

**LOUISIANA STUDENT STANDARDS FOR SOCIAL STUDIES
THAT CORRELATE WITH A FIELD TRIP TO
DESTREHAN PLANTATION**

KINDERGARTEN

HISTORY

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.2.3 Identify local, state, and national celebrations, holidays, and events using various sources

K.2.4 Recall facts about people of the past and present

ECONOMICS

Standard 5 – Basic Economic Concepts

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

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

GRADE 1

HISTORY

Standard 1 – Historical Thinking Skills

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

1.1.3 Compare and contrast lifestyles of the past to the present

GEOGRAPHY

Standard 3 – Maps, Globes, and Environment

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

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

GRADE 2

Standard 1– Historical Thinking Skill

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

2.2.4 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

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

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

2.4.3 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.

2.5.3 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

GRADE 3

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
- 3.1.5 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
- 3.2.3 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 direction

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
- 3.4.7 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

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

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

Standard 8: Wants/Scarcity and Producers/Consumers

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

3.8.2 Investigate ways in which people are producers and consumers and explain why they depend on one another

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

GRADE 4

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

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.

- 4.4.2 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

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.

- 4.5.2 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

ECONOMICS

Standard 9 – Fundamental Economic Concepts

Students demonstrate knowledge of economic concepts.

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

GRADE 5

HISTORY

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.

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

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

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

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

GRADE 6

GEOGRAPHY

Standard 3: Geography Skills

Students examine the major physical and political features that influenced world history using maps, charts, graphs, and tools of technology.

6.3.4 Determine world migration patterns and population trends by interpreting maps, charts, and graphs

Standard 4: Culture and Environment

Students identify and analyze the influence of the environment on migration, cultural diffusion, and human settlement in world history.

6.4.3 Explain the connection between physical geography and its influence on the development of civilization

GRADE 7

HISTORY

Standard 1: Historical Thinking Skills

Students use information and concepts to interpret, analyze, and draw conclusions about United States history from 1763–1877.

7.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by completing the following tasks:

- 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

7.1.2 Explain patterns and recurring themes in United States history

7.1.3 Analyze the causes and effects of key events and ideas in the development of the United States

7.1.4 Interpret and construct timelines of key events, people and ideas

7.1.5 Analyze primary and secondary sources to answer questions related to United States history

Standard 3: The Expanding Nation

Students analyze the impact of key events, ideas, and people on the economic, political, and social development of the United States from 1800–1850.

7.3.1 Analyze political, social, and economic factors that led to westward expansion from 1800–1850

7.3.2 Identify and explain foreign policy developments between the United States and other nations from 1800–1850

7.3.3 Examine the motivations and influence of major American reform movements during the 19th century

7.3.4 Compare and contrast the political, social, and economic development of the different regions of the United States

7.3.5 Explain reasons for the expansion of slavery in the South after 1800 and describe the life of enslaved African Americans, and their responses to slavery

Standard 4: War and Reconstruction

Students analyze key people, events, and ideas which led to the Civil War and Reconstruction.

7.4.1 Identify and describe the role of the election of Abraham Lincoln and other key events, ideas, and people, which led to the Civil War

7.4.2 Analyze important turning points and major developments during the Civil War

7.4.3 Describe long-term and short-term outcomes of Reconstruction connection between physical geography and its influence on the development of civilization

GEOGRAPHY

Standard 5: Geography Skills

Students analyze physical and political geography that influenced the growth of the United States from 1763–1877 using maps, charts, graphs, databases, and other technological tools.

7.5.1 Analyze the physical and political features of the United States

7.5.2 Create maps, charts, and graphs of the United States from 1763–1877

7.5.3 Analyze historical maps, charts, and graphs of the United States from 1763–1877

Standard 6: Immigration and Cultural Diversity

Students examine patterns of migration, immigration, and land use that influenced the cultural development of the United States from 1763–1877.

7.6.1 Analyze settlement patterns of racial and ethnic groups in the United States from 1763–1877
7.6.3 Analyze patterns, motivations, and the impact of rural and urban migration in the United States from 1763–1877

7.6.4 Explain how differences in land use influenced cultural characteristics among regions in the United States from 1763–1877

Standard 7: Environment

Students identify and describe how physical environments influenced the economic, political, and cultural development of the United States from 1763–1877.

7.7.1 Explain how Americans adapted and transformed various physical environments in the United States to expand its growth and influence

CIVICS

Standard 8: Government: Purposes, Foundation, and Structure

Students understand the purposes, foundation, and structure of the United States government.

7.8.3 Explain how key ideas expressed in historical documents influenced the formation of U.S. government

7.8.7 Describe the process used to amend the Constitution

7.8.8 Examine how key legislation and court decisions influenced the course of United States history from 1763–1877

Standard 9: Global Awareness

Students develop an understanding of United States foreign policy from 1763–1877 by evaluating the influence of key historic events, people, and ideas.

7.9.2 Explain various ways nations interact and the impact of these interactions from 1763–1877

7.9.3 Explain how United States foreign policy was developed and carried out from 1781–1877

Standard 10: Civic Literacy

Students examine the roles, rights, and responsibilities of citizenship in order to develop civic literacy.

7.10.1 Describe the influences on and the development and expansion of individual rights and freedoms

ECONOMICS

Standard 11: Resources, Interdependence, and Decision-Making

Students examine the development and interdependence of the United States economy from 1763–1877.

7.11.1 Explain how the demand for resources and the development of technology influenced economic diversity in the United States

7.11.2 Explain how economic interdependence developed between regions of the United States and with foreign countries

7.11.3 Describe government policies that influenced the United States economy

GRADE 8

HISTORY

Standard 1 – Historical Thinking Skills

Students use information and concepts to analyze, interpret, and draw conclusions from historical events.

8.1.1 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
- Determining the meaning of words and phrases from historical texts
- Recognizing varied points of view within historical context

8.1.2 Construct and interpret a timeline of key events in Louisiana history and describe how they connect to United States and world events

Standard 2 – Key Events, Ideas and People

Students analyze how the contributions of key events, ideas, and people influenced the development of modern Louisiana

8.2.1 Describe the contributions of explorers and early settlement groups to the development of Louisiana

8.2.2 Explain the importance of the Mississippi River as it relates to historical events throughout Louisiana's history

8.2.3 Analyze push-pull factors for migration/settlement patterns of Louisiana's inhabitants from French colonization to statehood in 1812

8.2.4 Explain how differences and similarities among ethnic groups in colonial Louisiana contributed to cooperation and conflict

8.2.5 Analyze causes and effects of major events and evaluate their impact on the growth and development of Louisiana

8.2.6 Identify and describe economic, social, and political characteristics of Louisiana during the Antebellum/plantation economy, the Civil War, and the Reconstruction eras

GEOGRAPHY

Standard 3 – Geography Skills

Students develop spatial understanding through the study of location, distance, direction, pattern, shape, and arrangement.

8.3.1 Locate and describe the physical and political features of Louisiana

8.3.2 Use maps, charts, and diagrams to ask and answer questions about Louisiana's geographic features

8.3.3 Apply knowledge of geography skills and terms to:

- create maps and diagrams
- plot latitude and longitudinal coordinates
- read and interpret a map

Standard 4 – Culture

Students analyze the relationships between cultural groups and physical features of Louisiana.

8.4.1 Analyze how the physical features and natural resources of Louisiana affected the migration patterns of cultural groups

8.4.2 Describe the causes and effects of cultural diffusion and its impact on diversity in early Louisiana

8.4.3 Explain ways in which inventions and technological advances have affected Louisiana's culture

Civics

Standard 6 – Government: Purposes, Foundation, and Structure

Students examine the foundation, structure, and purposes of Louisiana government and the correlations between local, state, and federal governments.

8.6.1 Compare the foundation, function, and powers of the Louisiana and United States Constitutions

Standard 7 – Global Awareness

Students interpret the role of Louisiana in a global society.

8.7.1 Explain how the United States and world foreign policy have affected Louisiana

8.7.2 Evaluate the role and importance of Louisiana ports and products in the international economy

ECONOMICS

Standard 9 – Resources

Students analyze Louisiana's natural, human, and capital resources and their connection to the past and present economy.

8.9.1 Analyze the role of specialization in Louisiana's economy

8.9.2 Apply the laws of supply and demand to demonstrate the effects on Louisiana products and resources

8.9.3 Analyze and explain factors affecting the production and allocation of goods and services in Louisiana, the United States, and the world

Standard 10 – Interdependence and Decision Making

Students use economic knowledge and skills to make decisions as individuals, families, groups, or businesses in the interdependent and changing state, nation, and world.

8.10.3 Describe historical factors influencing the economic growth, interdependence, and development of Louisiana