constitution.

**Seventh Grade**

Beginning with the presidency of George Washington, this course offers a chronological study of major events, issues, movements, individuals, and groups of people in the United States from a national and a Louisiana perspective. In this course, students will examine the development of the early republic, the Louisiana Purchase, the War of 1812, westward expansion, social and political reform movements of the nineteenth century, the growth of nationalism and sectionalism, the Civil War, and the Reconstruction period.

**Eighth Grade**

Beginning with the Second Industrial Revolution, this course offers a chronological study of major events, issues, movements, individuals, and groups of people in the United States from a national and a Louisiana perspective. In this course, students will examine the rise of the United States as an industrial and world power, World War I, the Great Depression, Huey P. Long, The Great Flood of 1927, World War II, the Cold War, the Civil Rights movement, and the modern era.

### High School Civics

In the high school civics course, students broaden and deepen their understanding of the origin, structure, and functions of government. This course is designed to provide students with both the practical knowledge about how the American system of government functions on local, state and national levels, as well as an understanding of the philosophical and intellectual underpinnings of our constitutional republic.

### High School United States History

This course presents a cohesive and comprehensive overview of the history of the United States, surveying the major events and turning points of U.S. history as it moves from the Declaration of Independence through modern times. As students examine each era of history, they will analyze primary sources and carefully research events to gain a deeper understanding of the factors that have shaped U.S. history.

### High School World History

This course presents a cohesive and comprehensive overview of the history of the world from 1300 to 2010. As students examine each era of history, they will analyze primary sources and carefully research events to gain a deeper understanding of the factors that have shaped world history. In this course, students will examine fourteenth-century trade networks of Africa and Eurasia, Renaissance and Enlightenment in Europe, political revolutions, industrialization, imperialism, global conflicts of the twentieth century, decolonization, and globalization.

### High School World Geography

In the high school world geography course, students will develop geographic and spatial thinking skills to better understand the different people, places, and environments around the world. Students will examine various themes including population, culture, migration, urbanization, agriculture, economics, and political systems.