

# HIGH SCHOOL CURRICULUM

A SYNERGISTIC SYSTEM



## STANDARDS CORRELATION REPORT

**Wednesday, May 28, 2014**

### STANDARDS FROM

Louisiana | Grade Level Expectations | Social Studies (2011)

Grade 1, Grade 2, Grade 3, Grade 4





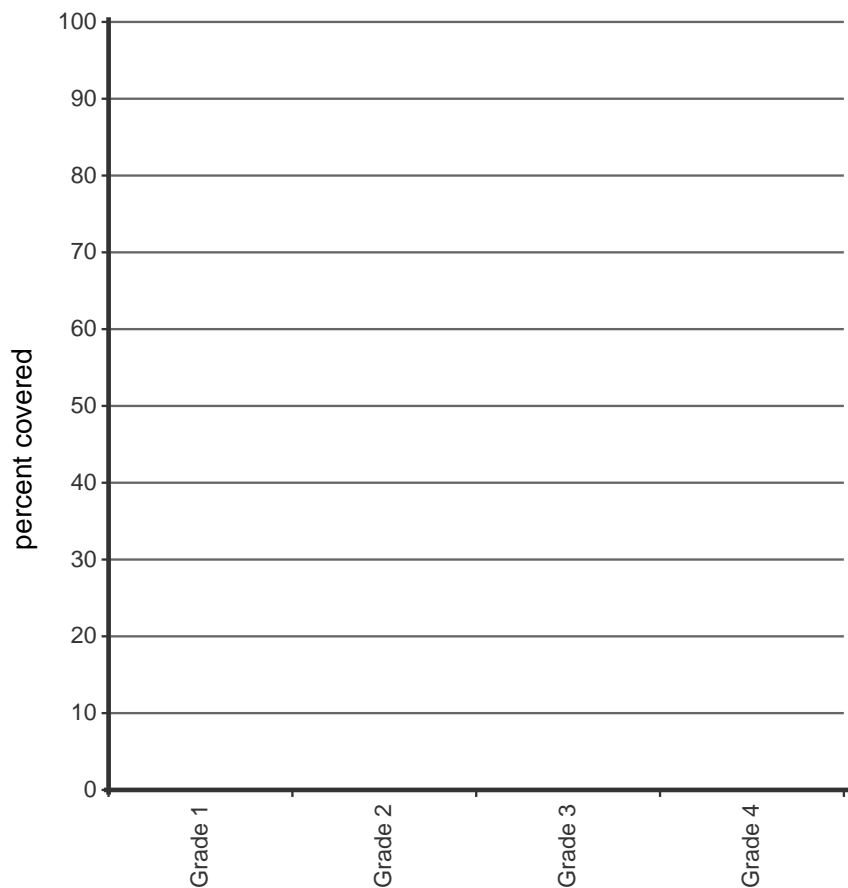
## STANDARDS/BENCHMARKS ADDRESSED SUMMARY

### How to Interpret:

When reviewing the "Standards/Benchmarks Addressed Summary," all curriculum statements from your organization are considered in the accounting of items addressed. Under this reporting structure, if a child statement (bench mark) is considered "addressed," its parent statement (standard) is also considered addressed. in cases where there are three or more levels of statements (i'e.grandparent;parent;child),all levels above the lowest level that is addressed are also considered addressed .Reporting from this analysis consider each statement as being of equal value.

- Grade 1 standards covered :0 of 33 (0%)
- Grade 2 standards covered :0 of 42 (0%)
- Grade 3 standards covered :0 of 59 (0%)
- Grade 4 standards covered :0 of 60 (0%)

Standards/Benchmarks Addressed



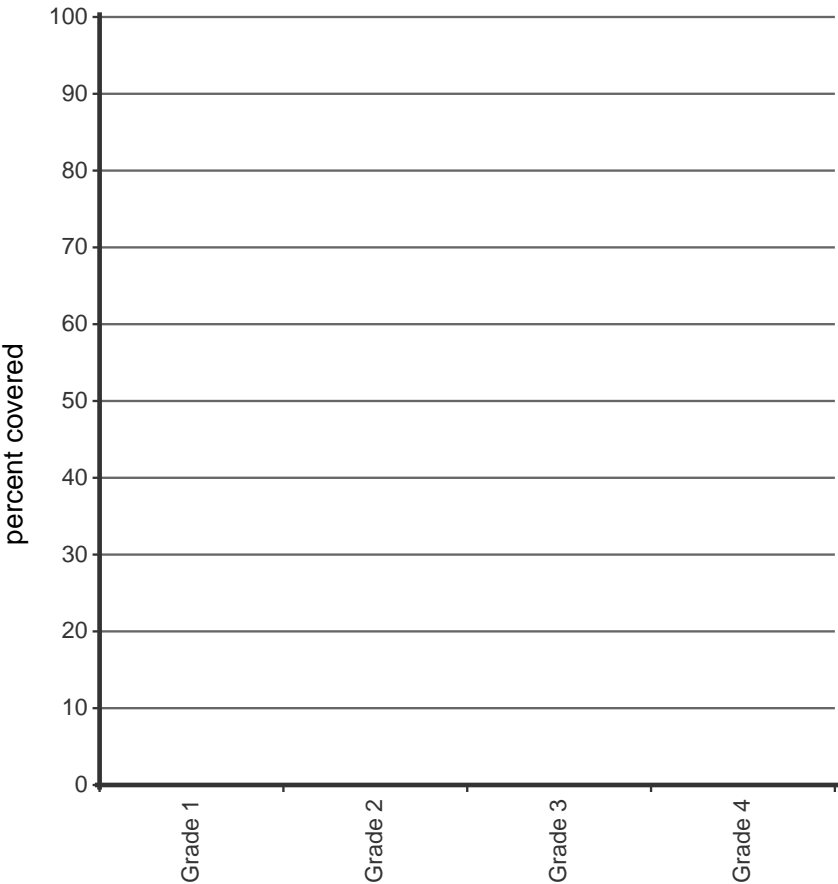
BENCHMARKS ADDRESSED SUMMARY

How to Interpret:

Benchmarks are considered the statements at the lowest level of the document. When reviewing the "Benchmarks Addressed Summary," only the curriculum statements at the lowest level are being reported

- Grade 1 standards covered :0 of 24 (0%)
- Grade 2 standards covered :0 of 31 (0%)
- Grade 3 standards covered :0 of 45 (0%)
- Grade 4 standards covered :0 of 46 (0%)

Benchmarks Addressed



## COVERAGE REPORTS ORGANIZED BY STANDARDS/BENCHMARK

This section of the reports lists each curriculum statement in the set choosen for this report and the the titles that address them .Statements that are colored gray are not aaddressed by any title in the title set chosen for this report

### Grade 1

- Grade 1 standards covered :0 of 33 (0%)
- Grade 1 standards covered :0 of 24 (0%)

	Grade 1 Louisiana Grade Level Expectations   Social Studies (2011)
	History
1.1	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
1.2	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
1.3	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

	<b>Grade 1 Louisiana Grade Level Expectations   Social Studies (2011)</b>
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
	<b>Civics</b>
1.4	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
	<b>Economics</b>

	<b>Grade 1 Louisiana Grade Level Expectations   Social Studies (2011)</b>
1.5	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

## Grade 2

- Grade 2 standards covered :0 of 42 (0%)
- Grade 2 standards covered :0 of 31 (0%)

	<b>Grade 2 Louisiana Grade Level Expectations   Social Studies (2011)</b>
	History
2.1	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

	<b>Grade 2 Louisiana Grade Level Expectations   Social Studies (2011)</b>
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
	<b>Geography</b>
2.2	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
	<b>Civics</b>



	<b>Grade 2 Louisiana Grade Level Expectations   Social Studies (2011)</b>
2.3	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
2.4	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
	<b>Economics</b>
2.5	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
2.6	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

	<b>Grade 2 Louisiana Grade Level Expectations   Social Studies (2011)</b>
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)
2.7	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

### Grade 3

- Grade 3 standards covered :0 of 59 (0%)
- Grade 3 standards covered :0 of 45 (0%)

	<b>Grade 3 Louisiana Grade Level Expectations   Social Studies (2011)</b>
	History
3.1	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

	<b>Grade 3 Louisiana Grade Level Expectations   Social Studies (2011)</b>
3.1.7	Identify community and regional historical artifacts, including primary sources, to answer historical questions
3.2	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
	<b>Geography</b>
3.3	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
3.4	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

	<b>Grade 3 Louisiana Grade Level Expectations   Social Studies (2011)</b>
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
	<b>Civics</b>
3.5	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
3.6	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

	<b>Grade 3 Louisiana Grade Level Expectations   Social Studies (2011)</b>
3.6.3	Describe how a citizen can help solve a local issue
	Economics
3.7	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
3.8	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
3.9	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
3.10	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

	<b>Grade 3 Louisiana Grade Level Expectations   Social Studies (2011)</b>
3.10.2	Distinguish between the use of money and barter

## Grade 4

- Grade 4 standards covered :0 of 60 (0%)
- Grade 4 standards covered :0 of 46 (0%)

	<b>Grade 4 Louisiana Grade Level Expectations   Social Studies (2011)</b>
	History
4.1	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:
4.1.4.a	compare and contrast past and present viewpoints on a given historical topic
4.1.4.b	conduct simple research
4.1.4.c	summarize actions/events and explain significance
4.1.4.d	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

	<b>Grade 4 Louisiana Grade Level Expectations   Social Studies (2011)</b>
4.2	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
4.3	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
	<b>Geography</b>
4.4	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

	<b>Grade 4 Louisiana Grade Level Expectations   Social Studies (2011)</b>
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)
4.5	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
4.6	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
	<b>Civics</b>
4.7	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



	<b>Grade 4 Louisiana Grade Level Expectations   Social Studies (2011)</b>
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
4.8	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
	<b>Economics</b>
4.9	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

	Grade 4 Louisiana Grade Level Expectations   Social Studies (2011)
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

# COVERAGE REPORT ORGANIZED BY PRODUCT TITLE

This section of the reports lists each curriculum statement in the set choosen for this report and the titles that address them .Statements that are colored gray are not aaddressed by any title in the title set chosen for this report

## Astronomy 3.1.1

- Grade 1 standards covered :0 of 33 (0%) (0 unique)
- Grade 2 standards covered :0 of 42 (0%) (0 unique)
- Grade 3 standards covered :0 of 59 (0%) (0 unique)
- Grade 4 standards covered :0 of 60 (0%) (0 unique)

### Grade 1

No correlations are available for this product using the selected report criteria

### Grade 2

No correlations are available for this product using the selected report criteria

### Grade 3

No correlations are available for this product using the selected report criteria

### Grade 4

No correlations are available for this product using the selected report criteria

## Astronomy Math 3.1.1

- Grade 1 standards covered :0 of 33 (0%) (0 unique)
- Grade 2 standards covered :0 of 42 (0%) (0 unique)
- Grade 3 standards covered :0 of 59 (0%) (0 unique)
- Grade 4 standards covered :0 of 60 (0%) (0 unique)

### Grade 1

No correlations are available for this product using the selected report criteria

## Grade 2

No correlations are available for this product using the selected report criteria

## Grade 3

No correlations are available for this product using the selected report criteria

## Grade 4

No correlations are available for this product using the selected report criteria

## Aquaculture 3.2.0

- Grade 1 standards covered :0 of 33 (0%) (0 unique)
- Grade 2 standards covered :0 of 42 (0%) (0 unique)
- Grade 3 standards covered :0 of 59 (0%) (0 unique)
- Grade 4 standards covered :0 of 60 (0%) (0 unique)

## Grade 1

No correlations are available for this product using the selected report criteria

## Grade 2

No correlations are available for this product using the selected report criteria

## Grade 3

No correlations are available for this product using the selected report criteria

## Grade 4

No correlations are available for this product using the selected report criteria

## Applied Physics 3.0.3

- Grade 1 standards covered :0 of 33 (0%) (0 unique)
- Grade 2 standards covered :0 of 42 (0%) (0 unique)
- Grade 3 standards covered :0 of 59 (0%) (0 unique)
- Grade 4 standards covered :0 of 60 (0%) (0 unique)

## Grade 1

No correlations are available for this product using the selected report criteria

## Grade 2

No correlations are available for this product using the selected report criteria

## Grade 3

No correlations are available for this product using the selected report criteria

## Grade 4

No correlations are available for this product using the selected report criteria

## STANDARDS/BENCHMARKS NOT ADDRESSED SUMMARY

This section of the report shows all standards that are not addressed by the set of titles used to create this report

## Grade 1

	<b>Grade 1 Louisiana Grade Level Expectations   Social Studies (2011)</b>
	History
1.1	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
1.2	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
1.3	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

	<b>Grade 1 Louisiana Grade Level Expectations   Social Studies (2011)</b>
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
1.4	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
1.5	Students explain the economic concepts of goods and services within their school and community.
1.5.1	Identify ways to save money

	<b>Grade 1 Louisiana Grade Level Expectations   Social Studies (2011)</b>
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

## Grade 2

	<b>Grade 2 Louisiana Grade Level Expectations   Social Studies (2011)</b>
	History
2.1	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



	<b>Grade 2 Louisiana Grade Level Expectations   Social Studies (2011)</b>
2.2	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
2.3	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

	<b>Grade 2 Louisiana Grade Level Expectations   Social Studies (2011)</b>
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
2.4	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
2.5	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
2.6	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)

	<b>Grade 2 Louisiana Grade Level Expectations   Social Studies (2011)</b>
2.7	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

## Grade 3

	<b>Grade 3 Louisiana Grade Level Expectations   Social Studies (2011)</b>
	History
3.1	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
3.2	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

	<b>Grade 3 Louisiana Grade Level Expectations   Social Studies (2011)</b>
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
3.3	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
3.4	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

	<b>Grade 3 Louisiana Grade Level Expectations   Social Studies (2011)</b>
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
3.5	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
3.6	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
	Economics
3.7	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

	<b>Grade 3 Louisiana Grade Level Expectations   Social Studies (2011)</b>
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
3.8	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
3.9	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
3.10	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

## Grade 4

	<b>Grade 4 Louisiana Grade Level Expectations   Social Studies (2011)</b>
	History
4.1	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:
4.1.4.a	compare and contrast past and present viewpoints on a given historical topic
4.1.4.b	conduct simple research
4.1.4.c	summarize actions/events and explain significance
4.1.4.d	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
4.2	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

	<b>Grade 4 Louisiana Grade Level Expectations   Social Studies (2011)</b>
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
4.3	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
4.4	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)



	<b>Grade 4 Louisiana Grade Level Expectations   Social Studies (2011)</b>
4.5	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
4.6	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
4.7	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
4.8	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.

	<b>Grade 4 Louisiana Grade Level Expectations   Social Studies (2011)</b>
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
4.9	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