

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