

# First Grade

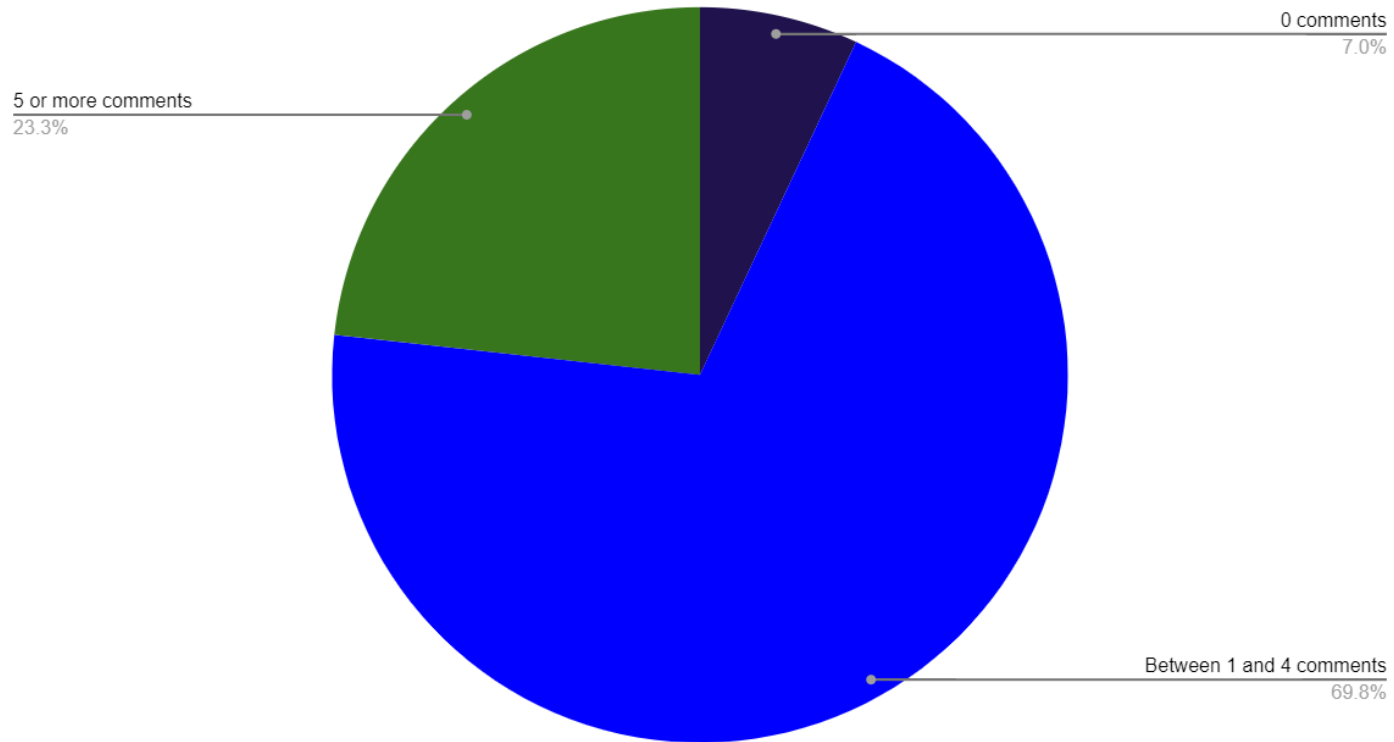
Unique Users: 53

Total Comments: 134

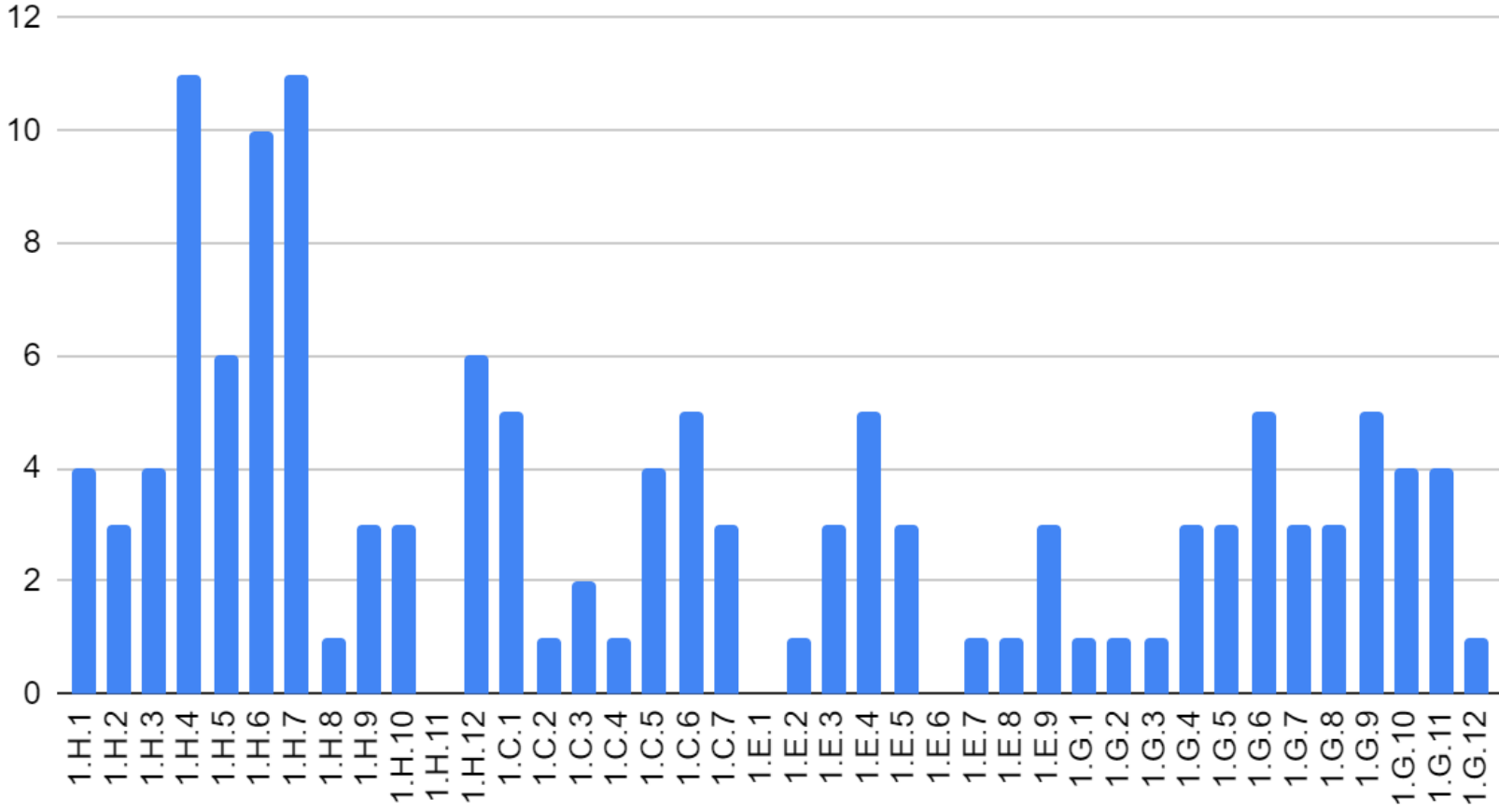
Unique Comments: 110

Number of Unique Users Who Submitted More than 1 comment: 10

## First Grade Standards



# Comments per Standard



**Breakdown by Standards**

Standard	Text of Comment(s)	% of total comments submitted for First Grade
1.H.1 Create a chronological sequence of events using appropriate vocabulary.	<ol style="list-style-type: none"> <li>1. Civic virtues, democratic principles, and other general terms should be replaced by specific terms referring to western civilization, American history, and the documents and ideals that come from those (the Mayflower Compact, the Declaration of Independence, the Constitution, justice, due process, individual rights, etc.)</li> <li>2. Do NOT include Critical Race Theory in all curriculum from Kindergarten Thru 12th grade</li> <li>3. Chronological order helps with time order eords.</li> <li>4. Most of this represents a shift in the standards from third grade to first. Our third graders struggled with this material. How will we find materials that are at a first grade reading level? If we continue to read things to students we are not giving them time to develop as readers. This assumes that students have a basic knowledge of the world around them that they do not have. The background knowledge that is needed for the standards are not in place, We have a very limited amount of time to teach Social Studies in a first grade classroom. There is no way to get the standards taught in the amount of time we have. Most of these standards are very broad and leave a lot to interpretation to the teacher.</li> </ol>	2.99%
1.H.2 Compare life in communities of the past to life today.	<ol style="list-style-type: none"> <li>1. Replace "communities of" with "America in"*</li> <li>2. Compare life in America in the past to life today.*</li> <li>3. Compare life in America in the past to life today*</li> </ol>	2.24%
1.H.3 Describe how events, people, and innovations of the past affect the present.	<ol style="list-style-type: none"> <li>1. This standard is covered in many lessons in social studies for our daily lessons</li> <li>2. Quit teaching our kids crap</li> <li>3. Dont agree with teaching kids bias education</li> <li>4. What are you thinking. All the standards are well beyond age appropriate or developmentally appropriate. It is outrageous that you think first graders can do anything close to any of these standards</li> </ol>	2.99%
1.H.4 Compare the lives of people today in various	<ol style="list-style-type: none"> <li>1. What is considered "diverse" backgrounds? Will we be discussing the LGBTQ "community" with our 6 year old's?</li> </ol>	8.21%

<p>communities, including those from diverse backgrounds.</p>	<ol style="list-style-type: none"><li>2. Will you provide intensive racial training to teachers so they can accurately teach the standard?</li><li>3. Teachers should show how each culture has made the US and Louisiana a wonderful place to live and should emphasize how Martin Luther King , Jr. stressed it is not the color of your skin that matters but your character. Martin Luther King, Jr. teachings should be taught at every grade level. Critical Race Theory is detrimental to our students.</li><li>4. Replace with: "Compare the lives of Lousianans today in urban, suburban, and rural parishes."*</li><li>5. Do not reinforce racism in our children by teaching them that some people are disadvantaged due to their skin color. I have always made an effort to make sure my children know that everyone is equal regardless of race, gender, or medical status. By telling kids that some of you are disadvantaged because of what you look like is asinine.</li><li>6. Please unit teaching our children about the color of their skin, and their sex orientation, and start teaching our kids about the woods, waters, rocks, and skies.</li><li>7. Keep Critical Race Theory out of our schools. It is itself racist and divisive and works against the goals of equality for all.</li><li>8. Compare the lives of Louisianans today in urban, suburban, and rural parishes."*</li><li>9. Most of this represents a shift in the standards from third grade to first. Our third graders struggled with this material. How will we find materials that are at a first grade reading level? If we continue to read things to students we are not giving them time to develop as readers. This assumes that students have a basic knowledge of the world around them that they do not have. The background knowledge that is needed for the standards are not in place, We have a very limited amount of time to teach Social Studies in a first grade classroom. There is no way to get the standards taught in the amount of time we have. Most of these standards are very broad and leave a lot to interpretation to the teacher.</li><li>10. There are a wide varieties of diversity in the world. This could involve same sex families, homosexuals, etc. if those are discussed in this new standard, I don't feel that it is appropriate or should be on an educator to teach students. I feel that should be up to the parent on how and when to teach their child about.</li><li>11. Consider change to "including those from all backgrounds relevant to the topic or time period"</li></ol>	
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<p>1.H.5 Compare perspectives of people in the past to those of people in the present.</p>	<ol style="list-style-type: none"> <li>1. People in the past didn't trust Gov because they knew how crooked it is all the way back to Huey Long. Today gov has burdened the people, taxed them to where both parents have to work, and fed propaganda from local news, which keeps them blind to how all the gov systems need to be dissolved.</li> <li>2. Replace "perspectives" with "beliefs"*</li> <li>3. Compare beliefs of people in the past to those of people in the present.*</li> <li>4. Having 1st graders compare 'perspectives' of people in the past seems to be a very abstract concept which may not be developmentally appropriate skill for 1st graders to understand and demonstrate.</li> <li>5. Change to "compare belief systems of people in past to those of the present"</li> <li>6. Compare beliefs and perspectives of people in the past to those of people in the present</li> </ol>	<p>4.48%</p>
<p>1.H.6 Describe a historical event from a variety of cultural perspectives.</p>	<ol style="list-style-type: none"> <li>1. These are 1st graders, this should NOT be taught in first grade. These kids will not comprehend this level of standards and the different cultural perspectives. This is the time to introduce cities, states, our government, not to have this as a standard knowing these kids will not grasp this. In my understanding, this is a way to put the wrong perspective and brain wash these kids at a young age.</li> <li>2. How will you prepare teachers to appropriately teach the standard?</li> <li>3. Replace with: "Describe how different observers described a single historical event."*</li> <li>4. This is teaching and encouraging racism. Sorry, but you can not rewrite history. If this curriculum is passed my children will longer attend a Louisiana</li> <li>5. I Am Completely and Totally AGAINST Critical Race Theory being taught to My Children</li> <li>6. I do not feel that CRT should be taught to our children. Yes America isn't perfect and we all strive to do better but our history should be taught the way it happened. We ARE NOT ALL RACIST.</li> <li>7. Describe how different observers described a single historical event.*</li> <li>8. The clear intention from k-12 is to instill the groundwork for a race based historical perspective. This is not age appropriate for a 6 year old. Instead of learning history our students are beginning with culture and philosophy.</li> <li>9. This is not an appropriate level to teach conflicting views and perspectives. General comment: Previous standards were perfect for first graders. Any attempt to indoctrinate or confuse basic understanding will not be productive.</li> </ol>	<p>7.46%</p>

	10. Describe how different observers described a single historical event*	
1.H.7 Explain the contributions of diverse individuals and groups to the development of Louisiana. Including but not limited to American Indians, Black Americans, Latinos, and Asian Americans.	<ol style="list-style-type: none"> <li>1. I would ask that the standard state "Indigenous Americans" over the incorrect terminology stated as "American Indians"</li> <li>2. Include the contributions of all Louisiana American citizens that have played a part in its history. Excluding certain groups causes division and inequality and mistrust.</li> <li>3. Include White Europeans in the list of "diverse individuals and groups."</li> <li>4. There seems to be a concerted, deliberate effort to exclude the contribution that white males had, and continue to have on the development of civilization and to the continued efforts to bring third world cultures into a civilized state.</li> <li>5. This standard is hyper focused on race and not the individual.</li> <li>6. Replace with: ""Explain how varied nations united themselves to forge and develop Louisiana."</li> <li>7. Inclusive of foodways, such as gumbo of African origin, the word gumbo originating from an African word meaning okra and inclusive of foodways such as File of Native American origin and the various foodways contributing to Louisiana cuisine Inclusive of American Indian words used in Louisiana, their meanings and uses, inclusive of Catahoula, Manchac, Bayou, Choupique, Pontchatoula, Tchoupitoulas, Tangipahoa, Mississippi, Istrouma, Abita, Plaquemine, etc. Inclusive of African, Haitian, Vietnamese, Cambodian, Irish, Italian, Acadians, Spanish, French, Islenos, American Indians, German, etc. Define groups as ethnic minorities, past and present, some of which are no longer identified as ethnic minorities</li> <li>8. Explain how varied nations united themselves to forge and develop Louisiana.</li> <li>9. I have concerns over the last sentence in that standard.</li> <li>10. This is not a first grade-level objective. Expose or discuss the different ethnic communities is the highest level appropriate. However, I believe first graders should be taught that we are all equal and have the same opportunity regardless of your background. I believe your comment focuses on differences and is counter to what I teach my children at home. Most first graders don't focus on differences unless they are taught to think that way. Why are educators even considering this?</li> <li>11. Why aren't the contributions of White/Caucasian individuals included in this?</li> </ol>	8.21%
1.H.8 Describe the causes and effects of significant events in Louisiana history.	<ol style="list-style-type: none"> <li>1. Six year old children are not well served with discussions and evaluations of cause and effect, when they haven't yet been taught the events of history. Historical fact, not curriculum imposed analysis is what should be taught. i</li> </ol>	0.75%

<p>1.H.9 Describe the influence of American Indians in Louisiana’s past and present culture.</p>	<ol style="list-style-type: none"> <li>1. Replace with: “Identify the distinctive contribution of French settlers to the formation of Louisiana, which distinguishes Louisiana within America.”*</li> <li>2. Identify the distinctive contribution of French settlers to the formation of Louisiana, which distinguishes Louisiana within America.*</li> <li>3. Most of this represents a shift in the standards from third grade to first. Our third graders struggled with this material. How will we find materials that are at a first grade reading level? If we continue to read things to students we are not giving them time to develop as readers. This assumes that students have a basic knowledge of the world around them that they do not have. The background knowledge that is needed for the standards are not in place, We have a very limited amount of time to teach Social Studies in a first grade classroom. There is no way to get the standards taught in the amount of time we have. Most of these standards are very broad and leave a lot to interpretation to the teacher.</li> </ol>	<p>2.24%</p>
<p>1.H.10 Identify the cultural elements of Louisiana. Including but not limited to holidays, songs, languages, architecture, traditions, and people.</p>	<ol style="list-style-type: none"> <li>1. Inclusive of different ways of celebrating Mardi Gras, such as Courir de Mardi Gras inclusive of Community Center Carnival parade in New Roads, LA started by James Boudreaux Inclusive of Christmas as celebrated during Colonial Times and other Christmas traditions in Louisiana</li> <li>2. I have read through many of the standards and I feel that several are not age appropriate.</li> <li>3. As a 1st grade teacher in my district, we are limited on the time we get to teach Social Studies. We are limited to teaching 2 days a week with the other 3 days dedicated to Math Intervention. To be able to teach these standards in this depth and have the kids master is near impossible. We also have no text books to teach any of this material . We pull from a hodge podge of places to get anything remotely close to the standards to teach. I would like for you to reconsider these standards being pushed and understand that we are still trying to catch students up from a pandemic and several hurricanes. This is unfair to the teachers and the students to lay these kinds of standards on us at this time. We and they are simply not ready for this.</li> </ol>	<p>2.24%</p>
<p>1.H.11 Identify the different countries that ruled Louisiana and how they changed Louisiana.</p>		<p>0.00%</p>

<p>1.H.12 Explain why refugees have relocated into Louisiana in the past and present.</p>	<ol style="list-style-type: none"> <li>1. I cannot believe this is considered a standard in EARLY CHILDHOOD EDUCATION. These little kids cannot handle this when they can hardly keep up with the current standards. This information should be discussed in depth which is why it's not right for first graders to be taught. My younger children will not be taught this. Private school will be my next option because these standards will not work and will not be an option for my kids.</li> <li>2. This is not appropriate for a 6 year old to be learning about refugees.</li> <li>3. This item forwards the current progressive campaign to eliminate America's ability to regulate immigration. There is in any case no reason this should be taught in the first grade. Delete and do not replace.</li> <li>4. This pushes the campaign to current progressive campaign to eliminate America's ability to regulate immigration. There is in any case no reason this should be taught in the first grade. Delete and do not replace.</li> <li>5. Delete this and do not replace.</li> <li>6. recommend eliminate item</li> </ol>	<p>4.48%</p>
<p>1.C.1 Describe the purpose of Louisiana's state government.</p>	<ol style="list-style-type: none"> <li>1. "Describe the liberties guaranteed by Louisiana's state government."*</li> <li>2. Maybe some first graders can figure this out?</li> <li>3. Describe the liberties guaranteed by Louisiana's state government.*</li> <li>4. Most of this represents a shift in the standards from third grade to first. Our third graders struggled with this material. How will we find materials that are at a first grade reading level? If we continue to read things to students we are not giving them time to develop as readers. This assumes that students have a basic knowledge of the world around them that they do not have. The background knowledge that is needed for the standards are not in place, We have a very limited amount of time to teach Social Studies in a first grade classroom. There is no way to get the standards taught in the amount of time we have. Most of these standards are very broad and leave a lot to interpretation to the teacher.</li> <li>5. Describe the liberties guaranteed by Louisiana's state government*</li> </ol>	<p>3.73%</p>
<p>1.C.2 Describe the responsibilities of each three branches of Louisiana's government.</p>	<ol style="list-style-type: none"> <li>1. I feel like this isn't an appropriate age to teach the branches of government. This should be taught in a higher grade level when kids can actually learn and retain the information.</li> </ol>	<p>0.75%</p>
<p>1.C.3 Explain the purpose</p>	<ol style="list-style-type: none"> <li>1. Critical Race theory has no place in our schools! I have removed my children from</li> </ol>	<p>1.49%</p>



of rules and laws in Louisiana.	<p>public school because of this very thing</p> <p>2. invert laws and rules to read "...laws and rules in Louisiana."</p>	
1.C.4 Identify state symbols and landmarks. Including but not limited to the Brown Pelican, Bald Cypress, the state seal, and the state flag.	<p>1. Inclusive of state resources and agricultural products, forestry, oil and gas, fisheries, ports and the social and economic importance to Louisiana, the nation and world Inclusive of understanding the role of the Bald Cypress Tree in Louisiana, inclusive of harvesting sinker cypress Inclusive of conservation efforts to bring back and protect species such as the Brown Pelican, American Alligator, etc. that were on the endangered species list Inclusive of threats past and present to the Bald Cypress, such as overlogging, salt water intrusion and causes, the role of the bald cypress and wetlands and ongoing conservation efforts Inclusive of the Catahoula Leopard Dog, Magnolia, etc.</p>	0.75%
1.C.5 Describe civic virtues. Including but not limited to voting, running for office, serving on committees, and volunteering.	<p>1. Replace with: "Describe civic virtues. Including but not limited to self-reliance, respect for the rule of law, voting, running for office, serving on committees, and volunteering." Note: "volunteering" should not be used to prepare students for the progressive "pedagogies" of service-learning, civic engagement, action civics, protest civics, or community organizing.*</p> <p>2. Civic virtues, democratic principles, and other general terms should be replaced by specific terms referring to western civilization, American history, and the documents and ideals that come from those (the Mayflower Compact, the Declaration of Independence, the Constitution, justice, due process, individual rights, etc.) Remove general references to community, governments, people, and replace with specific references to America, parish, state, nation, Louisiana, elected officials, etc.</p> <p>3. Describe civic virtues. Including but not limited to self-reliance, respect for the rule of law, voting, running for office, serving on committees, and volunteering. Note: "volunteering" should not be used to prepare students for the progressive "pedagogies" of service-learning, civic engagement, action civics, protest civics, or community organizing.*</p> <p>4. Describe civic virtues. Including but not limited to self-reliance, respect for the rule of law, voting, running for office, serving on committees, and volunteering."</p>	2.99%
1.C.6 Describe democratic principles. Including but not limited to equality, freedom, liberty, and respect for	<p>1. Replace with: "Describe American principles. Including but not limited to inborn liberty and freedom, individual equality under the law, due process and the presumption of innocence, respect for individual rights, and the presumption that Americans treat one another with sincerity and good will."*</p>	3.73%

individual rights.	<ol style="list-style-type: none"> <li>2. Describe American principles. Including but not limited to inborn liberty and freedom, individual equality under the law, due process and the presumption of innocence, respect for individual rights, and the presumption that Americans treat one another with sincerity and good will.*</li> <li>3. Change to: "Describe American principles." The partisan question is very telling as America is a Republic and not a Democracy.</li> <li>4. Here again teaching "equality" in 1st grade. Open door to an agenda.</li> <li>5. Describe American principles, including, but not limited to individual equality under the law, due process and the presumption of innocence, and the respect for individual rights.</li> </ol>	
1.C.7 Compare Louisiana leaders at various levels of government and explain their roles and responsibilities.	<ol style="list-style-type: none"> <li>1. 1.C. New Item. Add: "Learn the Louisiana Pledge of Allegiance, the State Motto, and the words and music of the State Anthem."*</li> <li>2. Add: Learn the Louisiana Pledge of Allegiance, the State Motto, and the words and music of the State Anthem.*</li> <li>3. Learn the Louisiana Pledge of Allegiance, the State Motto, and the words and music of the State Anthem*</li> </ol>	2.24%
1.E.1 Differentiate between producers and consumers.		0.00%
1.E.2 Identify examples of an economic cost or benefit of a decision or event. Including but not limited to spending vs saving.	<ol style="list-style-type: none"> <li>1. Most of this represents a shift in the standards from third grade to first. Our third graders struggled with this material. How will we find materials that are at a first grade reading level? If we continue to read things to students we are not giving them time to develop as readers. This assumes that students have a basic knowledge of the world around them that they do not have. The background knowledge that is needed for the standards are not in place, We have a very limited amount of time to teach Social Studies in a first grade classroom. There is no way to get the standards taught in the amount of time we have. Most of these standards are very broad and leave a lot to interpretation to the teacher.</li> </ol>	0.75%
1.E.3 Describe how different jobs, in both public and private institutions, help people in the community.	<ol style="list-style-type: none"> <li>1. Replace with: "Describe how different public and private jobs help Louisianans."*</li> <li>2. Describe how different public and private jobs help Louisianans.*</li> <li>3. Change private "institution" to private "sector"</li> </ol>	2.24%

<p>1.E.4 Describe how Louisiana's economy benefits society at large. Including but not limited to oil refined in Louisiana is used to make plastic which is used in a wide variety of manufactured goods.</p>	<ol style="list-style-type: none"> <li>1. Replace "society at large" with "America"*</li> <li>2. Include how Louisiana's economy is also a deficit to society at large, including but not limited to oil refined in Louisiana is used to make plastic which is used in a wide variety of manufactured goods. Plastic has detrimental impacts to the environment. Also, address cancer alley which is the petro-chemical corridor in Louisiana, the historical linkage of this stretch of the Mississippi in the slave economy and how disenfranchised populations which are often descendants of slaves live in fence line communities to the petro-chemical industry. Inclusive of industries and companies produce goods in Louisiana and their uses, such as Barq's Root Beer, Zapp's Potato Chips, Alma Sugar Mill, Steen's Syrup, Domino's Sugar, Bergeron's Pecans, Community Coffee, Tabasco Sauce and other Louisiana products Including but not limited to the diversity of agriculture and fisheries that exist in Louisiana, with agricultural products and fisheries inclusive of sugar cane, soybeans, corn, cotton, strawberries, pecans, peaches, sweet potatoes, tomatoes, rice, melons, beef, pork, eggs, oysters, shrimp, blue crabs, catfish, alligator and fur bearing animals, etc. Inclusive of citrus crops</li> <li>3. Change "society at large" to "America."*</li> <li>4. Describe how Louisiana's economy benefits America.</li> <li>5. I believe the downsides should be explored as well, such as pollution.</li> </ol>	<p>3.73%</p>
<p>1.E.5 Explain why and how goods and services are produced and traded. Including but not limited to satisfying wants and needs, and the role of bartering and money in facilitating trade.</p>	<ol style="list-style-type: none"> <li>1. Replace with: "Explain why and how goods and services are produced and traded. Including but not limited to satisfying primary expenses and discretionary expenses, and the role of bartering and money in facilitating trade."*</li> <li>2. Explain why and how goods and services are produced and traded. Including but not limited to satisfying primary expenses and discretionary expenses, and the role of bartering and money in facilitating trade.*</li> <li>3. Explain why and how goods and services are produced and traded. Including but not limited to satisfying discretionary and primary expenses, and the role of bartering and money in facilitating trade.</li> </ol>	<p>2.24%</p>
<p>1.E.6 Describe how scarcity requires people to make choices.</p>		<p>0.00%</p>
<p>1.E.7 Identify and describe what goods and services</p>	<ol style="list-style-type: none"> <li>1. Add: Explain why people move to earn a better living. Add: Describe how free economic choice benefits the individual and the country.</li> </ol>	<p>0.75%</p>

are produced in different places and regions in Louisiana.		
1.E.8 Describe how both supply and demand affect Louisiana's economy.	1. Throughout all of the grade levels, there is a focus on complex economic concepts, such as supply and demand and opportunity cost. It is ridiculous to teach these college level concepts to elementary students.	0.75%
1.E.9 Describe the importance of natural resources in Louisiana.	1. And how disasters both manmade (oil spills) and acts of god (hurricanes) impact natural resources and the Louisiana economy.* 2. 1.E. New Items. Add: "Explain why people move to earn a better living." Add: "Describe how free economic choice benefits the individual and the country."* 3. Explain why people move to earn a better living Describe how free economic choice benefits the individual and the country	2.24%
1.G.1 Create and use maps or models using key components and cardinal directions. Including but not limited to compass rose, key, scale, north, south, east, and west.	1. Most of this represents a shift in the standards from third grade to first. Our third graders struggled with this material. How will we find materials that are at a first grade reading level? If we continue to read things to students we are not giving them time to develop as readers. This assumes that students have a basic knowledge of the world around them that they do not have. The background knowledge that is needed for the standards are not in place, We have a very limited amount of time to teach Social Studies in a first grade classroom. There is no way to get the standards taught in the amount of time we have. Most of these standards are very broad and leave a lot to interpretation to the teacher.	0.75%
1.G.2 Describe basic landforms and their relative locations using a variety of geographic representations. Including but not limited to Mississippi River, Sabine River, Red River, Mt. Driskill, and Lake Pontchartrain.	1. Inclusive that the Mississippi River's location shifted before it was leveed, the Atchafalya Basin, Lake Pontchartrain as an estuary, False River, Old River, Cane River, Pearl River, Poverty Point, etc.	0.75%
1.G.3 Differentiate	1. Inclusive of understanding areas defined as Acadiana, The German Coast, etc.	0.75%

between a town, parish, state, and country in which the student lives using a political map.		
1.G.4 Describe ways people change their environment to meet their needs.	<ol style="list-style-type: none"> <li>1. Replace with: "Describe ways people change their environment to improve their lives."*</li> <li>2. Describe ways people change their environment to improve their lives.*</li> <li>3. Describe ways people change their environment to improve their lives.*</li> </ol>	2.24%
1.G.5 Identify and describe environmental and cultural characteristics that influence places and regions in Louisiana. Including but not limited to weather, climate, and ecology.	<ol style="list-style-type: none"> <li>1. Replace with: "Describe how Louisianans throughout their history settled and improved the land by successfully adapting their culture to suit their environment and successfully modifying their environment to suit their culture."*</li> <li>2. Describe how Louisianans throughout their history settled and improved the land by successfully adapting their culture to suit their environment and successfully modifying their environment to suit their culture.*</li> <li>3. Inclusive of fault lines in Louisiana Inclusive of salt domes Inclusive of barrier islands, as well as the concept of the Louisiana coast as a working coasta wor</li> </ol>	2.24%
1.G.6 Identify possible solutions to the problems related to the environment in Louisiana. Including but not limited to floods, levees, Louisiana's disappearing coastline, oil spills, wetlands loss, and sea-level rise.	<ol style="list-style-type: none"> <li>1. Not age appropriate</li> <li>2. Replace with: "Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes."*</li> <li>3. Inclusive of understanding of terminology such as spillway, batture, Old River Flood Control, Morganza to the Gulf, Mississippi River Diversions, Coastal Master Plan, Causes of coastal land loss, Green Infrastructure, Urban and Regional Planning, Storm Water Management, Hurricanes, Extreme Weather Events, etc. Inclusive of aquifers, the Southern Hills Aquifer and Salt Water Intrusion and the Capitol Water Ground Water Conservation Commission</li> <li>4. Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes.*</li> <li>5. Identify possible causes and solutions to the problems related to the environment in Louisiana. Including but not limited to floods, river diversion, levees, Louisiana's changing coastline, oil spills, wetlands loss, and sea-level rise.</li> </ol>	3.73%
1.G.7 Describe how culture and experience influence	<ol style="list-style-type: none"> <li>1. I.H.10 provides coverage. Delete and do not replace.</li> <li>2. Inclusive of foodways and music, inclusive of zydeco, Cajun, jazz, blues</li> </ol>	2.24%

the cultural landscape of places and regions in Louisiana.	3. Delete and do not replace.	
1.G.8 Explain how and why people and goods move from place to place.	<ol style="list-style-type: none"> <li>1. A suggested replacement in 1.E. New Items provides coverage: "Explain why people move to earn a better living." Delete and do not replace.</li> <li>2. Delete and do not replace.</li> <li>3. recommend eliminate item*</li> </ol>	2.24%
1.G.9 Identify the interactions of Louisiana with organizations around the world. Including but not limited to immersion programs, international festivals, and international organizations.	<ol style="list-style-type: none"> <li>1. First grade is a grade that children pedagogically learn the most and teachers who teach this grade have a great lift. This is because literacy and mathematical standards are most complex during this time of brain development. In a state where our literacy and math concepts have the most unfinished learning, how does this standard align with the literacy standards? What resources will be provided to teachers to teach the rich content while teaching students how to read. The words "interactions and organizations" do not follow the sequence of decoding and blending for first graders which negates the sequence of teaching children how to read according to the science of reading research and most Tier 1 curricula foundational reading programs. Were other literacy specialists and other grade level teachers such as first grade teachers invited to participate to draft the standards? In my opinion, this is a lot of content to cover along with all of the other content and standards.</li> <li>2. Replace with: "Identify how Louisianans participate in national American organizations and celebrations. Including but not limited to the Boy Scouts, Future Farmers of America, and Constitution Day."*</li> <li>3. Identify how Louisianans participate in national American organizations and celebrations. Including but not limited to the Boy Scouts, Future Farmers of America, and Constitution Day.*</li> <li>4. Most of this represents a shift in the standards from third grade to first. Our third graders struggled with this material. How will we find materials that are at a first grade reading level? If we continue to read things to students we are not giving them time to develop as readers. This assumes that students have a basic knowledge of the world around them that they do not have. The background knowledge that is needed for the standards are not in place, We have a very limited amount of time to teach Social Studies in a first grade classroom. There is no way to get the standards taught in the amount of time we have. Most of these standards are</li> </ol>	3.73%

	<p>very broad and leave a lot to interpretation to the teacher.</p> <p>5. Identify how Louisianians participate in national American organizations and celebrations, including, but not limited to the Boy Scouts, Future Farmers of America, Veteran's Day, Juneteenth, Constitution Day</p>	
1.G.10 Compare both the physical and cultural characteristics of communities throughout Louisiana.	<p>1. I.G.5, as emended in comments elsewhere, provides coverage. Delete and do not replace.*</p> <p>2. Delete and do not replace.</p> <p>3. Compare both the physical and cultural characteristics of regions, parishes and cities/towns throughout Louisiana</p> <p>4. I.G.5, as amended, provides coverage. Delete and do not replace.*</p>	2.99%
1.G.11 Explain how the physical landscape of Louisiana impacted the settlement of Indigenous people and early settlers.	<p>1. I.G.5, as emended in comments elsewhere, provides coverage. Delete and do not replace.*</p> <p>2. Delete and do not replace.</p> <p>3. Delete and do not replace. I.G.5, as emended, provides coverage.*</p> <p>4. What kind of vocabulary will be used to address this standard?</p>	2.99%
1.G.12 Identify where Louisiana is in the world and within the United States.	<p>1. A 6 year old is not biologically ready for some of the things we're requiring of them now.</p>	0.75%
<b>Totals</b>	134	100.00%
*Duplicate comments counted as one unique comment.		