## Grades 3-5 Social Studies GLE Comparison Chart

<table>
<thead>
<tr>
<th>Grade</th>
<th>2004 Example</th>
<th>2011 Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade 3</strong></td>
<td>50 Describe family life at a given time in history and compare it with present-day family life</td>
<td>3.1.2 Explain how technology has changed present-day family and community life in Louisiana over time</td>
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<tr>
<td></td>
<td>51 Describe changes in community life, comparing a given time in history to the present</td>
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<tr>
<td></td>
<td>59 Explain how technology has changed present-day family and community life</td>
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<tr>
<td></td>
<td>18 Locate the town, parish, state, and country in which the student lives on a map</td>
<td>3.3.5 Differentiate between a town, parish, state, and country in which the student lives using a political map</td>
</tr>
<tr>
<td><strong>New Content</strong></td>
<td>16% 7/45 GLEs</td>
<td>3.1.6 Compare and contrast the influence of cultural groups in Louisiana</td>
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</table>

| **Grade 4** | 50 Interpret data presented in a timeline or construct a historical timeline (e.g. events in history, historical figures life and accomplishments) | 4.1.1 Construct timelines of historical events |
|             | 4.1.2 Use timelines to explain how changes over time have caused movement of people or expansion of boundaries in the United States | 4.1.2 Use timelines to explain how changes over time have caused movement of people or expansion of boundaries in the United States |
| **New Content** | 12% 5/43 GLEs | 4.7.1 Identify and summarize significant changes that have been made to the United States Constitution through the amendment process |

| **Grade 5** | 25 Identify historical issues or problems in Early America and explain how they were addressed | 5.3.7 Describe the impact of key people, ideas, and events that led to the French and Indian War |
|             | 19 Use economic concepts to identify the economic motivations for European exploration and settlement in the Americas | 5.3.5 Evaluate the motives that led to the establishment of the thirteen colonies |
| **New Content** | 11% 3/27 GLEs | 5.3.3 Identify the major European powers that colonized North America and explain their goals, challenges, and achievements |

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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.
2011 Social Studies Grade-Level Expectations:  
Grade 3

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

History

Standard 1 – Chronological and Historical Thinking
*Students use chronological and historical thinking skills to understand the difference between life in Louisiana past and present.*

3.1.1 Create timelines that identify important events in the history of Louisiana
3.1.2 Explain how technology has changed family and community life in Louisiana over time
3.1.3 Use distinctive vocabulary to sequence events related to Louisiana history
3.1.4 Compare and contrast state and national historical symbols
3.1.5 Categorize landmarks as state and national
3.1.6 Compare and contrast the influence of cultural groups in Louisiana
3.1.7 Identify community and regional historical artifacts, including primary sources, to answer historical questions

Standard 2 – Key Events, Ideas, and People
*Students analyze how historical people and events have contributed to the diversity of Louisiana.*

3.2.1 Explain how major explorers and leaders contributed to the early development of Louisiana
3.2.2 Differentiate between early Native American cultures that lived in the regions of Louisiana
3.2.3 Identify the causes and effects of migration on Louisiana
3.2.4 Identify cultural elements that have contributed to the state’s heritage

Geography

Standard 3 – Maps and Globes
*Students locate and interpret major geographic features of Louisiana.*

3.3.1 Describe characteristics and uses of various types of maps
3.3.2 Identify the hemispheres in which Louisiana is located
3.3.3 Locate various communities and cities in Louisiana using cardinal and intermediate directions
3.3.4 Locate and label major geographic features of Louisiana on a map
3.3.5 Differentiate between a town, parish, state, and country in which the student lives using a political map
3.3.6 Construct an outline map of Louisiana from memory
3.3.7 Locate specific places on a map using a simple grid system
2011 Social Studies Grade-Level Expectations:  
Grade 3

**Standard 4 – People, Land, and Environment**

*Students examine how the people and the physical geography of Louisiana have directly influenced each other.*

3.4.1 Compare and contrast the physical features of various regions of Louisiana
3.4.2 Explain historical patterns of settlement in Louisiana using maps
3.4.3 Describe how people have changed the land to meet their basic needs over time in Louisiana
3.4.4 Explain how humans have adapted to the physical environment in different regions of Louisiana
3.4.5 Describe how humans affect the environment in Louisiana
3.4.6 Distinguish between urban, suburban, and rural communities in Louisiana
3.4.7 Describe the importance of natural resources in Louisiana using maps

**Civics**

**Standard 5 – Government and Political Systems**

*Students analyze the structures and function of local and state government.*

3.5.1 Explain the difference between rules and laws
3.5.2 Explain who is responsible for enforcing state and local laws
3.5.3 Investigate the major responsibilities of the three branches of local and state government
3.5.4 Explain how local and state governments meet the basic needs of society
3.5.5 Discuss the powers of local and state officials
3.5.6 Compare how government officials at the state and national levels are elected

**Standard 6 – Citizenship**

*Students investigate their role as a citizen of Louisiana.*

3.6.1 Explain the rights and responsibilities of individuals in making a community and state a better place to live
3.6.2 Describe the qualities of a good leader and citizen
3.6.3 Describe how a citizen can help solve a local issue
2011 Social Studies Grade-Level Expectations: Grade 3

**Economics**

**Standard 7 – Personal Finance**

*Students develop an understanding of earning income, saving, and spending money in order to acquire economic decision-making skills.*

- **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
- **3.7.2** List different ways people save their income and explain the advantages and disadvantages of each
- **3.7.3** Explain the benefits of comparative shopping when making economic decisions

**Standard 8 – Wants/Scarcity and Producers/Consumers**

*Students make connections between the U.S. economic system and how it affects their daily lives.*

- **3.8.1** Investigate the economic concepts of opportunity cost, scarcity, and surplus/shortage and give examples of each based on needs and wants
- **3.8.2** Investigate ways in which people are producers and consumers and explain why they depend on one another
- **3.8.3** Describe the basic concepts of supply and demand and explain how competition affects the prices of goods and services
- **3.8.4** Explain how producers and consumers affect prices

**Standard 9 – Careers**

*Students develop an understanding of key economic concepts and the role of certain types of occupations in the economy.*

- **3.9.1** Explain the concepts of specialization and interdependence in the production of goods and services
- **3.9.2** Investigate the responsibilities and characteristics of various jobs

**Standard 10 – Exchange and Trade**

*Students explain how people engage in trade and the economic benefits of trade.*

- **3.10.1** Differentiate between imports and exports of goods in Louisiana
- **3.10.2** Distinguish between the use of money and barter
The following GLEs are color-coded to indicate no or minimal changes (green), moderate changes (orange) or new content (purple).

**History**

**Standard 1 – Chronological and Historical Thinking**

*Students use chronological sequencing of key events and symbols to understand the movement of people and the expansion of boundaries in the United States.*

- **4.1.1** Construct timelines of historical events
- **4.1.2** Use timelines to explain how changes over time have caused movement of people or expansion of boundaries in the United States
- **4.1.3** Use appropriate vocabulary of time
- **4.1.4** Produce clear and coherent writing to:
  - compare and contrast past and present viewpoints on a given historical topic
  - conduct simple research
  - summarize actions/events and explain significance
  - differentiate between the 5 regions of the United States
- **4.1.5** Explain the historical significance of U.S. political symbols
- **4.1.6** Define and distinguish between primary and secondary sources
- **4.1.7** Summarize primary resources and explain their historical importance

**Standard 2 – People and Events**

*Students explain the historical significance of key people and events in order to examine the expansion of the boundaries and development of democracy in the United States.*

- **4.2.1** Explain how early explorations affected the expansion of boundaries and development in the United States
- **4.2.2** Cite evidence to support the key contributions and influence of people in the history of the United States
- **4.2.3** Explain the voluntary migration of people and its significance in the development of the boundaries of the United States
- **4.2.4** Draw conclusions about the relationship of significant events in the history of the United States to the expansion of democracy in the United States
- **4.2.5** Use the concepts “melting pot,” “salad bowl,” and “cultural mosaic” to explain the impact of immigration on population growth and diversity in the United States
Standard 3 – People and Events
*Students examine the impact of scientific and technological advances on the development of the United States.*

4.3.1 Explain how inventions and new processes affected the lives of people, migration, and the economy of regions of the United States

Geography

Standard 4 – Maps and Globes
*Students use map skills to construct and interpret geographical representations of the world.*

4.4.1 Locate and label continents, oceans, the poles, hemispheres, and key parallels and meridians on a map and globe
4.4.2 Locate and label on a map the major physical features of each of the five regions of the United States and summarize how they affect the climate, economy, and population of each region
4.4.3 Identify the states of each of the five regions of the United States
4.4.4 Measure approximate distance on a map using scale to the nearest hundredth mile
4.4.5 Determine the approximate longitude and latitude coordinates of various locations in the United States
4.4.6 Interpret various types of maps using a key/legend, compass rose including cardinal and intermediate directions, latitude/longitude, and scale
4.4.7 Use mental mapping to construct a map of the United States regions and the world to include map elements (title, compass rose, legend/key, scale)

Standard 5 – People and Land
*Students compare and contrast the physical and human characteristics of each United States region in order to understand their similarities and differences.*

4.5.1 Compare and contrast the distinguishing physical characteristics of the five regions of the United States
4.5.2 Analyze how physical characteristics of a region shape its economic development
4.5.3 Identify and explain how the physical characteristics of a region influenced human settlement
Standard 6 – Environment
Students describe how natural and man-made processes change the geography of regions in the United States.

4.6.1 Illustrate how natural processes have created and/or changed the physical characteristics of places in the United States

4.6.2 Describe the human impact on the land and bodies of water of the five regions of the United States

Civics
Standard 7 – Government and Political Systems
Students explain the structure and purposes of government and the foundations of the United States’ democratic system using primary and secondary sources.

4.7.1 Identify and summarize significant changes that have been made to the United States Constitution through the amendment process

4.7.2 Explain the significance of key ideas contained in the Declaration of Independence, the United States Constitution, and the Bill of Rights

4.7.3 Identify and analyze the basic purposes and necessity of government as identified in the Preamble to the United States Constitution

4.7.4 Differentiate between the structure and function of the three branches of federal government

Standard 8 – Role of Citizen
Students examine the rights, responsibilities, and duties of a United States citizen in order to understand how individuals contribute to the democratic system of government.

4.8.1 Identify the key requirements to become a United States citizen

4.8.2 Differentiate between citizens’ rights, responsibilities, and duties

4.8.3 Describe the qualities of a good citizen and how good citizenship contributes to the United States’ democracy

4.8.4 Explain how good citizenship can solve a current issue
Economics

Standard 9 – Fundamental Economic Concepts

Students demonstrate knowledge of economic concepts.

4.9.1 Develop a logical argument to support the choice of a particular want after all needs are met

4.9.2 Identify examples of human, natural, and capital resources and explain how these resources are used to produce goods and provide services

4.9.3 Define the terms profit and risk and explain how they relate to each other

4.9.4 Investigate the relationship between supply, demand, and price

4.9.5 Describe how government pays for goods and services through taxes and fees

4.9.6 Summarize the roles of households, businesses, jobs, banks, and governments in the economy

4.9.7 Explain why individuals and businesses engage in barter and trade

4.9.8 Differentiate between money (currency), checks, debit cards, and credit cards and identify advantages and disadvantages of each type of monetary exchange

4.9.9 Define budget, income, and expense and explain the benefits of making and following a budget

4.9.10 Analyze the benefits of increasing skills and knowledge in order to meet needs and wants
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 use historical thinking skills to examine the influence of key people, ideas, and events in colonial America.*

5.1.1  Create a timeline of key events in early American history from pre-Columbian civilizations to 1763

5.1.2  Examine primary and secondary sources to research early American colonial history from the Age of Exploration to 1763

5.1.3  Compare and contrast different points of view of key individuals and groups in early colonial American history to 1763

5.1.4  Produce clear and coherent writing for a range of tasks, purposes, and audiences by:
   - conducting historical research
   - Evaluating a broad variety of primary and secondary sources
   - Comparing and contrasting varied points of view
   - Determining the meaning of words and phrases from historical texts
   - Using technology to research, produce, or publish a written product

**Standard 2 – Key Events, Ideas, and People**  
*Students investigate how key events, ideas, and people influenced the social, economic, and political development of the New World during the Age of Exploration.*

5.2.1  Describe the origins, characteristics, and expansion of indigenous cultures and groups that existed in the Americas prior to European exploration

5.2.2  Identify early explorers and their motivations, challenges, and achievements

5.2.3  Describe the Spanish conquests in the Americas including the impact on the Aztecs, Incas, and other indigenous peoples

5.2.4  Explain the course and consequences of the Columbian Exchange, including its cultural, ecological, economic, and political impact on Europe, the Americas, and West Africa
Standard 3 – Key Events, Ideas, and People

*Students explain the reasons why different groups settled in North America and describe the effect of key people, ideas, and events on the growth of the thirteen colonies.*

5.3.1 Compare and contrast the convergence of trade, cultural diffusion, and innovation in the Western Hemisphere after 1492

5.3.2 Describe cooperation and conflict among Native Americans, Europeans, and Africans

5.3.3 Identify the major European powers that colonized North America and explain their goals, challenges, and achievements

5.3.4 Compare and contrast religious groups that settled colonial America and examine the role of religion in colonial communities

5.3.5 Evaluate the motives that led to the establishment of the thirteen colonies

5.3.6 Explain and give examples of how Native Americans, Europeans, and free and enslaved Africans adapted to living in the New England colonies, the Middle colonies, and the Southern colonies

5.3.7 Describe the impact of key people, ideas, and events that led to the French and Indian War

Geography

Standard 4 – Geography Skills

*Students use geography skills to analyze and interpret maps and explain how physical geography influences historical events.*

5.4.1 Differentiate between various types of maps using characteristics, functions, and applications

5.4.2 Analyze a map using a variety of tools

5.4.3 Analyze maps from the Age of Exploration to 1763

Standard 5 – Culture and Environment

*Students examine how the physical environment influenced the cultural development of colonial America.*

5.5.1 Describe ways in which location and environment influenced the settlements and land use in colonial America

5.5.2 Identify natural resources used by people of colonial America and describe the impact of human action on the physical environment
Civics

Standard 6 – Purposes, Foundation, and Structure
Students investigate different types of government to understand their influence on the development of government in colonial America.

5.6.1 Compare and contrast the different types of government in colonial America that influenced the development of the United States

5.6.2 Summarize the key ideas that influenced the development of colonial governments and their influence on the growth of American democracy

Standard 7 – Civic Literacy
Students will examine the role of the citizen in government.

5.7.1 Investigate basic rights and responsibilities of citizens in current day government

Economics

Standard 8 – Resources
Students examine the economic motivations that led to the European exploration and settlement of the Americas.

5.8.1 Cite evidence of the economic motivations for European exploration and settlement in the Americas using economic concepts such as supply and demand, and scarcity

Standard 9 – Interdependence
Students analyze key events that affected trade and exchange in colonial America.

5.9.1 Describe trade between the Americas, Western Europe, and Western Africa during the colonial period

5.9.2 Analyze the differences in the economies of the New England colonies, Middle colonies, and the Southern colonies

Standard 10 – Decision Making
Students investigate how key British economic policies influenced the thirteen colonies.

5.10.1 Explain the reasons for the French and Indian War and the economic effects of British policy on colonial America