

Third Grade

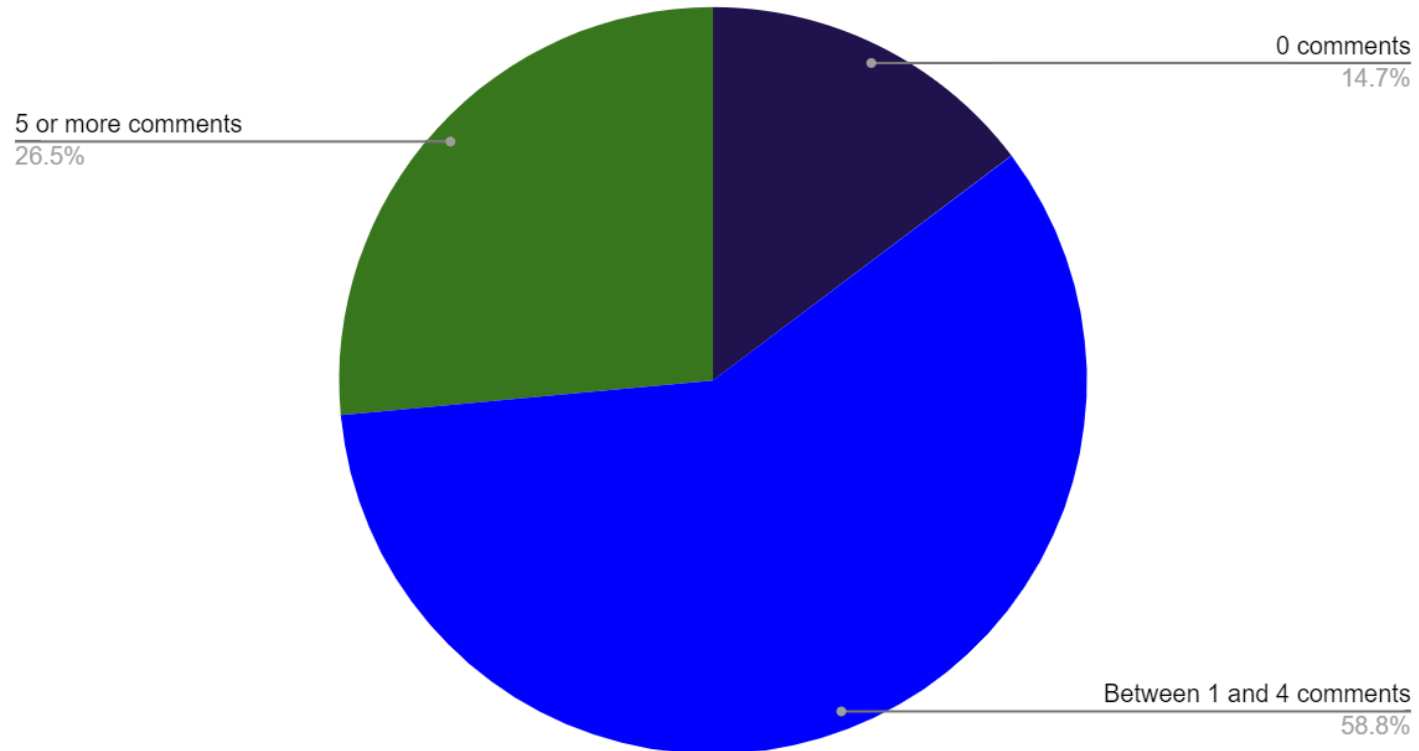
Unique Users: 65

Total Comments: 117

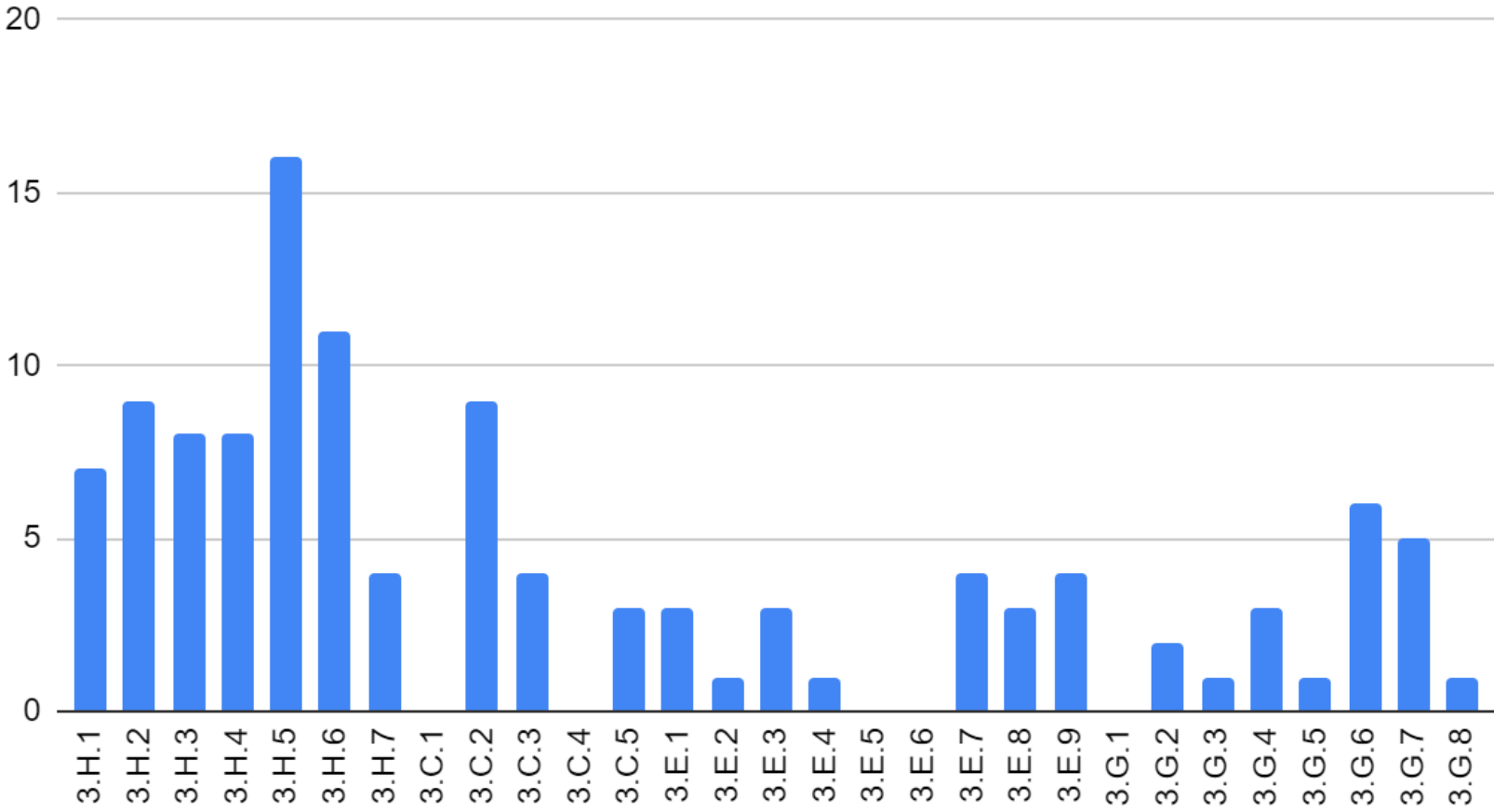
Unique Comments: 108

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

Third Grade Standards



Comments per Standard



Breakdown by Standards		
Standard	Text of Comment(s)	% of total comments submitted for Third Grade
3.H.1 Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.	<ol style="list-style-type: none"> 1. Third grade should be studying Louisiana standards. These do not apply to third graders in their study of Louisiana. 2. I don't have a problem with the standards my problem is not having a text book to go back and reread information taught in class to better understand. A printed workbook is not sufficient enough for me to help my child. 3. From early civilizations? What child is going to use information from early civilizations to connect to their daily lives? LOUISIANA HISTORY. Leave it how it was . Learning how to relate to our stage; learning how to connect to students roles as citizens in the community. Where did it go? Is it no longer important? Standards connecting to nothing but early civilizations is supposed to help young children in 3rd grade? 4. Our children are struggling to understand this curriculum and the teachers are struggling to get them to understand it and to also teach it 5. NO TO ALL 6. The ENTIRE content and requirements of the new social studies and science is the most overwhelming thing my children have had to deal with since Eureka math!!!!!! Please go back to Social Living that was fun and age appropriate. 7. Not limited to this standard, but it seems most of this year is devoted to history that happened in BCE. Knowing how hard it is for 3rd grade students to understand when Poverty Point happened and that negative numbers aren't a concept in math until 6th grade, I wonder about a year of history that students may struggle to place with historical accuracy. 	5.98%
3.H.2 Describe early human migration out of	<ol style="list-style-type: none"> 1. 3rd grade standards have always been Louisiana specific. Nothing about any of these standards are about Louisiana. Students in elementary need to learn about 	7.69%

Africa, first to Europe and Asia, then to the Americas and Australia.

US history. As students get older or into upper grades, standards about other places can be added.

2. Good morning, I am a 3rd grade teacher in Livingston parish. I have taught social studies for 4 years now. We absolutely love the standards that we currently teach. There is no problem within the standards themselves. The problem lies within the curriculum we are provided. If the state is going to simply change the standards we teach, you will not see any improvement in testing scores. We need a better curriculum. I have spoken with numerous teachers throughout our parish; none of them think changing our standards will do any good. Please take in to consideration the amount of time we have all spent learning the current standards and the material we are provided with. I do not believe changing our standards this drastically will fix any problems. Thank you.
3. Our children are struggling to understand this curriculum and the teachers are struggling to get them to understand it and to also teach it
4. Describe early human migration out of Africa, first to Europe and Asia, then to the Americas and Australia.
5. 6th graders have a hard time grasping this type of material. Moving it down to the elementary level is not going to improve our scores.
6. This standard and time period is going to be WAY over 3rd graders heads. 3H5, not comfortable teaching from the perspectives presented here, 3H7, do not know anything about these time periods (way over a 3rd graders mind. They can barely understand what state they live in), 3c3, we have no idea about these government systems and if the sources we will be given are valid or unbiased, I feel like all of these standards have been pushed down 2 grade levels. This is crazy and disturbing as a parent to think about how much our students are going to be required to comprehend. Also, I agree in adding in culture, etc, but there has to be a better way to do this. Our scores are LOW for a reason...if given these complex standards, we better have a STRONG tier 1 SS curriculum to back it. Teachers are not going to feel comfortable teaching these things. I feel like I need to go get another degree just

	<p>reading the standards.....</p> <p>7. I am concerned with all of the Elementary standards. The cognitive understanding is WAY too high for students at this age level. Students in lower elementary are focused on the 3R's. Very few less than 10% of students in K-3 have been outside their parish, much less their state or COUNTRY. It is a hard concept for students to understand neighborhood, city, parish, state, country, continent now you are asking them to explore places and peoples that have no connection to them. You have made the curriculum swap from HS to Elem. You are asking a 6-7-8 year olds to do what 15-16-17 year olds do. Students and teachers must understand the WHY they are learning these concepts. WHY is Louisiana choosing to do this to our students? What other state and what data do you have that this is beneficial to our lower elementary students?</p> <p>8. 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.</p> <p>9. Describe early human migration out of Africa, first to Europe and Asia, then to the Americas and Australia</p>	
<p>3.H.3 Describe the characteristics of civilization and compare the origins and development of early cradles of civilization in Africa, the Americas, Asia</p>	<p>1. I have been an educator for 16 years, with 13 of them in 3rd grade teaching Social Studies - I am very disgusted with the proposed standards - teaching other civilizations to 8 year olds ?!?!?!? 3rd grade Social Studies is currently FUNNNNNNN, it teaches about Louisiana past, present, and future. The children love it, relate to it, and it is SOOOO VERY meaningful to them. I went back to K, 1, 2 standards and I see basically 3rd grade standards backed up to 1st grade . . . I cannot understand the purpose, reason, or legitimacy of these changes. As a</p>	<p>6.84%</p>

and Europe.

teacher and parent, please, please, PLEASE do not make these changes and keep school enjoyable and RELATABLE for our children.

2. I don't agree that having the study of the world is appropriate for the grade 3-5 grade band. The US study should be switched to grade 3-5 and the world study should be switched to the 6-8 grade band.
3. My daughter will be moving into 3rd grade next year. If these standards completely change from the current standards that are in place, then she will not receive an entire year's worth of instruction, which pertains to her own culture and history. Change and diversity is great, but this is too much all at once to benefit all of our students. Louisiana has a bad habit of throwing new standards at teachers and leaving out entire groups of children who miss the prerequisites for future learning. That is unacceptable.
4. Replace "Africa, the Americas, Asia and Europe" with "Mesopotamia, Egypt, India, China, Mesoamerica, and Peru"
5. Describe the characteristics of civilization and compare the origins and development of early cradles of civilization in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru.
6. I am concerned about the SS standards for 3rd grade. The ability of an 8 or 9 year old relating to the time period/ early civilization seems to be a stretch for this age level . I reviewed a few other states with updated standards and it seems that LA is modeling its standards progression after Arizona for 3rd grade in particular and perhaps the other grade levels as well. A few other states that I reviewed do not place that time period in the 3rd grade but teach state history or something closer to the 2nd grade standards. I am also concerned about the progression of the standards for teaching history in chronological order, which means that students in the elementary grades will not learn about certain topics in American History such as the American Revolution and Westward Expansion until they reach Middle School or High School.
7. Are you going to provide all the materials to teach a brand new and challenging

	<p>curriculum to the teachers. The current scope and sequence is NOT helpful, and most teachers I know have had to pay sites to get materials for students. Most schools can't get teachers to work there, as many are quitting or retiring after tow incredibly difficult years of COVID. Teachers are overworked and underpaid. The changes to the curriculum and monumental. All teachers will have to find/provide/pay for new materials. Many that I've spoken to said this is too much. Teachers need help from the State if Louisiana, and changing the whole entire SS curriculum, at a time when students are STILL and teachers are juggling just to get through the day, seems unhelpful, uncaring and honestly, out of touch. Teachers need support. My school does not have curriculum specialists to create material for a new curriculum. However, many of the schools with more money most likely do. So, you're actually hurting the underserved populations, because they won't have the same access to the curriculum as other schools will. Please rethink this dramatic and unnecessary change in curriculum. We need you to work to help and support the teachers of Louisiana, so that we can help our students.</p> <p>8. Describe the characteristics of civilization and compare the origins and development of early cradles of civilization in Mesopotamia, Egypt, Africa, India, China, Mesoamerica and Peru</p>	
<p>3.H.4 Interpret historical events from a variety of historical and cultural perspectives.</p>	<ol style="list-style-type: none"> 1. I don't feel that these standards are grade level appropriate. Third graders barely know what city and state they live in, let alone are able to grasp the complexity of the River Valley civilizations and other ancient history topics. 2. By allowing this vague vernacular it opens up teachers to interpret how these subjects should be presented. It is no secret that the main concern is critical race theory. I do not want my child to be indoctrinated into ANY personal politics. Teach facts. Teach the good the bad and the ugly of how we got to where we are. Do not allow for personal beliefs and what the current social climate dictate what is appropriate. This goes for all grades. Not just third grade. 3. I understand the need for adjustments to the current Social Studies Standards for third grade, but as a third grade teacher in Louisiana, I don't believe that the 	<p>6.84%</p>

	<p>curriculum should be changed this drastically all at once. This is a complete overhaul of our current standards, so if they are implemented next year, students moving into third grade next year (including MY own personal daughter) will miss a whole year's worth of curriculum and will know nothing about the history and cultural diversity of their personal state: Louisiana. I feel that the standards that we currently teach already emphasize diversity and marginalized groups, such as the Acadians, African slaves, and Indigenous peoples of North America. Good teachers already teach from the perspectives of those subgroups. If the state would like teachers to do that explicitly, then it's not the STANDARDS that should be changed. Instead, we should be provided with a CURRICULUM, which we have been severely lacking for many years.</p> <ol style="list-style-type: none"> 4. Replace with: "Explain how different observers interpreted select historical events in different ways."* 5. I think the students will struggle with providing a variety of historical and cultural perspectives. 6. Our children are struggling to understand this curriculum and the teachers are struggling to get them to understand it and to also teach it 7. Explain how different observers interpreted select historical events in different ways.* 8. Explain how different observers interpreted select historical events in different ways.* 	
<p>3.H.5 Analyze historical events from the perspectives of marginalized or underrepresented groups. Including but not limited to enslaved or conquered peoples, women, nomadic</p>	<ol style="list-style-type: none"> 1. This MUST include primary documents in which the perspective of marginalized or underrepresented groups is factual and accurate. The standard should not omit the negative effects of colonization on these groups. 2. Although this is a good standard, I believe that teaching this in 3rd grade is too much. Students can barely understand some of the material covered now about Louisiana History. Every year it has gotten harder to get students to understand material. These students have missed so much school in the last few years and I do not believe it is fair to push them ahead of where they are. The material should stay 	<p>13.68%</p>

and pastoral peoples.

in 5th grade where it is currently taught.

3. As a Native American teacher, whose tribe is a Louisiana tribe, I'd like to see more mention of Louisiana's Native American population. I feel this standard would be a good place to include it, but you guys could also include it in 2nd grade, as many of those standards are Louisiana focused. If I have overlooked the standard focusing on our indigenous people, I do apologize.
4. My comment is basically on the history thread. Some are very vague, so will you providing more specifics on what exactly to teach because some of this material seems way above 3rd grader. Will there be a script to follow much like what we have now with resources attached or provided?
5. NO WAY will the kids grasp these standards. Zero background knowledge and controversial concepts. DON'T do this to our children and teachers. They will not benefit from these changes. ❤️, experienced educator that STUCK around to make a difference
6. Could you further expand on the scope of this topic - 3.H.5? I am curious about the details that will be covered. Also, why are the majority of line items within the Social Studies Standards given an open ended parameter of "Including but not limited to"? This seems to give creative license to the instructors enabling them to go beyond the scope of the document without collaboration over the topics being covered. I thought that this document would be more of a guideline that would better define the scope to which they would adhere to, versus giving them carte blanche to cover not only what has been defined, but also what the instructor may deem important without the consistent of parents.
7. I want my grandchildren to have a broader perspective of our history, the good, bad and ugly . We will never heal the wounds and great divide in this country if we don't learn from our past, acknowledge our mistakes and strive to do better. Please don't let others frame "critical race theory" as anything other than glossing over the truth. The next generation deserves a better chance to do some good.
8. 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.

9. 3.H.4, as emended in my comment elsewhere, provides coverage. Delete and do not replace.
10. White people are bad, brown people are good. Only racial.
11. Keep Critical Race Theory out of our schools. It is itself racist and divisive and works against the goals of equality for all.
12. This should not be taught in our schools or discussed by children who couldnt possibly comprehend the depths of what they are learning. This will increase racial disputes in our school and pit our kids against each other. This is unacceptable.
13. As a 23 year veteran for K-12 education, I would like to address ALL of the proposed standards. The standards proposed are NOT age appropriate or relevant to third grade. Children at this age do not learn abstract information easily; they are still very concrete learners. For this reason, Social Studies is often a difficult subject for younger children. The current standards are already incredibly difficult for students! The proposed standards are much, MUCH more rigorous and are much too difficult for children of this age to comprehend.
14. Delete and do not replace.
15. There is no need to call out women as marginalized and underrepresented. Same for other groups that one may deem with these labels. Why are you trying to teach division and not unity. Why keep pushing on women that they are less than. How could one possibly know a woman's perspective in history.
16. Analyze history from one of several marginalized groups. Are we analyzing from dominant cultural norms? Not age appropriate. Where's the idea's of our great nation? Our singular place in history? No sense of civic pride. We start a process of deconstructing history with children. These children need to know they live in a safe orderly world, designed to protect them, instead we will terrify them with how unsafe it is. NOT AGE APPROPRIATE

<p>3.H.6 Explain historically accepted causes and effects of significant historical events. Including but not limited to the Neolithic Revolution, the development of city-states, and the development of different belief systems, rise and decline of early civilizations in Africa, the Americas, Asia and Europe.</p>	<ol style="list-style-type: none"> 1. Students in the 3rd grade are very easily influenced by things they learn about from others around them. If we are teaching them about a variety of different belief systems, what's going to keep them from being influenced by this especially if their teacher happens to support one of these belief systems over another. They will most certainly put more emphasis on that belief system and quite possibly may not even be biblical. 2. These standards are absolutely age INAPPROPRIATE- the Neolithic Revolution in 3rd grade- seriously??? In Civics you want them to learn the Code of Ur-Namrine and Hammurabi's Code- this is high school material. The standards we are teaching now on LA are what our kids need- it is relevant to them. They are too young to process cultures that are of no relevance to them. These standards are not written with an 8 year old in mind. 3. "Explain the causes and effects of significant historical events. Including but not limited to the Neolithic Revolution, the development of city-states, the rise and decline of early civilizations in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru, and the development of different religious and ethical systems, including Judaism, Hinduism, and Confucianism." 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. 4. This is a good example of how these standards are not age appropriate. You are asking a 3rd grader to understand city-state development. This really concerns me! 5. Explain the causes and effects of significant historical events. Including but not limited to the Neolithic Revolution, the development of city-states, the rise and decline of early civilizations in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru, and the development of different religious and ethical systems, including Judaism, Hinduism, and Confucianism. 6. Remove "historically accepted" is not necessary 7. Where's the Louisiana history? 	<p>9.40%</p>
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| | <ol style="list-style-type: none">8. Thank you for your diligence in creating new standards. As a teacher currently in the classroom, I feel that our current standards address our specific cultural and social needs. Our concern is that the proposed standards veer away from the needs of our students. Also, our current standards tie into our Guidebooks Reading Units and the proposed Social Studies standards don't.9. It seems that you have taken 3rd grade standards and applied them to 1st grade. 3rd grade standards seem like they used to be 6th grade. Just because you make the curriculum harder, doesn't mean students will get smarter. 3rd graders already struggle with an extremely challenging curriculum. Many don't feel successful when they take tests. What used to be a fun, interesting subject, is now a challenging and sometimes frustrating subject. And now you're proposing to make to curriculum even more unreachable for our young students. 3rd grade is the perfect age to learn about Louisiana. 1st graders are too young to grasp that their state is unique from others. They don't have the background knowledge to comprehend that. "3.H.6 Explain historically accepted causes and effects of significant historical events. Including but not limited to the Neolithic Revolution, the development of city-states, and the development of different belief systems, rise and decline of early civilizations in Africa, the Americas, Asia and Europe." Seriously? For 7-8 years old? We want students to like SS, and when there are concepts that are hard to grasp and relate to, they're likely to tune and and consequently, struggle to even meet standards.10. 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.11. How about the development of world religions, some of which exist to this day? Explain the causes and effects of significant historical events, including but not limited to the Neolithic Revolution, the development of city-states, the rise and decline of early civilizations in Mesopotamia, Egypt, Africa, India, China, Mesoamerica, and Peru, and the development of different religious and ethical | |
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	systems, including Judaism, Christianity, Hinduism, and Confucianism.	
3.H.7 Explain the settlement and development of complex societies in what would become Louisiana. Including but not limited to settlement in Louisiana between the Paleoindian and the Late Archaic period.	<ol style="list-style-type: none"> 1. Replace with: "Analyze the history of what would become Louisiana. Including but not limited to settlement in Louisiana between the Paleoindian and the Late Archaic period."* 2. This should be the building block for all historical standards in 3rd grade. Can we not focus on chronology, migration, characteristics of a civilization, historical events, multiple perspectives, as well as cause and effect within Louisiana? I am not making a case for removing these things; however, moving to world - and ancient world events - before students can truly understand these complex idea is not establishing a productive struggle for students, this is setting up confusion and frustration for students and parents who are trying to support their students in learning. 3. Analyze the history of what would become Louisiana. Including but not limited to settlement in Louisiana between the Paleoindian and the Late Archaic period.* 4. Analyze the history of what would become Louisiana. Including but not limited to settlement in Louisiana between the Paleoindian and the Late Archaic periods. ADDITION RECOMMENDED: Explain the existence of slavery in the American indigenous tribes, in places like Egypt and throughout Africa. Examine the origin of the word slave, with the base reference being to people of Slavic origin. Review the uniqueness of the last 400 years, since the colonization of America that individual and personal freedoms have risen up in the face of slavery and where liberty was first achieved 	3.42%
3.C.1 Explain the origins, functions, and structures of governments in early civilizations.		0.00%
3.C.2 Explain connections between governments and	<ol style="list-style-type: none"> 1. If we can't teach our students that our country was founded on GOD, we shouldn't have to teach our students about "early religions." This is ridiculous! 	7.69%

religion in early civilizations. Including but not limited to pharaohs and Mesopotamian kings deriving authority from divine sources.

2. I have been an educator for 16 years, with 13 of them in 3rd grade teaching Social Studies - I am very disgusted with the proposed standards - teaching other civilizations to 8 year olds?!?!?!? 3rd grade Social Studies is currently FUNNNNNNN, it teaches about Louisiana past, present, and future. The children love it, relate to it, and it is SOOOO VERY meaningful to them. I went back to K, 1, 2 standards and I see basically 3rd grade standards backed up to 1st grade . . . I cannot understand the purpose, reason, or legitimacy of these changes. As a teacher and parent, please, please, PLEASE do not make these changes and keep school enjoyable and RELATABLE for our children.
3. I have 3 children, grades Pre-K, 3rd, and 7th. I cannot imagine, nor understand the purpose, reason, or legitimacy of these changes. Things that are expected for 8 year olds to learn in this proposal is mind-boggling. Are these proposed changes about test scores or actually teaching our kids relevant material to make them positive, knowledgeable, prosperous, law abiding citizens in this society? Irrelevant, meaningless, intangible, and such distant facts about a life they cannot wrap their minds around, is so needless. As a parent, please, please, PLEASE do not make these changes and keep school enjoyable and RELATABLE for our children.
4. "Divine Sources"? This DIRECTLY goes against biblical teachings and we are going to teacher our 3rd graders about this. As a christian, I would have to resign if I were to be forced to teach my students the exact OPPOSITE of what I should be teaching them. You have pull Christ from the schools and banned teachers from talking about Him but now we are going to teach them about DIVINE SOURCES!
5. Replace with: "Explain connections between governments and religion in early civilizations. Including but not limited to pharaohs and Mesopotamian kings deriving authority from divine sources. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule."
6. Explain connections between governments and religion in early civilizations. Including but not limited to pharaohs and Mesopotamian kings deriving authority

	<p>from divine sources. 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"> 7. Students in 3rd grade currently struggle learning about Louisiana government and making connections to our national government. I fear having to make connections to early civilizations will be much more difficult for them. 8. 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. And why are we talking about Egyptian pharaohs? 9. Explain connections between governments and religion in early civilizations. Including but not limited to pharaohs and Mesopotamian kings deriving authority from divine sources. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule.* 	
<p>3.C.3 Explain the purpose and effects of rules and laws in early civilizations. Including but not limited to: the Code of Ur-Nammu, Hammurabi's code, and the Ten Commandments.</p>	<ol style="list-style-type: none"> 1. All standards are not age appropriate and the entire curriculum would need to be changed. 2. These topics are not appropriate to be taught in schools to students this young. 3. These are not topics that 8 year olds should be discussing. 4. This time I am commenting as a parent of a 3rd grader. Knowing how limited our district is on time frame of teaching Social Studies, these standards are simply too much for our children. The standards we have now are hard to meet for these 3rd graders because of our limited time allowed for Social Studies instruction. Again having to add Math Intervention to our days have shortened the time for Social Studies instruction in K-2. 3rd grade is getting to these standards and having no background knowledge of them whatsoever. Please reconsider this standards jump at this time as they are still catching up from a pandemic and several hurricanes. 	3.42%
<p>3.C.4 Describe how historical, economic, geographic, and cultural characteristics influence social and government</p>		0.00%

structures in early civilizations.		
3.C.5 Compare and contrast the roles and rights and privileges of individuals in different early civilizations to those in the United States and Louisiana today. Including but not limited to military service, decision making, and leadership.	<ol style="list-style-type: none"> 1. Replace with: "Examine how the ideals of human liberty and individualism in Egypt, Sumer, and Israel contributed to the formation of modern American ideals of human liberty and individualism." 3.C. New Items. Add: "Identify the ideals of human liberty and individualism in early civilizations, with especial attention to Sumer, Egypt, and Israel."* 2. Examine how the ideals of human liberty and individualism in Egypt, Sumer, and Israel contributed to the formation of modern American ideals of human liberty and individualism. New Items. Add: Identify the ideals of human liberty and individualism in early civilizations, with especial attention to Sumer, Egypt, and Israel.* 3. Examine how the ideals of human liberty and individualism in Egypt, Sumer, and Israel contributed to the formation of modern American ideals of human liberty and individualism. 	2.56%
3.E.1 Explain how the interaction between producers and consumers satisfied economic wants and needs within and across early civilizations. Including but not limited to how various resources were utilized as early mediums of exchange; animals furs, cowry shells, gold, porcelain and bartering.	<ol style="list-style-type: none"> 1. Replace "wants and needs" with "desires" 2. Explain how the interaction between producers and consumers satisfied economic desires within and across early civilizations. Including but not limited to how various resources were utilized as early mediums of exchange; animals furs, cowry shells, gold, porcelain and bartering. 3. Explain how the interaction between producers and consumers satisfied economic desires within and across early civilizations. Including but not limited to how various resources were utilized as early mediums of exchange; animal furs, cowry shells, gold, porcelain and bartering.* 	2.56%

3.E.2 Explain the relationship between supply and demand.	1. This is too much on our little third graders!	0.85%
3.E.3 Explain how governments pay for the goods and services they provide. Including but not limited to in-kind taxation and corvee labor.	<ol style="list-style-type: none"> 1. If the curriculum changes, all the resources even those for reteaching should be provided along with one book that students will be able to use for the entire academic school year. Teachers should not have to spend the majority of our time searching for resources to teach to the standards or levels of our students. Provide supplemental resources as well for extra practices and reteaching. 2. I believe that in kind-taxation and corvee labor is over the heads of most third graders. This standard would serve students best being left as simply, "Explain how governments pay for the goods and services they provide." 3. Is this going to benefit a 3rd grader? Again, it won't make students smarter because you've make the curriculum harder. Students need material they can connect to and identify with, and these new standards are too complex for 7-8 year olds. 	2.56%
3.E.4 Explain how market conditions and economic activity affected the growth of early civilizations.	1. This is a very good item, as long as the potential for positive information is disseminated. Good economic decision making often results in prosperous or stable societies, whereas poor decision making provides the inverse. See any socialist or communist nation as an example.	0.85%
3.E.5 Describe the relationship between scarcity, opportunity cost, and economic decision making.		0.00%
3.E.6 Compare and contrast the markets of early civilizations.		0.00%
3.E.7 Explain how trade	1. I have been an educator for 16 years, with 13 of them in 3rd grade teaching Social	3.42%

<p>leads to increasing economic interdependence among nations. Including but not limited to trade between Egypt and Kush.</p>	<p>Studies - I am very disgusted with the proposed standards - teaching other civilizations to 8 year olds ?!?!?!? 3rd grade Social Studies is currently FUNNNNNNN, it teaches about Louisiana past, present, and future. The children love it, relate to it, and it is SOOOO VERY meaningful to them. I went back to K, 1, 2 standards and I see basically 3rd grade standards backed up to 1st grade . . . I cannot understand the purpose, reason, or legitimacy of these changes. As a teacher and parent, please, please, PLEASE do not make these changes and keep school enjoyable and RELATABLE for our children.</p> <ol style="list-style-type: none"> 2. Ancient civilizations had extraordinarily limited trade by modern standards, and virtually no economic interdependence. Delete and do not replace. 3. Delete and do not replace. 4. Some of the subject matter being taught is unfamiliar to the teachers at this grade level. How will this be addressed? Will there be a complete curriculum that does not require a lot of supplementing for engagement and coverage of standards? 	
<p>3.E.8 Explain how specialization influenced the growth of early civilizations.</p>	<ol style="list-style-type: none"> 1. Replace with: "Explain the dynamic of village specialization in agriculture and nomadic specialization in pastoral farming."* 2. Explain the dynamic of village specialization in agriculture and nomadic specialization in pastoral farming.* 3. Explain the dynamic of village specialization in agriculture and nomadic specialization in pastoral farming. ADDITION RECOMMENDED: Explain how early Middle Eastern civilizations' economic activists and institutions laid the groundwork for the Greek marketplace (agora) 	<p>2.56%</p>
<p>3.E.9 Explain the economic factors involved in the development of trade at Poverty Point and in other locations in the Mississippi River Valley.</p>	<ol style="list-style-type: none"> 1. These terms and many others are so difficult for my 6th graders to grasp. I am unsure of how a 3rd grader will be capable of grasping them. 2. Will this be a question on the state test? 3. New Items. Add: "Explain the extraordinary importance of village agriculture in early civilizations, the limited importance of trade, and the extremely limited importance of trade between early civilizations." Add: "Explain how early Middle Eastern civilizations' economic activities and institutions laid the groundwork for 	<p>3.42%</p>

	<p>the Greek marketplace (agora)." Add: "Describe the extent and character of agriculture in pre-Columbian Louisiana."*</p> <p>4. New Items. Add: "Explain the extraordinary importance of village agriculture in early civilizations, the limited importance of trade, and the extremely limited importance of trade between early civilizations." Add: "Explain how early Middle Eastern civilizations' economic activities and institutions laid the groundwork for the Greek marketplace (agora)." Add: "Describe the extent and character of agriculture in pre-Columbian Louisiana."*</p>	
<p>3.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; early settlements and their features; cardinal and intermediate directions, and climate.</p>		<p>0.00%</p>
<p>3.G.2 Identify and describe the location of the early civilizations and cities and explain the reasoning for their locations. Including but not limited to proximity to fertile alluvial</p>	<p>1. This is a comment about the full 3rd-4th scope and sequence of learning. There are several concerns I have with pushing global studies down to the elementary grades.</p> <p>1. These global standards are not taught in elementary grades in other states. As a result, there are very few curricular resources already available for teachers to use as a starting point. Moreover, curriculum providers do not have age-appropriate materials aligned to these standards for schools to purchase. This comes across as the state choosing to carelessly forge a new path and leaving teachers and school</p>	<p>1.71%</p>

<p>soil, source of freshwater, deposits of copper and iron.</p>	<p>staff to figure it out on their own. 2. There is a reason other states do not teach global studies in 3rd and 4th grade; it's not developmentally appropriate. Students at this age need opportunities to make clear connections to their identities and communities, and Mesopotamia and other ancient civilizations is too abstract for them. Third graders need to think about concepts like supply/demand within the context of their communities, but this curriculum jumps right into global foreign interdependence. Overall, these standards do not set teachers or students up for success. I urge you to reconsider.</p> <p>2. This is an appropriate standard for third grade</p>	
<p>3.G.3 Locate and describe the seven continents and five oceans using a variety of geographic representations.</p>	<p>1. please also add;Locate the prime meridian, equator, Tropic of Capricorn, Tropic of Cancer, International Date Line, and lines of latitude and longitude on maps and globes. • Using cardinal and intermediate directions to locate on a map or globe an area in Louisiana or the world (Louisiana) • Using coordinates to locate points on a grid • Determining distance between places on a map using a scale • Locating physical and cultural regions using labels, symbols, and legends on an Louisiana or world map (Louisiana) • Describing the use of geospatial technologies Examples: Global Positioning System (GPS), geographic information system (GIS)</p>	<p>0.85%</p>
<p>3.G.4 Explain how the cultural and physical characteristics of places and regions influence how people modify and adapt to their environments. Including but not limited to irrigation, levees, terraces, agriculture, changes in land use, clothing, sewage systems, and shelter.</p>	<p>1. Just wanted to make a general comment. I hope you choose a curriculum that teaches USA is a good country and our freedom was worth fighting for. I hope you don't teach children that they are a victim or oppressor according to the color of their skin. I also hope the curriculum will not have a need to discuss gender and sexuality. Thank you.</p> <p>2. Delete "cultural and"</p> <p>3. Explain how the physical characteristics of places and regions influence how people modify and adapt to their environments. Including but not limited to irrigation, levees, terraces, agriculture, changes in land use, clothing, sewage systems, and shelter.</p>	<p>2.56%</p>

<p>3.G.5 Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how they change over time.</p>	<ol style="list-style-type: none"> Analyze and explain the physical, and environmental characteristics of places and regions and how they change over time. 	<p>0.85%</p>
<p>3.G.6 Analyze and explain how the cultural aspects of a region spread beyond its borders. To include but not limited to belief systems, food, language, practices, traditions, and values.</p>	<ol style="list-style-type: none"> I have been an educator for 16 years, with 13 of them in 3rd grade teaching Social Studies - I am very disgusted with the proposed standards - teaching other religion & civilizations to 8 year olds ?!?!?!? 3rd grade Social Studies is currently FUNNNNNNN, it teaches about Louisiana past, present, and future. The children love it, relate to it, and it is SOOOO VERY meaningful to them. I went back to K, 1, 2 standards and I see basically 3rd grade standards backed up to 1st grade . . . I cannot understand the purpose, reason, or legitimacy of these changes. As a teacher and parent, please, please, PLEASE do not make these changes and keep school enjoyable and RELATABLE for our children. What all religions and belief systems are we going to be teaching our 8 and 9 year old's? These children are so easily influenced by things, we in the world would we want to start teaching them about all kinds of belief systems and religions? This is going to undo what parents may be trying to teach their children at home. Replace with: "Analyze and explain how an ancient civilization's culture spread beyond its borders. To include but not limited to belief systems, food, language, practices traditions, and values." Note: Move from Geography to History. Delete "cultural" Analyze and explain how an ancient civilization's culture spread beyond its borders. To include but not limited to belief systems, food, language, practices, traditions, and values. 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. 	<p>5.13%</p>

<p>3.G.7 Explain how various changes in transportation, communication, and technology influence the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals.</p>	<ol style="list-style-type: none"> 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."* 2. 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.* 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.* 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."* 5. various improvements that have quickened the movement of people* 	<p>4.27%</p>
<p>3.G.8 Analyze the reasons for similarities and differences between the settlement patterns of early civilizations and settlements in prehistoric Louisiana.</p>	<ol style="list-style-type: none"> 1. These standards are not age appropriate! 	<p>0.85%</p>
<p>Totals</p>	<p>117</p>	<p>100.00%</p>
<p>*Duplicate comments counted as one unique comment.</p>		