

Fourth Grade

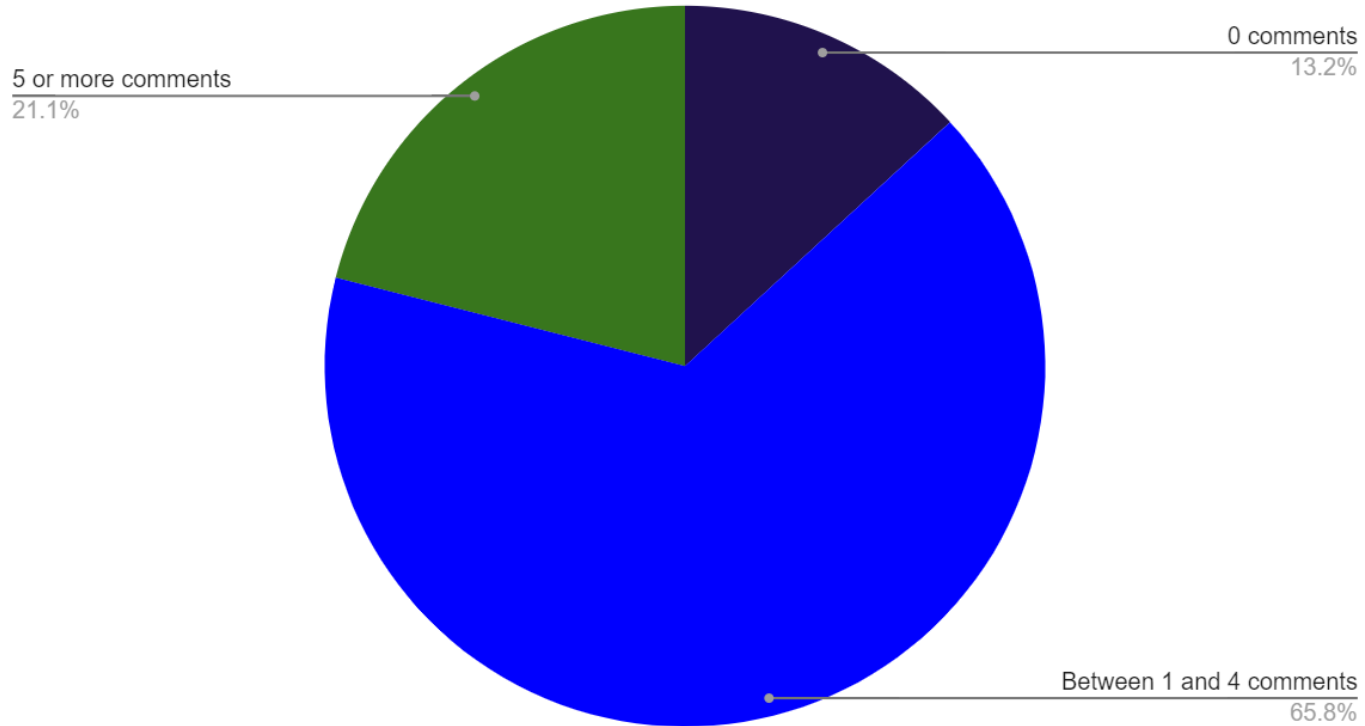
Unique Users: 56

Total Comments: 118

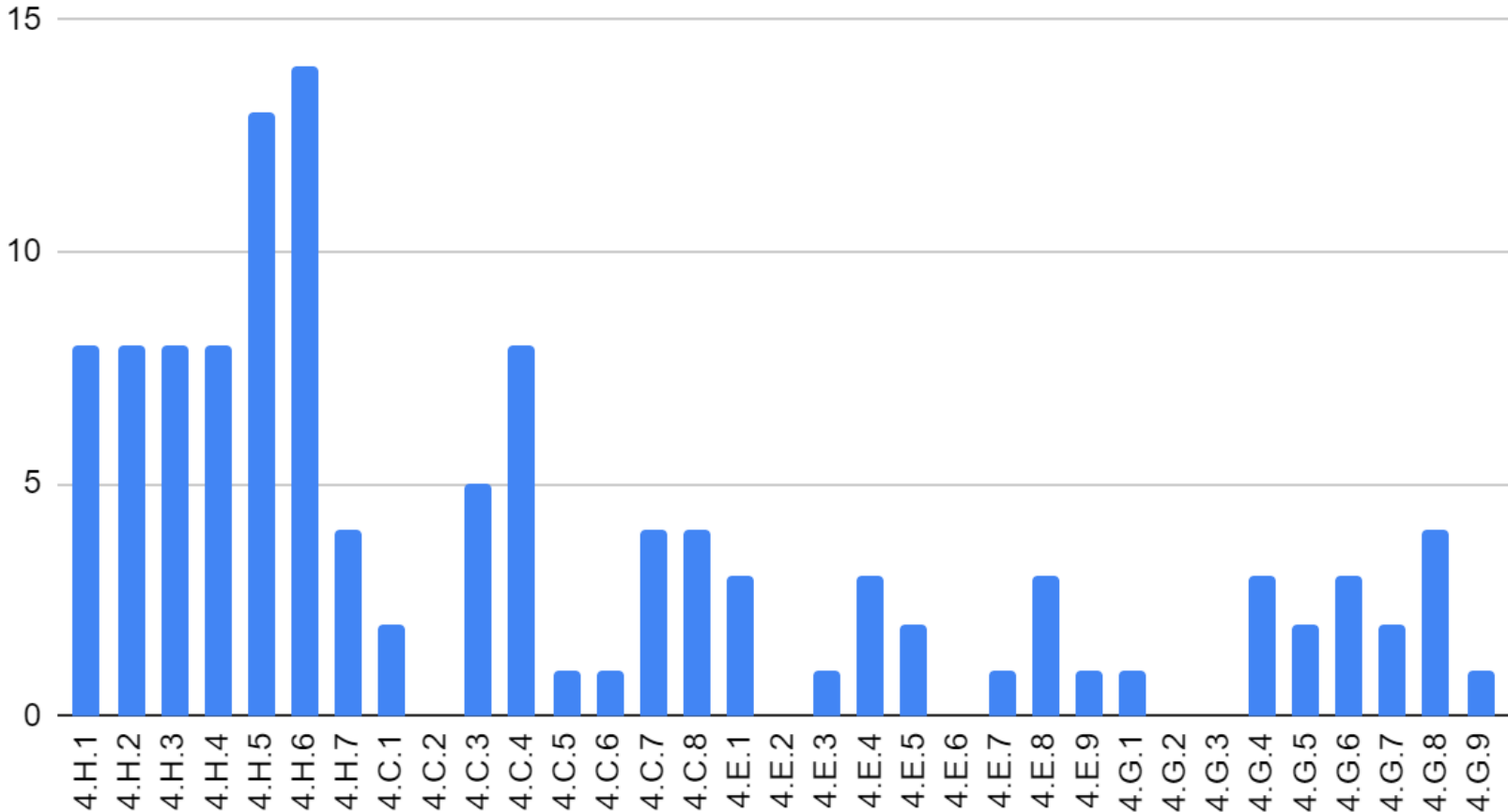
Unique Comments: 95

Number of Unique Users Who Submitted More than 1 comment: 9

Fourth Grade Standards



Comments per Standard



Breakdown by Standards

Standard	Text of Comment(s)	% of total comments submitted for Fourth Grade
<p>4.H.1 Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.</p>	<ol style="list-style-type: none"> 1. I want to comment on all world studies standards. This is absolutely ridiculous and why Louisiana remains at the bottom of the totem pole. I cannot believe grown adults think elementary aged children can comprehend and LEARN (not memorize) this information. 2. As an educator the standards are not the problem. It's the curriculum itself. It is very vague and is not on a 4th grade level. It may be on a 4th graders level that is mastery and above in Social Studies but not for the average Basic and AB student. 3. I love that in fourth grade we get to teach the students how America was founded and the roles that were played by wach group. Without this knowledge, I feel that the student would struggle some in later grade as to the understanding of early exploration, British rule, Native Americans and Westward Expansion 4. NO to all changes. 5. General this lessons are no appropriate 6. No to CRT!!!! 7. Just a General statement overall is that I am concerned about the alignment to the ELA guidebook units. The students will be researching and learning huge time frame differences and it may be confusing to try and follow a timeline of events and grasping the concepts of colonizing and then referring back to way before that. 8. I really am not looking at a particular standard, as much as the curriculum in general. I currently teach 4th grade ELA and Social Studies. The current curriculum allows students to make connections across both subjects, as both deal with the American Revolution. It's been amazing to see them make these connections and I feel like it would be a tragedy to change this. Disregard what actual standard I selected. I just came to say that they need to keep the social studies curriculum as-is for fourth grade. 	<p align="right">6.78%</p>

<p>4.H.2 Describe the development and spread of world religions in early civilizations and Classical Empires.</p>	<ol style="list-style-type: none"> 1. So we are now allowed to teacher about all other types of religion and their developments but have been silenced when trying to speak of anything Christ like in the schools. These children are too young to be influenced by all of these other "religions." 2. I do not care for ANY of these standards. These standards are too difficult for this age group. LEAVE or standards we have now alone. 3. Replace with: "Describe the development and spread of world religions and ethical systems in early civilizations and Classical Empires. Including but not limited to Christianity, Judaism, Zoroastrianism, Islam, Hinduism, Buddhism, and Confucianism."* 4. Describe the development and spread of world religions and ethical systems in early civilizations and Classical Empires. Including but not limited to Christianity, Judaism, Zoroastrianism, Islam, Hinduism, Buddhism, and Confucianism.* 5. Fourth graders cannot access any background knowledge of their own communities to understand a larger community 6. This is not relevant to a 4th grader who doesn't have enough background knowledge of their own community in order to understand this on a larger scale. 7. Why are different religions/belief systems being taught in school? This shouldn't be the job of a teacher. Parents are in charge of providing that information to their children. 8. Describe the development and spread of world religions and ethical systems in early civilizations and Classical Empires. Including but not limited to Christianity, Judaism, Zoroastrianism, Islam, Hinduism, Buddhism, and Confucianism.* 	<p>6.78%</p>
<p>4.H.3 Describe the characteristics, origins, and development of civilizations and empires in Africa, the Americas, Asia and Europe from 700 BC -</p>	<ol style="list-style-type: none"> 1. These time periods to study are so developmentally inappropriate for students, especially in rural Louisiana. These students cannot grasp this concept of time. Also they have no background knowledge of other countries cultures. This is doing a huge injustice to teaching students of Louisiana. 2. These standards are not age or grade level appropriate for 4th grades. At the earliest they should be taught in Middle School 	<p>6.78%</p>

700 AD.

3. I've had the curriculum support at my school site explain the rationale for the changes to the 4th grade standards, and while I completely agree with the rationale of students learning history in time-order and having 3-5 learn world history before being expected to make sense of U.S. history in middle school, I'm also worried because I know the simpler information 4th graders currently learn can be difficult for them to wrap their brains around. I worry that these standards may cause us to present information to 4th grade brains that they'll be even more challenged at gaining the understanding of as they should in 4th grade.
4. I am concerned that while the standards progress in time by grade, teachers will not have the amount of materials (companion document, assessment guide, sources, research information, etc.) to properly dig into and teach the standards for history in fourth grade. Teachers in all grades have waited many years for companion documents, assessment guidance, and source documents to properly teach the standards we have now. With these history standards being so long ago, will enough information even be available to facilitate students in deeply diving into this curriculum? I hope that all history standards are prepared with materials that teachers desperately need before these standards are implemented or we will be back in the same boat of creating our own resources during our own time which is extremely frustrating.
5. I do not agree with any of this curriculum for 4th grade social studies. I have been teaching for 29 years. I have taught all subjects from 1st-5th grades and it is mind blowing how this state has gone and turned the curriculum upside down. Why are we moving material from higher grades down to lower grades? Students in 4th grade (ages 9-11) are not ready to learn about the Roman Empire or the time period for this standard or any other standard in this curriculum. I am currently teaching social studies and they are struggling to identify that America is made up of 50 states that there are countries on five of the remaining six continents. Students need to be grounded in American history before learning world history.
6. To be honest I'm not happy about the standard changes. My students are only 9

years old and they really enjoy learning about our countries history, and how its has shaped the way our country is ran today. Also the standards and source materials are already a challenge for my students to grasp, to change it to Ancient Civilization I believe would be anymore difficult. Another suggestion I have is that teachers need more Social Studies resources in order to effectively teach the standards to students. Please don't change the standards!!!!!!

7. This time period (700 BC-700 AD), at this age, a student will not be able to comprehend. There will be little to no connections made through self. They should learn about American History first then apply this to other civilizations. This comment applies to ALL standards in grade 4. Also, a teacher was not chosen to represent Region 5 when these were created. As a parent, and teacher, I am concerned with the direction of these standards. We are building the plane as we fly it with all material that has been introduced for the past 10 years. I am seeing the repercussions of this currently with most students not being on an appropriate reading grade level. If you pass this, it cannot be fixed. I need the science and research behind why you chose to put 700AD-700BC to fourth graders.
8. This could apply to MANY of the 4th grade standards, but as a current middle school social studies teacher (grades 7/8), and having taught 6th grade social studies with this content for 7 years, I have concerns about the developmental ability of 4th graders to grasp these concepts. 6th graders often struggle with this material, and I would have expected the world history curriculum to shift into higher grades, not lower. What will teacher preparation look like to ensure teachers have adequate content knowledge to present this information? I am certified in secondary social studies and took specific praxis exams and college-level courses to evaluate my content knowledge and support my pedagogical approach to teaching this material. That is not required of an elementary certification. Most elementary teachers are in self-contained classrooms and lack this expertise. If our goal is to create a linear historical framework for our students to understand the long-term cause and effect relationships and dynamics of humans and the development of

	<p>civilization over time, I have concerns about how poorly prepared teachers will affect students' long-term understanding of social studies from this point forward.</p>	
<p>4.H.4 Interpret historical events from a variety of historical and cultural perspectives. To include but not limited to Romans or Han Chinese vs “barbarians”, conquerors vs the conquered.</p>	<ol style="list-style-type: none"> 1. The context of that time's values must be addressed in a way that does not demonize past generations. This is especially important for addressing US History. We live in the freest most prosperous civilization in history. We might not have taken a perfect path to get here, but it is a more perfect union. 2. I believe this standard is somewhat misleading, as it gives the perception that the teacher has the opportunity to teach and students are provided the chance to learn about contributions from all culture groups represented in America. However, the period is limited to the historical time period from 700BC to 700AD with a focus on civilizations outside of the US. There seems to be an obvious exclusion of the African diaspora! Students of all races should be taught the fullness of history. Giving them such a narrow historical perspective can be pernicious in the long run. Contrary to popular sentiment, elementary students are indeed perspicacious, capable of critical thinking and shrew observation. If they are not given all of the information, they will seek it out from other less reputable sources. Furthermore, some may feel ignored or disposable, while others may develop a false sense of superiority. This standard and others like it can cause a further divide in an already shaky American societal construct! Please consider either revamping or clarifying to allow for all groups to represented. 3. Historical events are important 4. Replace with: "Explain how different observers interpreted select historical events in different ways. To include but not limited to Roman or Chinese conflicts with barbarian neighbors and different accounts of the beliefs of Socrates."* 5. This comment is basically for all of the fourth grade standards on the draft form. I simply chose one of the standards in order to write this comment. As a fourth grade teacher, I feel that ALL of the standards are not age appropriate. I understand teaching all students diversity; however, the time periods as well as the many details indicated on the standards are too complex for fourth grade students. 	<p>6.78%</p>

	<ol style="list-style-type: none"> 6. Explain how different observers interpreted select historical events in different ways. To include but not limited to Roman or Chinese conflicts with barbarian neighbors and different accounts of the beliefs of Socrates.* 7. This is not relevant to a 4th grader who doesn't have enough background knowledge of their own community in order to understand this on a larger scale. 8. Concern: This standard might also want to include civilizations that thrived and why they thrived; the words in this item indicate an apparent focus on conflict and subjugation, which are important, but they are not the only models. Explain how different observers interpreted select historical events in different ways. Including but not limited to Roman or Chinese conflicts with barbarian neighbors, conquered by the conquered, and different accounts of the beliefs of Socrates. 	
<p>4.H.5 Analyze historical events from the perspectives of marginalized or underrepresented groups.</p>	<ol style="list-style-type: none"> 1. This perspectives of these groups should not be minimized; facts should be presented accurately and completely. 2. 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 culures into a civilized state. 3. 4.H.4, as emended in my comments elsewhere, provides coverage. Delete and do not replace. 4. How about teaching children the facts of history and not trying to teach them about things that didnt exist in history? It's like saying lets read this book and then think about all of the people who didnt write books. What did they contribute and have to say? Study what is there and not what is not there. 5. Keep Critical Race Theory out of our schools. It is itself racist and divisive and works against the goals of equality for all. 6. Delete and do not replace. 7. The teachers and students can barely grasp the information currently being taught. To expect them to to learn 600BC makes no sense. Instead of changing curriculum we should be looking at how to support these teachers and students with current curriculum. The teachers continuously are being held to expectations that are 	<p>11.02%</p>

unrealistic in the world that we live in today. These kids are so behind emotionally and socially due to the pandemic. They are lacking skills of having any empathy or coping skills. Instead of changing or adding to curriculum 600Bc they should be adding social and emotional skills to give these kids the tools needed to be successful in life.

8. I am very upset about these proposed changes for two reasons. Reason 1: This is complete and total shift from what we have been teaching in this grade level and the topics are not appropriate for children this age. Where is the US Government? Are you really going to not teach any of that until they get to middle school? Also, it does not align with the Guidebook units that are being taught by most teachers in the state. Our teachers have never even been given a strong curriculum for the current standards and now you are proposing to make MAJOR changes without a curriculum to go with that either. It seems like you are trying to change the standards again without any curriculum that will prepare the students for state testing.
9. WHERE IS OUR AMERICAN HISTORY? I don't see it anywhere in the 4th or 5th grade standards. Why are you focusing on the "marginalized or underrepresented groups"? Where are the primary documents that show how great America is? Why can't we teach the Declaration of Independence and Constitution? Those are the absolutely most important concepts that need to be taught in both 4th and 5th grade. Students get enough "social teaching". We need more historical documents and facts being taught in 'Social Studies". I also think the name should be changed back to HISTORY, not SOCIAL studies.
10. This is a theme each year that these standards would teach to our children. That there are oppressed people and people who oppress them. This is unhealthy. Our kids do not need to constantly feel this pressure of vindicating a possible marginalized people.
11. H4 deals with analyzing from a cultural perspective - this is duplicated work. Adding diversity throughout these standards in all grades takes away from learning

	<p>other significant factors. Such as Lenin, Stalin, Marxism, Fascism, etc. This is throughout the grade levels. It is astonishing to see diversity mentioned more than WW1 for instance as we go up the standards.</p> <p>12. The standard I am really looking for, but it is not mentioned in your selection or it is reworded so that we don't understand what we are reading is C.H.2. C.H.2 says analyze the role, major contributions of, and limitations placed on diverse groups and individuals in the development of the United States of America and Louisiana. Including but not limited to American Indians, Black Americans, Asian Americans, women, and immigrants and refugee groups, people with disabilities, and LGBT people!!!! I see that the standard that I am talking about is not listed in your list for the parents to choose from. I think that is false representation!!! I do not want you perverting my child's mind discussing the LGBT at any time! That is not up to you to teach!! I also see that you have included refugee groups! You have got to be kidding me! Our country is going under , because we are letting refugee groups into the country illegally and you are trying to teach our children to be sympathetic! If this passes I will pull my children out of public school!</p> <p>13. VERY important item and it must remain. But, would a contrast of the perceptions of the non-marginalized or represented groups provide balance?Analyze historical events from the perspectives of marginalized and underrepresented groups, as well as majority and predominant groups</p>	
<p>4.H.6 Explain historically accepted causes and effects of significant historical events between 700 BC- 700 AD. Including but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe.</p>	<ol style="list-style-type: none"> 1. What will be considered "historically accepted"? The birth of Christ? 2. General comment: PLEASE have suggested curriculums for districts to use to cover these standards. When we have a guide- we can enrich from there but having a starting place lets teachers know what is expected of us. If you need more opinion or help from a teacher on that- please email me. 3. Replace with: "Explain causes and effects of significant historical events between 700 BC- 700 AD. Including but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe." Note: "Historically accepted" appears to be a code word to keep Biblical history out of the classroom. A history 	<p>11.86%</p>

class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.*

4. Do NOT teach any view via critical race theory !!!!
5. Delete "historically accepted" from this standard, which could be I do not think it is relevant for a fourth grader to be learning about the time period of 700 BC - 700AD. Students in the fourth grade cannot make connections with this time period, nor share their personal experience about this time frame. I think our students in fourth grade need to develop a understanding of how America was formed, and what it truly means to be a citizen. used to keep Biblical history from being included in the classroom.
6. "Include but not limited to..." does not give a specific requirement on where the main focus should be.
7. Explain causes and effects of significant historical events between 700 BC- 700 AD. Including but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe. Note: "Historically accepted" appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.*
8. Remove "historically accepted"
9. Students are having extreme difficulty with the standards now. Throwing in more including learning about events between 700 BC-700 AD is setting them up for failure. As hard as it is right now for these CHILDREN, it keeps getting harder. The rigor is affecting our students physically by causing much stress and anxiety and they are putting forth less effort because the goal seems unattainable for them. They are giving up. This is not developmentally appropriate for a 4th grader.
10. Add Analyze the influence of ancient Rome on the United States' constitutional republic. Students will compare and contrast the political systems in ancient Rome and modernday United States. Students will recognize the influence of ancient Rome on the American political process. Analyze how democratic concepts

developed in ancient Greece served as a foundation for the United States' constitutional republic. Students will identify and explain the democratic principles of government in ancient Greece. Students will compare and contrast the political systems of ancient Greece and modern day United States. Students will recognize the influence of ancient Greece on the American political process. Consider how during the period 700 BC-700 AD the ideals of human liberty, human dignity, and individualism developed in general. Explain how government decision impacted the well-being of the civilizations during the period 700 BC -700 AD. Analyze the cost of expansion of borders, reduction of economic freedom, trade between civilizations and whether it benefited or caused harm. Contrast the ideal of economic freedom and the ancient world's practices of economic coercion, including slavery. Use lines of latitude and longitude to locate places and to identify climate and time zones. Identify the purposes of different types of maps, such as political, physical, or special purpose. Recognize natural wonders of the ancient world, such as the Seven Natural Wonders of Africa, Himalayas, and Gobi Desert. Use tools of geography, such as maps, globes, satellite images, and charts. Use scale and cardinal directions to describe the relative location between two places on a map. Use a map to identify major bodies of water in the world, such as major rivers, seas, and oceans, and recognize ways they have impacted civilization. Use a map to identify characteristics of ancient civilizations that have shaped the world today, such as Greece and Rome. Use a coordinate grid on a map to locate places. Identify differences between maps and globes. Recognize a natural wonder of the ancient world, such as the Himalayas or Gobi Desert. Use selected tools of geography, such as maps, globes, and charts. Use cardinal directions to describe the relative location of a place on a map. Use a map to recognize major bodies of water in the world, such as major rivers, seas, and oceans, and recognize a way they have impacted civilization. Use a map to recognize a characteristic of ancient civilizations that have shaped the world today, such as Greece and Rome. Participatory Use positional words to identify a relative location. Recognize a purpose of maps and globes.

	<p>Recognize natural landforms, such as mountains and deserts. Use a tool of geography, such as a simple map or globe. Use positional words to identify a relative location on a map. Use a map to recognize a body of water. Use an outline map to recognize a country or civilization.</p> <p>11. I agree with the note on this standard.</p> <p>12. Why are we discussing things from BC? In the 4th grade at that</p> <p>13. I do not think it is relevant for a fourth grader to be learning about the time period of 700 BC - 700AD. Students in the fourth grade cannot make connections with this time period, nor share their personal experience about this time frame. I think our students in fourth grade need to develop a understanding of how America was formed, and what it truly means to be a citizen.</p> <p>14. The reasons for collapse and degradation of these societies and civilizations are very important. GOOD ITEM! Explain causes and effects of significant historical events between 700 BC- 700 AD. Including but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe</p>	
<p>4.H.7 Explain the settlement and development of complex societies in what would become Louisiana. To include but not limited to settlement in Louisiana between the Woodland and the Late Mississippian Period.</p>	<ol style="list-style-type: none"> 1. New Items. Add: "Describe the history of Israel, Greece, and Rome, the formation of Western Civilization from these three elements, the birth of Christendom and medieval Europe, and the formation of the French and English nations. To include but not limited to mathematics, philosophy, theology, science, political theory, literature, the fine arts, and the institutions of republican self-government." 2. Analyze the history of what would become Louisiana. To include but not limited to settlement in Louisiana between the Woodland and the Late Mississippian Period. 3. Fourth graders cannot access any background knowledge of their own communities to understand a larger community 4. Analyze the history of what would become Louisiana. Including but not limited to settlement in Louisiana between the Woodland and the Late Mississippian Period. ADDITION RECOMMENDED: Describe the history of Israel, Greece, and Rome, the formation of Western Civilization from these three elements, the birth of Christendom and medieval Europe, and the formation of the French and English 	<p>3.39%</p>

	nations. Including but not limited to mathematics, philosophy, theology, science, political theory, literature, the fine arts, and the institutions of republican self-government.	
4.C.1 Explain the origins, functions, and structures of governments in second-wave civilizations from 700 BC - 700 AD.	<ol style="list-style-type: none"> 1. High Level Feedback. I appreciate the chronological order and alignment of the standards. My concerns are related to teacher PD needed for 3rd, 4th, and 5th grade teachers because I am afraid they are going to try and get too deep into the weeds. I also am worried about the vocabulary and ideas in their standards. The students will need a lot of support to grasp concepts and to be able to read texts on Ancient Civilizations because the language is not familiar at all. 2. This is not relevant to a 4th grader who doesn't have enough background knowledge of their own community in order to understand this on a larger scale. 	1.69%
4.C.2 Describe different types of governments in the context of second-wave civilizations. To include but not limited to tribal, monarchy, democracy, republic, theocracy, and oligarchy.		0.00%
4.C.3 Explain connections between governments and religion in complex societies and empires between 700 BC - 700 AD. To include but not limited to Rome's adoption of Christianity as a state religion, and the Edicts of	<ol style="list-style-type: none"> 1. What other types of religions will we have to teach about other than Christianity? 2. While I understand the need for a more chronological development of content across grade levels, my concern is getting this age range of children to connect to information this far back in history (700BC -700AD) or to that entire depth of World history. I believe standards that focus on the development of American history would be more beneficial and easier for them to grasp and relate to beginning in our elementary grades. 3. Replace with: "Explain connections between governments and religion in complex societies and empires between 700 BC - 700 AD. To include but not limited to 	4.24%

<p>Ashoka.</p>	<p>Rome’s adoption of Christianity as a state religion, the tightly linked genesis of Islam and expansion of the Umayyad Caliphate, and the Edicts of Ashoka. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule.”</p> <ol style="list-style-type: none"> 4. Working for the archdiocese, I am a little concerned about how they will interpret how we teach the standards....especially those pertaining to religion. 5. Possibly also consider the rise of Islam and its centuries-long effect on women and the under-represented and the many conflicts it has caused. Explain connections between governments and religion in complex societies and empires between 700 BC - 700 AD. Including but not limited to Rome’s adoption of Christianity as a state religion, the tightly linked genesis of Islam and expansion of the Umayyad Caliphate, and the Edicts of Ashoka. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule. 	
<p>4.C.4 Analyze the purpose and effects of rules and laws in second-wave civilizations from 700 BC - 700 AD. To include but not limited to the Athenian Constitution, the Qin Law Code, Analects of Confucius, and the Twelve Tables.</p>	<ol style="list-style-type: none"> 1. This is not even the standard listed on your draft standards. On the draft standards it talks about Upanishads. Which standard will be taught? This is far different than teaching about Hinduism which is what the draft standard mentions. 2. I do not think that it is developmentally appropriate to teach concept from the Qin Law Code and Confucius to 9-10 year olds. 3. Replace with: “Analyze the purpose and effects of rules and laws in second-wave civilizations from 700 BC - 700 AD. To include but not limited to the Athenian Constitution, the Qin Law Code, Analects of Confucius, and the Twelve Tables, and the Code of Justinian, which is the ancestor Louisiana’s French legal inheritance.”* 4. I do not believe that this standard should be added. I don't think it's developmentally appropriate to teach 9 years olds about "vestal virgins" in The Twelve Tables. I believe there would be many problems trying to teach students at this age different religions of the world. 5. These types of documents and materials are written WAY above a 4th grade reading comprehension level! The cognitive development of a 4th grade child 	<p>6.78%</p>

	<p>doesn't allow them to comprehend this type of material, and is above the comprehension of many adults as well!</p> <ol style="list-style-type: none"> 6. Analyze the purpose and effects of rules and laws in second-wave civilizations from 700 BC - 700 AD. To include but not limited to the Athenian Constitution, the Qin Law Code, Analects of Confucius, and the Twelve Tables, and the Code of Justinian, which is the ancestor Louisiana's French legal inheritance.* 7. Why are we wanting to teach 4th graders Chinese law and Roman law? There's plenty of U.S. history that's suitable for their age. 8. Analyze the purpose and effects of rules and laws in second-wave civilizations from 700 BC - 700 AD. Including but not limited to the Athenian Constitution, the Qin Law Code, Analects of Confucius, and the Twelve Tables. And the Code of Justinian, (ancestor Louisiana's French legal inheritance).* 	
<p>4.C.5 Analyze how historical, economic, geographic, and cultural characteristics influence social and government structures in civilizations and empires between 700 BC - 700 AD.</p>	<ol style="list-style-type: none"> 1. Fourth graders cannot access any background knowledge of their own communities to understand a larger community 	<p>0.85%</p>
<p>4.C.6 Describe ways individuals participated in the political process in second-wave civilizations. Including but not limited to tribal and family institutions, city-states, voting, public officers, decision making,</p>	<ol style="list-style-type: none"> 1. Fourth graders cannot access any background knowledge of their own communities to understand a larger community 	<p>0.85%</p>

leadership, and education.		
4.C.7 Analyze the rights, roles, responsibilities, and limitations of the concept of citizenship in Classical Greece and Rome.	<ol style="list-style-type: none"> 1. Replace "limitations" with "extent"* 2. Analyze the rights, roles, responsibilities, and extent of the concept of citizenship in Classical Greece and Rome.* 3. This is not relevant to a 4th grader who doesn't have enough background knowledge of their own community in order to understand this on a larger scale or in other areas of the world. 4. Analyze the rights, roles, responsibilities, and extent of the concept of citizenship in Classical Greece and Rome.* 	3.39%
4.C.8 Compare and contrast the roles and rights of individuals in second-wave civilizations to those in Louisiana today. Including but not limited to military service, voting, civic engagement, decision making, leadership, individual freedoms, and the requirements for citizenship.	<ol style="list-style-type: none"> 1. It is important that my child is educated on the fundamentals such as voting, civic engagement, decision making, leadership, individual freedoms, and the requirements for citizenship. Thank you. 2. Replace with: "Examine how the ideals, institutions, and individual examples of human liberty, individualism, and republican self-government in Israel, Greece, Rome, and early Christianity contributed to the formation of modern American ideals."* 3. New Items. Add: "Identify the ideals of human liberty and individualism in second-wave civilizations from 700 BC - 700 AD, with especial attention to Israel, Greece, Rome, early Christian thought, and the general philosophical and religious emphasis in Western thought on the dignity of the individual."* 4. Comment: Excellent item. Understanding the historical requirements for citizenship might well help frame current understanding of things like borders, voting laws, etc. Identify the ideals of human liberty and individualism in second-wave civilizations from 700 BC - 700 AD, with special attention to Israel, Greece, Rome, early Christian thought, and the general philosophical and religious emphasis in Western thought on the dignity of the individual. 	3.39%
4.E.1 Explain how the interaction between	<ol style="list-style-type: none"> 1. Replace "wants and needs within and across" with "desires" 2. Explain how the interaction between producers and consumers satisfied economic 	2.54%

<p>producers and consumers satisfied economic wants and needs within and across second-wave civilizations and empires between 700 BC - 700 AD. Including but not limited to Roman demand for silk and Chinese production.</p>	<p>desires in second-wave civilizations and empires between 700 BC - 700 AD. Including but not limited to Roman demand for silk and Chinese production.</p> <p>3. The terms "wants and needs" should be replaced throughout the standards; the use of the term indicates the school system would be trying to identify and differentiate these items; not the role of government, nor the school system Explain how the interaction between producers and consumers satisfied economic desires within and across second-wave civilizations and empires between 700 BC - 700 AD. Including but not limited to Roman demand for silk and Chinese production.</p>	
<p>4.E.2 Describe the relationship between supply and demand.</p>		<p>0.00%</p>
<p>4.E.3 Explain how governments pay for the goods and services they provide. Including but not limited to taxation, corvee labor, and fees.</p>	<p>1. Concern: This item is good, as long as it remains in context and is not overlaid to a current notion that government is a provider of "goods." Services, yes, but not goods. The failures of government trying to provide goods over time would be illuminating.</p>	<p>0.85%</p>
<p>4.E.4 Explain how market conditions and economic activity affected the growth of second-wave civilizations between 700 BC - 700 AD.</p>	<p>1. Replace with: "Explain how market conditions and economic activity affected the growth of second-wave civilizations between 700 BC - 700 AD. Include mention of the connection between Greek economic enterprise, the expansion of the Greek city states, and the flourishing of Greek civilization."*</p> <p>2. Explain how market conditions and economic activity affected the growth of second-wave civilizations between 700 BC - 700 AD. Include mention of the connection between Greek economic enterprise, the expansion of the Greek city states, and the flourishing of Greek civilization.*</p> <p>3. Fourth graders cannot access any background knowledge of their own communities to understand a larger community</p>	<p>2.54%</p>

<p>4.E.5 Analyze how governmental decisions impact economic well-being. Including but not limited to the costs of maintaining legions to defend borders in the late Roman Empire.</p>	<ol style="list-style-type: none"> 1. Analyze how governmental decisions impact economic well-being. Including but not limited to the costs of maintaining legions to defend borders in the late Roman Empire, and the connection between Diocletian’s reduction of economic freedom and the economic and political collapse of the Roman empire. 2. Analyze how governmental decisions impact economic well-being. Including but not limited to the costs of maintaining legions to defend borders in the late Roman Empire, and the connection between Diocletian’s reduction of economic freedom and the economic and political collapse of the Roman empire.* 	<p>1.69%</p>
<p>4.E.6 Analyze the relationship between scarcity, incentives and opportunity, and economic decision making.</p>		<p>0.00%</p>
<p>4.E.7 Compare and contrast markets in second-wave civilizations and empires between 700 BC - 700 AD.</p>	<ol style="list-style-type: none"> 1. Same comment as previously. 	<p>0.85%</p>
<p>4.E.8 Explain how trade leads to increasing economic interdependence. Including but not limited to Interdependent trade in the ancient Mediterranean.</p>	<ol style="list-style-type: none"> 1. Replace with: “Explain how trade leads to increasing economic interdependence. Including but not limited to Interdependent trade in the ancient Mediterranean, and the decline of trade following the collapse of the Roman Empire.” 2. Explain how trade leads to increasing economic interdependence. Including but not limited to Interdependent trade in the ancient Mediterranean, and the decline of trade following the collapse of the Roman Empire. 4.E. New Items. Add: “Explain the extraordinary importance of village agriculture in second-wave civilizations, the limited importance of trade, and the extremely limited importance of trade between second-wave civilizations.” Add: “Contrast the ideal of economic freedom and the ancient world’s practices of economic coercion, including slavery.” 	<p>2.54%</p>

	<p>3. Explain how trade leads to increasing economic interdependence. Including but not limited to interdependent trade in the ancient Mediterranean, and the decline of trade following the collapse of the Roman Empire. Contrast the ideal of economic freedom and the ancient world's practices of economic coercion, including slavery.</p>	
<p>4.E.9 Explain how specialization, new knowledge, and technology influenced the production and exchange of goods and services in civilizations and empires between 700 BC - 700 AD.</p>	<p>1. New Items. Add: "Explain the extraordinary importance of village agriculture in second-wave civilizations, the limited importance of trade, and the extremely limited importance of trade between second-wave civilizations." Add: "Contrast the ideal of economic freedom and the ancient world's practices of economic coercion, including slavery."</p>	0.85%
<p>4.G.1 Create and use geographic representations to locate and describe places and geographic characteristics. Includes but is not limited to the following: hemispheres; landforms such as continents, oceans, rivers, mountains, deserts; settlements and their features; cardinal and intermediate directions; scale, climate, and environment.</p>	<p>1. I really like these geography standards. I think each one addresses a gap students have in their current knowledge of world placement and their own location.</p>	0.85%
<p>4.G.2 Identify and describe</p>		0.00%

<p>the location of the various civilizations and empires and explain the reasoning for their locations. Including but not limited to the proximity to fertile alluvial soil, source of freshwater, and deposits of copper and iron.</p>		
<p>4.G.3 Identify and locate the seven continents and five oceans using a variety of geographic representations.</p>		0.00%
<p>4.G.4 Analyze how physical environments shaped the development of civilizations and empires between 700 BC - 700 AD. Including but not limited to irrigation, levees, terraces, fertile soil, agriculture, changes in land use, clothing, sewage systems, and scarcity of resources.</p>	<ol style="list-style-type: none"> 1. Replace with: "Analyze how civilizations and empires between 700 BC - 700 AD shaped their physical environments and maximized their use of scarce resources. Including but not limited to irrigation, levees, terraces, fertile soil, agriculture, changes in land use, clothing, and sewage systems."* 2. Analyze how civilizations and empires between 700 BC - 700 AD shaped their physical environments and maximized their use of scarce resources, Including but not limited to irrigation, levees, terraces, fertile soil, agriculture, changes in land use, clothing, and sewage systems.* 3. Analyze how civilizations between 700 BC - 700 AD shaped their physical environment and maximized their use of scarce resources. Including but not limited to irrigation, levees, terraces, fertile soil, agriculture, change in land use, clothing and sewage systems.* 	2.54%
<p>4.G.5 Explain how civilizations and empires</p>	<ol style="list-style-type: none"> 1. Replace with: "Explain how civilizations and empires impacted between 700 BC and 700 CE successfully modified their environment to settle and improve the land. 	1.69%

<p>impacted the environment between 700 BC and 700 CE. Including but not limited to deforestation in Rome and Han China.</p>	<p>Including but not limited to clearing wilderness, digging mines, river improvement, harbor construction, and road-building in Rome and Han China.”*</p> <p>2. Explain how civilizations and empires impacted between 700 BC and 700 CE successfully modified their environment to settle and improve the land. Including but not limited to clearing wilderness, digging mines, river improvement, harbor construction, and road-building in Rome and Han China.*</p>	
<p>4.G.6 Explain how population changes in civilizations and empires affect land use between 700 BC - 700 AD. Including but not limited to rural vs urban, major waterways, pandemics, and slavery.</p>	<p>1. Replace with: “Explain how population changes in civilizations and empires affected land use between 700 BC - 700 AD. Including but not limited population movements between the countryside and the city, the effects of disease, and the late Roman shift from slavery to serfdom as the population shrank.”*</p> <p>2. Explain how population changes in civilizations and empires affected land use between 700 BC - 700 AD. Including but not limited to population movements between the countryside and the city, the effects of disease, and the late Roman shift from slavery to serfdom as the population shrank.*</p> <p>3. Explain how population changes in civilizations and empires effected land use between 700 BC - 700 AD. Including but not limited to population movements from the countryside to the city, the effects of disease, and the late Roman shift from slavery to serfdom as the population shrank*</p>	<p>2.54%</p>
<p>4.G.7 Analyze the impact of interactions between various civilizations and empires between 700 BC - 700 AD.</p>	<p>1. Replace "impact" with "the extent and the effect"*</p> <p>2. Analyze the extent and the effect of interactions between various civilizations and empires between 700 BC - 700 AD*</p>	<p>1.69%</p>
<p>4.G.8 Explain how various changes in transportation, communication, and technology influence the movement of people,</p>	<p>1. Replace with: “Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals.”*</p> <p>2. Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not</p>	<p>3.39%</p>

<p>goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals.</p>	<p>limited to the wheel, roads, aqueducts, and canals.*</p> <p>3. Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods and ideas. Including but not limited to the wheel, roads, aqueducts and canals.*</p> <p>4. “Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals.”*</p>	
<p>4.G.9 Analyze the reasons for similarities and differences between the settlement patterns of civilizations and empires between 700 BC and 700 AD and settlements in prehistoric Louisiana.</p>	<p>1. This standard is not appropriate for 4th grade level. Social Studies is already considered to be a harder subject for students to understand and comprehend. The proposed material would only cause more challenges and obstacles for educators, as well as students.</p>	<p>0.85%</p>
<p>Totals</p>	<p>118</p>	<p>100.00%</p>
<p>*Duplicate comments counted as one unique comment.</p>		