The following document is a checklist for teachers to use as a resource in teaching the Louisiana Student Standards.

Louisiana Student Standards Checklist 2017-2018

Grade 2 Social Studies

Morehouse Parish Elementary Curriculum Department

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| **Louisiana Student Standards Checklist for Social Studies**  **Grade 2** | | |
| **History**  **Standard 1—Historical Thinking Skills**  *Students use historical thinking skills to explore continuity and change in their community and the United States* | | |
|  | **Date Taught** | **Date Taught** |
| 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 Louisiana |  |  |
| 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 Explain how major explorers and leaders contributed to the early development of Louisiana |  |  |
| 2.2.2 Differentiate between early Native American cultures that lived in the regions of Louisiana |  |  |
| 2.2.3 Identify the causes and effects of migration on Louisiana |  |  |
| 2.2.4 Identify cultural elements that have contributed to the state’s heritage |  |  |
| 2.2.5 Describe how location, weather, and physical features affect where people live and work |  |  |
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| 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 t 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 2 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 |  |  |

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| **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 |  |  |
| 2.5.2Explain 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 |  |  |