

Kindergarten

Overview: Below is a comparison of the 2022 and the 2011 Louisiana Student Social Studies Standards for kindergarten. These tables illustrate standards with similar or overlapping skills or content. **The standards compared are not perfect equivalents.** The Department will release a Course Framework for kindergarten in the spring of 2023 to clarify and support the implementation of the new 2022 standards. Shaded cells indicate a new skill or practice from the 2022 standards. 2022 content standards without 2011 counterparts are not included in this crosswalk.

2022 Skills and Practices	2011 Standards	Notice/Wonder
K.1 Order events in a chronological sequence using schedules, calendars, and timelines. Examples include: a. Daily classroom activities b. Significant events in students' lives	K.1.1 Order events that take place in a sequence using appropriate vocabulary	
K.2 Differentiate between primary and secondary sources. Examples include: a. Primary sources: letters, diaries, autobiographies, speeches, interviews b. Secondary sources: magazine articles, textbooks, encyclopedia entries, biographies		
K.3 Select and use appropriate evidence from primary and secondary sources to support claims.	K.2.1 Compare and contrast children and families of today with those in the past using various sources	
K.18 Use maps and models to describe relative location. For example: locating objects and places to the right or left, up or down, in or out, above or below.	K.3.1 Demonstrate an understanding of the relative locations of objects through the use of appropriate vocabulary K.3.2 Identify maps and globes as a representation of the earth and recognize the difference between land and water	
2022 Content Standards	2011 Standards	Notice/Wonder
K.4 Identify symbols, customs, famous individuals, and celebrations representative of our state and nation, including: a. Symbols: United States flag, bald eagle, Louisiana State flag, brown pelican b. Customs: pledging allegiance to the United States flag, singing "The Star-Spangled Banner" c. Individuals: George Washington, Abraham Lincoln, Dr. Martin Luther King Jr. d. State and nationally designated holidays: New Year's Day, the birthday of Martin Luther King, Jr., Inauguration Day, Washington's Birthday, Mardi Gras, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, and Christmas Day	K.2.2 Identify symbols of local, state, and national importance using various sources	
K.5 Identify examples of different cultures and traditions in Louisiana, including: a. Music: Cajun, jazz, zydeco b. Traditions: king cake, red beans and rice on Mondays c. Cuisine: jambalaya, gumbo, etouffee, bread pudding, meat pies, tamales	K.2.3 Identify local, state, and national celebrations, holidays, and events using various sources	
K.6 Identify a cause and effect for a significant event in a school, neighborhood, or parish.	K.2.4 Recall facts about people of the past and present	
K.7 Explain the purpose of local government.	K.4.1 Identify individuals in a position of authority within a family, school, or community and their responsibilities	
K.8 Describe the importance of fairness, responsibility, respect, and hard work. For example: a. Taking care of personal belongings and respecting the property of others. b. Following rules and recognizing consequences of breaking rules. c. Taking responsibility for assigned duties.	K.4.2 Explain the importance of rules at home, class, and school K.4.3 Discuss the roles, rights, and responsibilities of being a good citizen in a family, class, and school	
K.9 Describe organizations and individuals within a school or parish that help solve issues, including the school principal, school custodian, volunteers, police officers, and fire and rescue workers.	K.4.1 Identify individuals in a position of authority within a family, school, or community and their responsibilities	
K.10 Describe the importance of rules and how they help protect our liberties.	K.4.2 Explain the importance of rules at home, class, and school	
K.11 Explain how people can work together to make decisions.	K.4.3 Discuss the roles, rights, and responsibilities of being a good citizen in a family, class, and school	
K.12 Identify local business and government leaders and describe their roles.	K.4.1 Identify individuals in a position of authority within a family, school, or community and their responsibilities	
K.13 Identify examples of goods and services. For example: a. Goods: food, toys, clothing b. Services: medical care, fire protection, law enforcement, library resources	K.5.4 Explore concepts of goods/services	
K.14 Describe and compare reasons to save and spend money.	K.5.2 Explore the concept of saving	
K.15 Differentiate between wants and needs.	K.5.1 Identify wants and basic needs	
K.16 Identify jobs and industries within a school and community.	K.5.5 Describe jobs that people do to earn money	
K.17 Describe the concept of scarcity using examples.	K.5.3 Discuss the concept of scarcity within classroom situations	
K.19 Identify basic landforms and bodies of water in a variety of visual representations, including mountains, hills, coasts, islands, lakes, and rivers.	K.3.4 Illustrate basic landforms	
K.20 Identify ways people interact with their environment, including: a. Using natural resources b. Modifying their environment to create shelter	K.3.7 Describe how people live differently in other places using various sources K.3.8 Identify natural resources as being renewable/non-renewable or recyclable	
K.22 Explain how weather impacts daily life and choices.	K.3.6 Describe how weather affects daily choices	

Grade 1

Overview: Below is a comparison of the 2022 and the 2011 Louisiana Student Social Studies Standards for grade 1. These tables illustrate standards with similar or overlapping skills or content. **The standards compared are not perfect equivalents.** The Department will release a Course Framework for first grade in the spring of 2023 to clarify and support the implementation of the new 2022 standards. Shaded cells indicate a new skill or practice from the 2022 standards. 2022 content standards without 2011 counterparts are not included in this crosswalk.

2022 Skills and Practices	2011 Standard	Notice/Wonder
1.1 Create a chronological sequence of events using appropriate vocabulary.	1.1.1 Construct personal timelines that highlight past and present events	
1.2 Differentiate between primary and secondary sources. Examples include: a. Primary sources: letters, diaries, autobiographies, speeches, interviews b. Secondary sources: magazine articles, textbooks, encyclopedia entries, biographies	1.1.2 Create a primary source of personal information	
1.3 Select and use appropriate evidence from primary and secondary sources to support claims.		
1.4 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning.		
1.5 Compare life in Louisiana in the past to life today.	1.1.3 Compare and contrast lifestyles of the past to the present	
1.6 Describe how past events can affect the present.		
1.24 Create and use maps or models with cardinal directions, keys, and scale.	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	
2022 Content Standards	2011 Standards	Notice/Wonder
1.8 Identify examples of Louisiana's culture, including: a. State and nationally designated holidays: New Year's Day, the birthday of Martin Luther King, Jr., Inauguration Day, Washington's Birthday, Mardi Gras, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, and Christmas Day b. Music: Cajun, jazz, zydeco c. Languages: French, Spanish, Native languages (e.g., Atakpan, Caddo, Choctaw) d. Architecture: St. Louis Cathedral, The Cabildo, State Capitol, Louisiana Superdome, Strand Theater, Sports Hall of Fame, The National WWII Museum e. Traditions: lagniappe, second line parades, king cake, red beans and rice on Mondays f. Cuisine: jambalaya, gumbo, etouffee, bread pudding, meat pies, tamales g. Symbols: Louisiana State flag, brown pelican, magnolia tree, brown bear h. Individuals who've made significant contributions to Louisiana's artistic heritage.	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 1.3.6 Compare and contrast local traditions/celebrations, customs, languages, and foods as an introduction to culture	
1.13 Describe examples of rules and laws in Louisiana.	1.4.2 State examples of rules and laws in the home, school, and community and explain their purposes	
1.14 Describe civic virtues including voting, running for office, serving on committees, and volunteering.	1.4.4 Describe the student's role, rights, and responsibilities as a citizen of the class, the school, and the community	
1.15 Describe the importance of fairness, responsibility, respect, and hard work. For example: a. Taking care of personal belongings and respecting the property of others. b. Following rules and recognizing consequences of breaking rules. c. Taking responsibility for assigned duties.	1.4.1 Develop a list of rules for the classroom and describe their benefits/consequences 1.4.4 Describe the student's role, rights, and responsibilities as a citizen of the class, the school, and the community	
1.16 Identify leaders at various levels of Louisiana State government, and explain their roles and responsibilities.	1.4.3 Identify the current mayor, governor, and president	
1.19 Describe how different public and private jobs help Louisianans. For example: a. Public: firefighters keeping people and their property safe b. Private: nurses caring for sick or injured people	1.5.4 Identify jobs and industries within the school and community	
1.20 Explain why and how goods and services are produced and traded.	1.5.3 Distinguish between goods and services	
1.22 Identify and describe which goods and services are produced in different places and regions in Louisiana.	1.5.5 Identify ways people exchange/trade goods and services	
1.26 Differentiate between the town, parish, state, and country in which the student lives on a political map.	1.3.9 Identify by name the town/city, parish, state, and country in which the student lives	
1.27 Identify places, regions, and landforms in Louisiana, and describe their relative locations including the cultural regions: North Louisiana, Central Louisiana, Southwest Louisiana, Florida Parishes, Acadiana, Bayou Region, and Greater New Orleans.	1.3.4 Identify basic landforms using a globe or map	
1.29 Describe ways people in Louisiana change their environment to meet their needs, including the construction of bridges and levees.	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 1.3.10 Predict ways human actions impact the environment	

GRADE 2

Overview: Below is a comparison of the 2022 and the 2011 Louisiana Student Social Studies Standards for grade 2. These tables illustrate standards with similar or overlapping skills or content. **The standards compared are not perfect equivalents.** The Department will release a Course Framework for second grade in the spring of 2023 to clarify and support the implementation of the new 2022 standards. Shaded cells indicate a new skill or practice from the 2022 standards. 2022 content standards without 2011 counterparts are not included in this crosswalk.

2022 Skills and Practices	Similar 2011 Standard(s)	Notice/Wonder
2.1 Create and use a chronological sequence of events using appropriate vocabulary.	2.1.1 Create simple timelines to describe important events in the history of the school or local community	
2.2 Differentiate between primary and secondary sources. Examples include: a. Primary sources: letters, diaries, autobiographies, speeches, interviews b. Secondary sources: magazine articles, textbooks, encyclopedia entries, biographies	2.1.2 Compare and contrast the present day community to that of the past using primary sources	
2.3 Select and use appropriate evidence from primary and secondary sources to support claims.		
2.4 Construct and express claims that are supported with relevant evidence from primary and secondary sources with clear reasoning.		
2.5 Compare life in the United States in the past to life today.	2.2.6 Describe changes in the characteristics of the local community over time	
2.20 Create and use maps and models with a key, scale, and compass with intermediate directions.	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	

2022 Content Standards	2011 Standards	Notice/Wonder
2.7 Identify and describe national historical figures, celebrations, symbols, and places. a. Identify and describe the Founding Fathers, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, John Adams, John Hancock, and James Madison. b. Identify and describe historical female figures, including Abigail Adams, Anne Hutchinson, Dolley Madison, Betsy Ross, and Phillis Wheatley. c. Describe the significance of state and nationally designated holidays, including New Year's Day, the birthday of Martin Luther King, Jr., Inauguration Day, Washington's Birthday, Mardi Gras, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, and Christmas Day. d. Describe the history of American symbols, including the Liberty Bell, United States flag (etiquette, customs pertaining to the display and use of the flag), bald eagle, national anthem, Uncle Sam, Statue of Liberty, The Pledge of Allegiance, and the national motto "In God We Trust." e. Identify and describe man-made American monuments and landmarks including the Gateway Arch, the Golden Gate Bridge, Jefferson Memorial, Dr. Martin Luther King Jr. Memorial in Washington D.C, Lincoln Memorial, Mount Rushmore, Pearl Harbor Museum, September 11 Memorial and Museum, Statue of Liberty, the Tomb of the Unknown Soldier, U.S. Capitol, Washington Monument, and the White House. f. Identify and describe natural American landmarks, including the Grand Canyon, Mississippi River, Monument Valley, Niagara Falls, Rocky Mountains, Smoky Mountains, and Yellowstone National Park.	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	
2.8 Interpret legends, stories, and songs that contributed to the development of the cultural history of the United States, including Native American legends, African American history, tall tales, and stories of folk heroes.	2.1.5 Describe how the achievements of famous Americans, of the past and present, changed society	
2.9 Describe the structure and responsibilities of each of the three branches of the U.S. government (legislative, executive, judicial).	2.3.2 Identify the three branches of national government as represented by the President, Congress, and the Supreme Court	
2.10 Identify and describe principles of American democracy and relate them to the founding of the nation. a. Identify reasons for the settlement of the thirteen colonies and the founding of the United States, including the search for freedom and a new life. b. Identify and describe basic principles of the Declaration of Independence and the Constitution of the United States, including equality under the law and fair treatment for all.	2.1.3 Describe people and events associated with national symbols, landmarks, and essential documents	
2.13 Describe civic virtues including voting, running for office, serving on committees, and volunteering.	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	
2.14 Describe how hard work, good habits, consistent attendance in school, and planning for the future can help you achieve your goals, including attending college, learning a trade, and having a successful career.	2.4.1 Define the character traits of good citizens and discuss examples of responsible citizens 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	

2.15 Compare local, state, and national elected officials and explain their roles and responsibilities, including the president, governor, mayor, and representatives.	2.3.3 Recognize current political leaders of the community, state, and nation and describe how they are elected
2.16a. Describe how people are both producers and consumers.	2.6.1 Describe how people can be both producers and consumers of local goods and services
2.17 Explain why and how people specialize in the production of goods and services.	2.6.2 Identify the specialized work necessary to manufacture, transport, and market goods and services
2.18 Explain how scarcity of resources and opportunity costs require people to make choices to satisfy wants and needs.	2.5.3 Explain how scarcity of resources and opportunity cost require people to make choices to satisfy wants and needs
2.19 Identify how people use natural (renewable and non-renewable), human, and capital resources to provide goods and services.	2.2.9 Identify natural resources and cite ways people conserve, protect, and replenish them
2.21 Describe geographic features and physical characteristics of places in the United States and the world, including mountains, hills, plains, deserts, coasts, islands, peninsulas, lakes, oceans, and rivers.	2.2.4 Identify major geographical features in the local region, state, and country
2.22 Identify and locate the four hemispheres, equator, and prime meridian.	2.2.1 Locate and identify the poles, equator, continents, oceans, the United States, Louisiana, and the local community
2.24 Compare and contrast basic land use and economic activities in urban, suburban, and rural environments.	2.2.7 Compare and contrast basic land use and economic activities in urban, suburban, and rural environments
2.25 Identify natural disasters such as blizzards, earthquakes, tornadoes, hurricanes, and floods and explain their effects on people and the environment.	2.2.10 Identify natural disasters, predict where they may occur, and explain their effects on people and the environment