

# Second Grade

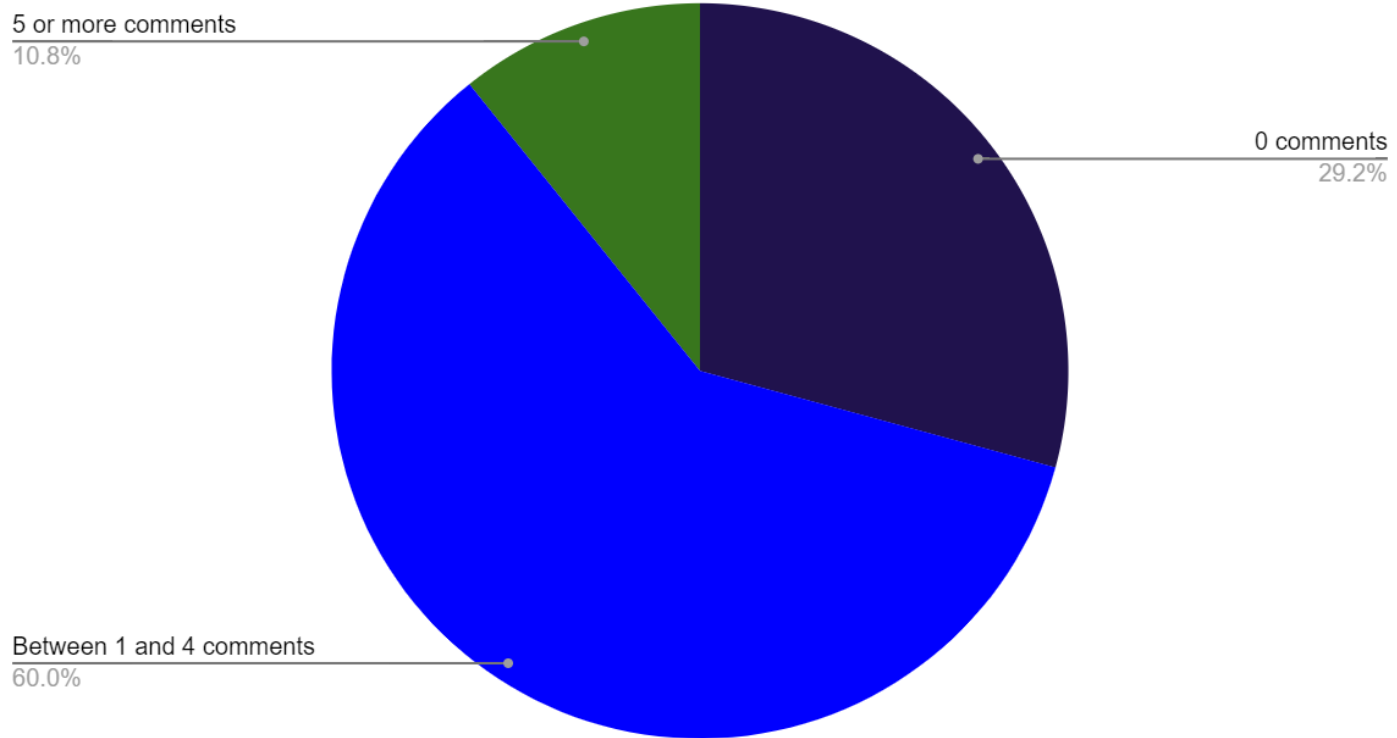
Unique Users: 32

Total Comments: 91

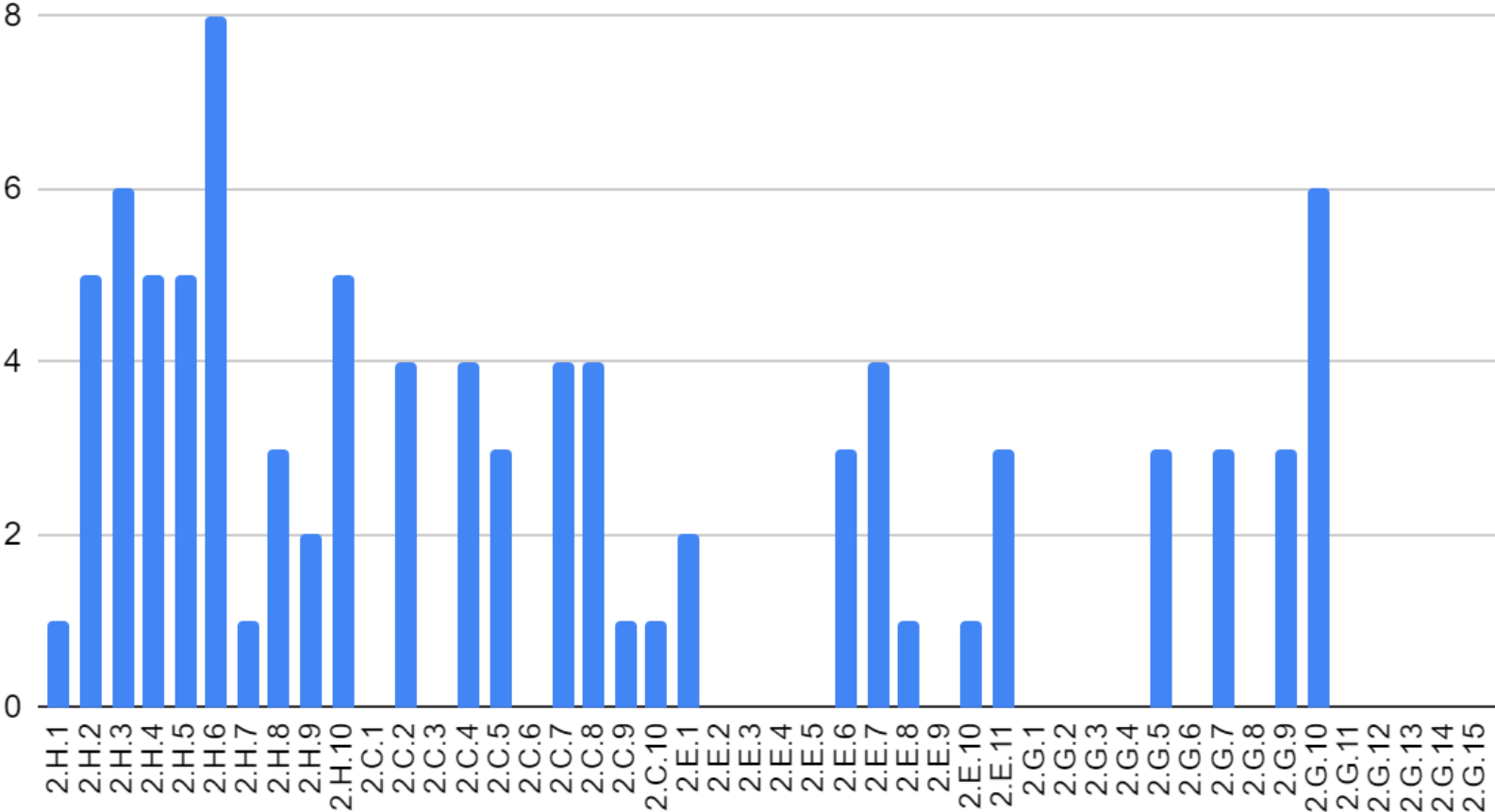
Unique Comments: 66

Number of Unique Users Who Submitted More than 1 comment: 6

## Second Grade Standards



# Comments per Standard



**Breakdown by Standards**

Standard	Text of Comment(s)	% of total comments submitted for Second Grade
2.H.1 Create and use a chronological sequence of events using appropriate vocabulary.	<ol style="list-style-type: none"> <li>1. Use the good old text books. History never changed. This is the response to every standard.</li> </ol>	1.10%
2.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. No crt!!!!</li> <li>3. DO NOT USE CRT or SEL in ANY curriculum.</li> <li>4. Compare life America in the past to life today.</li> <li>5. Compare life America in the past to life today*</li> </ol>	5.49%
2.H.3 Describe how events, people, and innovations of the past affect the community, state, and nation in the present.	<ol style="list-style-type: none"> <li>1. I am not in favor of any of this for any grade. My two daughter are honor students and if this comes to pass I will have no ther choice but to put them in private school or move to a state who does not do this. Just like common core this is a bad idea.</li> <li>2. Replace "community" with "parish"</li> <li>3. Describe how events, people, and innovations of the past affect the parish, state, and nation in the present.</li> <li>4. "Learn the National Pledge of Allegiance, the National Motto, and the words and music of the Star-Spangled Banner, America, and God Bless America." 1. Relate principles of American democracy to the founding of the nation. • Identifying reasons for the settlement of the thirteen colonies • Recognizing basic principles of the Declaration of Independence, the Constitution of the United States, the establishment of the three branches of government, and the Emancipation Proclamation • Demonstrating the voting process, including roles of major political parties • Utilizing school and classroom rules to reinforce democratic values Identify national historical figures and celebrations that exemplify fundamental democratic values, including equality, justice, and responsibility for the common good. • Recognizing our country's founding fathers, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, John Adams, John Hancock, and James Madison • Recognizing historical female figures, including Abigail Adams, Dolly Madison, Harriet Tubman, and Harriet Beecher Stowe • Describing the</li> </ol>	6.59%

	<p>significance of national holidays, including the birthday of Martin Luther King, Jr.; Presidents' Day; Memorial Day. the Fourth of July; Veterans Day; and Thanksgiving Day • Describing the history of American symbols and monuments Examples: Liberty Bell, Statue of Liberty, bald eagle, United States flag, Washington Monument, Lincoln Memorial, Dr. Martin Luther King, Jr. Memorial, World War II Memorial</p> <ol style="list-style-type: none"> <li>5. The specific events that need to be taught should be listed.</li> <li>6. Describe how events, people, and innovations of the past affect the parish, state, and nation in the present.*</li> </ol>	
2.H.4 Compare perspectives of people in the past to those of people in the present.	<ol style="list-style-type: none"> <li>1. Replace "perspectives" with "beliefs"</li> <li>2. Compare BELIEFS of people in the past to those of people in the present.</li> <li>3. How can one possibly know perspectives of people? That would be to interject our opinion rather than teach historical facts. Teaching on diversity and perspective driven lessons which can lead to bias.</li> <li>4. I would actually like to comment on all of this! This is too mature for a second grader to indulge in. Stop claiming this down our children's throats.</li> <li>5. Compare beliefs and perspectives of people in the past to those of people in the present.</li> </ol>	5.49%
2.H.5 Explain historical events from a variety of perspectives.	<ol style="list-style-type: none"> <li>1. First of all, know your history. First slaves were hebrews. Also, first people to enslave africans were Spain. Do you see hebrews demanding compensation, no. First people enslaved in America were native Americans. What is the point of adding fuel to the fire of #black lives matter? It's hard enough explaining this to small children, especially when they come home saying their little black friends no longer want to be their friend because they are white.</li> <li>2. I do not believe this to be age or developmentally appropriate. This requires skills that children do not develop until adolescence.</li> <li>3. Replace with: "Explain how different observers can interpret the same historical events in different ways."*</li> <li>4. 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>5. Explain how different observers can interpret the same historical events in different ways.*</li> </ol>	5.49%
2.H.6 Describe the	<ol style="list-style-type: none"> <li>1. There seems to be a concerted, deliberate effort to exclude the contribution that</li> </ol>	8.79%

<p>contributions of diverse individuals and groups to the development of the United States. Including but not limited to American Indians, Black Americans, Latinos, and Asian Americans.</p>	<p>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.</p> <ol style="list-style-type: none"> <li>2. Replace with: "Explain how individuals of varied nations united themselves to forge and develop America."</li> <li>3. This should not be a topic. In our school system, neither should any of these topics. This will increase racial separation among both the students and parents and create more issues.</li> <li>4. Explain how individuals of varied nations united themselves to forge and develop America.</li> <li>5. I have concerns over the last sentence added to this standard.</li> <li>6. This standard is currently addressed at a higher grade level and those students have a difficult time grasping these concepts. This is true of many of the standards. Also, some of the subject matter being taught is unfamiliar to the teachers at this grade level. There would need to be extensive training for these teachers, who are already overwhelmed. A complete curriculum would need to be provided by the state. This curriculum would need to address engagement, have materials at the students' reading levels, and address the degree/extent to which a standard should be covered.</li> <li>7. Why aren't the contributions of White/Caucasian individuals included in this?</li> <li>8. Describe the contributions of diverse individuals and groups to the development of the United States. Including but not limited to American Indians, Black Americans, Latinos, and Asian Americans. Europeans and other relevant groups</li> </ol>	
<p>2.H.7 Describe the causes and effects of significant events in U.S. history.</p>	<ol style="list-style-type: none"> <li>1. Way too broad. This could literally be anything.</li> </ol>	<p>1.10%</p>
<p>2.H.8 Describe the causes and effects of technological and scientific innovation.</p>	<ol style="list-style-type: none"> <li>1. Replace with: "Describe the causes and effects of technological and scientific innovation, emphasizing how technology and science have liberated and enriched mankind."*</li> <li>2. Describe the causes and effects of technological and scientific innovation, emphasizing how technology and science have liberated and enriched mankind*</li> <li>3. .Describe the causes and effects of technological and scientific innovation, emphasizing how technology and science have liberated and enriched mankind.*</li> </ol>	<p>3.30%</p>
<p>2.H.9 Explain how</p>	<ol style="list-style-type: none"> <li>1. This standard seems to tie in with the significant events in US history but this seems</li> </ol>	<p>2.20%</p>

<p>significant events in United States history impacted Louisiana.</p>	<p>higher than a 2nd grade level. Which events will be highlighted?</p> <ol style="list-style-type: none"> <li>2. This standard is one addressed in 3rd grade currently. Students in 3rd grade have a difficult time grasping these concepts. I believe 2nd graders will also struggle with this concept. This is true of much of the standards. These students tend to have difficulty distinguishing between their state and country. Having US and state history intertwined will cause even more confusion.</li> </ol>	
<p>2.H.10 Explain how the diverse cultural makeup of the United States influences Louisiana.</p>	<ol style="list-style-type: none"> <li>1. If CRT starts being taught to my children, I will pull them out of the school!</li> <li>2. Replace with: "Explain how Louisiana embodies America's tolerant and pluralist culture."*</li> <li>3. No necessary in this curricula</li> <li>4. Explain how Louisiana embodies America's tolerant and pluralist culture.*</li> <li>5. Explain how Louisiana embodies tolerant and pluralist culture</li> </ol>	<p>5.49%</p>
<p>2.C.1 Describe the purpose and need for political and civic institutions in the United States.</p>		<p>0.00%</p>
<p>2.C.2 Explain how an effective government creates order, establishes justice, and meets the needs of citizens.</p>	<ol style="list-style-type: none"> <li>1. "Explain, with reference to the Declaration of Independence and the Preamble to the Constitution, how the federal government protects liberty, establishes justice by means such as the protection of due process, provides for the common defense, and thereby establishes the conditions necessary for individual citizens to pursue happiness as they see fit."*</li> <li>2. This is too much for a second grader to handle</li> <li>3. Explain, with reference to the Declaration of Independence and the Preamble to the Constitution, how the federal government protects liberty, establishes justice by means such as the protection of due process, provides for the common defense, and thereby establishes the conditions necessary for individual citizens to pursue happiness as they see fit.*</li> <li>4. Point of concern: It is debatable as to whether or not it is the role of government to meet the needs of citizens. The preamble to the US Constitution speaks of providing for the common defense and promoting the general welfare. Explain, with reference to the Declaration of Independence and the Preamble to the Constitution, how the federal government protects liberty, establishes justice by means such as the</li> </ol>	<p>4.40%</p>

	protection of due process, provides for the common defense, and thereby establishes the conditions necessary for individual citizens to pursue happiness as they see fit.	
2.C.3 Describe the structure and responsibilities of each three branches of the U.S. government.		0.00%
2.C.4 Explain the purpose of rules and laws in the United States.	<ol style="list-style-type: none"> <li>1. Replace with: "Explain the ideals of liberty in the Declaration of Independence and how the Constitution protects those ideals by establishing an enduring republic based upon the consent of the governed."*</li> <li>2. Explain the ideals of liberty in the Declaration of Independence and how the Constitution protects those ideals by establishing an enduring republic based upon the consent of the governed.*</li> <li>3. Explain the ideals of liberty in the Declaration of Independence and how the Constitution protects those ideals by establishing an enduring republic based upon the consent of the governed.*</li> <li>4. The US Constitution frames all government for our country and should be the focal point for these types of discussions, Explain the purpose of laws and rules in Louisiana and the United States, with the US Constitution as the foundation for societal order</li> </ol>	4.40%
2.C.5 Compare state and national leaders and explain their roles and responsibilities.	<ol style="list-style-type: none"> <li>1. Replace "leaders" with "elected officials"</li> <li>2. Compare state and national elected officials and explain their roles and responsibilities.</li> <li>3. Having students at this age compare two different levels of government will confuse the students. They already struggle with differentiating between their state and country.</li> </ol>	3.30%
2.C.6 Identify and describe the historical significance of state and national symbols, landmarks, and essential documents. Including but not limited to		0.00%

the American flag, the Bald Eagle, the Statue of Liberty, and the White House.		
2.C.7 Describe how civic virtues guide governments, societies, communities, and individuals.	<ol style="list-style-type: none"> <li>1. Replace with: "Identify the religious and secular sources in Western Civilization for America's conception of civic virtue and describe how they have affected American history, including by discussion of the Mayflower Compact."*</li> <li>2. Identify the religious and secular sources in Western Civilization for America's conception of civic virtue and describe how they have affected American history, including by discussion of the Mayflower Compact.*</li> <li>3. Identify the religious and secular sources in Western Civilization for America's conception of civic virtue and describe how they have affected American history, including by discussion of the Mayflower Compact.*</li> <li>4. Concern: Most of our civic virtues have been based on and stem from religious tradition. Also the individual should be stressed ahead of the government, because individuals establish the government, not vice-versa, Describe how civic virtues arising from the country's faith and liberty traditions guide individuals, governments and communities.</li> </ol>	4.40%
2.C.8 Describe how democratic principles guide governments, societies, communities, and individuals.	<ol style="list-style-type: none"> <li>1. Replace with: "Describe how American principles inspire and guide individual Americans."*</li> <li>2. Describe how American principles inspire and guide individual Americans.*</li> <li>3. Change democratic to American. Again this is propaganda as American is a Republic.</li> <li>4. Describe how American principles inspire and guide individual Americans. Learn the National Pledge of Allegiance</li> </ol>	4.40%
2.C.9 Identify the key requirements to become a U.S. citizen.	<ol style="list-style-type: none"> <li>1. New Items. Add: Learn the National Pledge of Allegiance, the National Motto, and the words and music of The Star-Spangled Banner, America, and God Bless America.</li> </ol>	1.10%
2.C.10 Explain how Louisiana's laws change over time.	<ol style="list-style-type: none"> <li>1. New Items. Add: "Learn the National Pledge of Allegiance, the National Motto, and the words and music of The Star-Spangled Banner, America, and God Bless America."</li> </ol>	1.10%
2.E.1 Identify how people	<ol style="list-style-type: none"> <li>1. Delete "(renewable and non-renewable)"</li> </ol>	2.20%



use natural (renewable and non-renewable), human, and capital resources to provide goods and services.	2. Identify how people use natural , human, and capital resources to provide goods and services.	
2.E.2 Explain the effects of supply and demand on goods and services in an economic market.		0.00%
2.E.3 Describe examples of an economic cost or benefit of a decision or event. Including but not limited to spending vs saving.		0.00%
2.E.4 Describe how people are both producers and consumers.		0.00%
2.E.5 Describe examples of goods and services the government and private businesses provide and explain how they are paid for.		0.00%
2.E.6 Explain how scarcity of resources and opportunity costs requires people to make choices to satisfy wants and needs.	<ol style="list-style-type: none"> <li>1. Replace with: "Explain how economic growth reduces but cannot eliminate scarcity of resources. Explain how people choose which desires to satisfy by considering scarcity of resources and opportunity costs."*</li> <li>2. Explain how economic growth reduces but cannot eliminate scarcity of resources. Explain how people choose which desires to satisfy by considering scarcity of resources and opportunity costs.*</li> <li>3. How about the inverse? Prosperity and economic growth satisfies needs and wants, Explain how economic stability and growth provide for human needs and scarcity</li> </ol>	3.30%

	requires people to make choices to satisfy basic needs	
2.E.7 Differentiate between imports and exports of goods in the United States and Louisiana.	<ol style="list-style-type: none"> <li>1. Replace with: "Differentiate between imports and exports of goods and services in the United States and Louisiana."*</li> <li>2. Add: "and services" after "goods"*</li> <li>3. Differentiate between imports and exports of goods AND SERVICES in the United States and Louisiana.*</li> <li>4. Differentiate between imports and exports of goods and services in the United States and Louisiana.*</li> </ol>	4.40%
2.E.8 Describe why and how goods and services are produced and traded. Including but not limited to the role of bartering and money in facilitating trade.	<ol style="list-style-type: none"> <li>1. his is what they should be learning ab not political that could be used to manipulate them in any way by a negative or hateful mind that is the teacher!!! KEEP POLITICS &amp; RACE THEORIES OUT OF SCHOOL YOU HAVE NO RIGHT!</li> </ol>	1.10%
2.E.9 Explain why and how people specialize in the production of goods and services.		0.00%
2.E.10 Provide examples of each of the factors of production.	<ol style="list-style-type: none"> <li>1. Honestly, I get that we want to provide students with as much knowledge as possible, but at what point is it too much? The rate that we are going with these standards every child will be left behind. They will be a learner of all things but a master of none.</li> </ol>	1.10%
2.E.11 Describe how Louisiana's economy benefits the United States.	<ol style="list-style-type: none"> <li>1. Replace with: "Describe how Louisiana's economy benefits the United States, especially by its human capital and its petroleum, chemical, and agricultural sectors."*</li> <li>2. Describe how Louisiana's economy benefits the United States, especially by its human capital and its petroleum, chemical, and agricultural sectors.*</li> <li>3. The enormous contributions of Louisiana's natural resources should be cited as an example, describe how Louisiana's economy benefits the United States, especially by its human capital and its petroleum, chemical, and agricultural sectors.</li> </ol>	3.30%
2.G.1 Create and use maps and models using		0.00%

key components and intermediate directions. Including but not limited to northeast, northwest, southeast, southwest, compass rose, key, and scale.		
2.G.2 Describe geographic features of places in the United States, using a variety of geographic data, including maps, photos, and other geographic tools.		0.00%
2.G.3 Identify and locate the four hemispheres, equator, and prime meridian using a variety of geographic representations.		0.00%
2.G.4 Describe the relative location of the United States using a variety of geographic representations.		0.00%
2.G.5 Describe why and how people in the United States have modified their environment in the past and present.	<ol style="list-style-type: none"> <li>1. Replace with: "Describe how Americans throughout their history have successfully modified their environment to settle and improve the land."*</li> <li>2. Describe how Americans throughout their history have successfully modified their environment to settle and improve the land.*</li> <li>3. Describe how Americans throughout their history have successfully modified their environment to settle and improve the land.*</li> </ol>	3.30%
2.G.6 Compare and contrast basic land use		0.00%

and economic activities in urban, suburban, and rural environments.		
2.G.7 Describe the impact human activity has had on the environment of North America and the importance of conservation and preservation.	<ol style="list-style-type: none"> <li>1. "Describe the effect human activity has had on the environment of North America, the economic and national benefits of that activity, and how conservation and preservation may also contribute to the general welfare."*</li> <li>2. Describe the effect human activity has had on the environment of North America, the economic and national benefits of that activity, and how conservation and preservation may also contribute to the general welfare.*</li> <li>3. Describe the effect human activity has had on the environment of North America, the economic and national benefits of that activity, and how conservation and preservation may also contribute to the general welfare*</li> </ol>	3.30%
2.G.8 Identify natural disasters, predict where they may occur, and explain their effects on people and the environment.		0.00%
2.G.9 Describe the cultural and economic regions of the United States.	<ol style="list-style-type: none"> <li>1. Replace with: "Describe the regionally varied culture and economy of the United States." Move from Geography to History.*</li> <li>2. Describe the regionally varied culture and economy of the United States.*</li> <li>3. Regions aren't usually taught until 4th grade. Even at 4th grade, it is A LOT of information for them to learn. I feel like this is being taught at too young of an age if it's being moved to 2nd grade.</li> </ol>	3.30%
2.G.10 Describe the ways various cultural groups connect and interact within the United States.	<ol style="list-style-type: none"> <li>1. What type of "cultural" groups are we talking about? This is a broad term that can be interpreted by different teachers in different ways. If a teacher feels strongly about the LGBTQ "cultural group", are we going to be teaching our students about this in the 3rd grade. This is NOT something I want my 3rd grade child learning about in a classroom.</li> <li>2. 2.G.9, as emended in comments elsewhere, provides coverage. Delete and do not replace.*</li> <li>3. Delete and do not replace.*</li> <li>4. Delete and do not replace.*</li> </ol>	6.59%

	<p>5. 2.G.9, as emended, provides coverage. Delete and do not replace.*</p> <p>6. What's your definition of cultural groups? Answer depends on whether or not this should be taught.</p>	
2.G.11 Explain how and why people, goods, and ideas move from place to place.		0.00%
2.G.12 Explain voluntary and involuntary migration to the United States and Louisiana and its impact on the nation and state.		0.00%
2.G.13 Identify the importance of the natural resources in Louisiana.		0.00%
2.G.14 Identify the natural processes that have shaped the current physical characteristics of the United States and Louisiana.		0.00%
2.G.15 Describe the physical, cultural and economic characteristics of the regions of Louisiana.		0.00%
<b>Totals</b>	91	100.00%
*Duplicate comments counted as one unique comment.		