

Third Grade Compelling Questions Public Comment

Strand 1 - Your Community: Students analyze the communities in which they live, including geography, relative size, and interdependent relationships.

Compelling Questions: • What are some of the different communities to which you belong? • Where do you live and why do you live there? • What is your culture? • What do communities need to thrive? • What are some unique aspects of your community? • How has your community changed or remained the same with the passage of time and why?

So important <3 **General feedback.**

Recognize the importance and value of culture in helping students recognize the lens through which they view their world. **General feedback.**

I love the standards and can't wait to see them implemented in schools! **General feedback.**

The third grade standards need to be entirely re-written. There is thousands of years of history & an enormous amount of study of the great & noble things people have done all throughout time & we are wasting time on the narrow focus of community. **General feedback.**

Civic Thought and Leadership Initiative Center for Constitutional Studies Utah Valley University The addition of "compelling questions" is very valuable to developing civics knowledge, skills, and dispositions. The question "How has your community changed or remained the same with the passage of time and why?" encourages students to consider other points of view than their own. This question could give opportunities for students to practice the civic skills and dispositions of collaborating with others to bring about change, the necessity of compromise in American history, love of country, and avoiding "presentism." We appreciate that there is greater continuity in format and visual layout between K-2 and 3-6 grades in the proposed standards than there was in the 2009 standards. At the elementary level in particular, teachers often change grades. Continuity allows a teacher who first taught 2nd grade, and now teaches 4th, or who teaches a combined 2nd and 3rd grade class, to more easily see the progression in student learning. We were confused about why, in Grade 3, the 4 themes of history, geography, civics, and economics were abandoned? The continuity might have been helpful for teachers in cross-grade planning. Though not strictly adhered to, those same 4 themes

are used in the 7-12 social studies core, another reason to use them in grades 3-6. **Duly noted.**

Excellent questions that encourage teachers and students to examine the community closely. Again, see earlier comments about "compelling vs. guiding" questions. **General feedback.**

Second question is problematic, as students of this age do not choose where they live. **Duly noted.**

Standards are incomplete and too vague, the Constitution needs to be taught every year and there's needs to be American history stories included in the lesson. **General feedback.**

This needs to be clearly defined within the context of the United States **General feedback.**

Very good. **General feedback.**

Every kid answers the second question the same way: because that's the place where his parents (or caregivers) live. That's it. Further, kids with a year of self-awareness under their belt cannot describe "what their culture" is, or what communities "need" to thrive—adults can't even do this, but telling kids what a community needs to thrive is short-circuiting the exploration and understanding that happens through growth into and through adulthood. **Duly noted.**

Compelling question 3: Could this question become a probe of a student's citizenship or undocumented status by a substitute teaching this concept within a lesson left for them by the teacher? **No**

Standards too vague, not enough civic content, American history. Constitutional principles need to be taught yearly, standards inadequate. **General feedback.**

Have this be an objective for students to identify early on and provide funding for educators to research and purchase literature reflective of these backgrounds. **General feedback.**

Standards too vague, not enough civic content, american history. Constitutional principles need to be taught yearly, standards inadequate. **General feedback.**

"Standards inadequate. Civics content needs to be taught yearly." **General feedback.**

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The standards are incomplete and do not teach enough about the Constitution and accurate American history. **General feedback.**

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These questions embrace the built-in assumption of intersectionality, which assumes that varying background traits make people unique and special in their own way. The goal should be to build unity, not highlight all of the differences stemming from demographic traits and then tie character traits to those. That is the definition of racism. Eliminate the multi-cultural focus and instead focus on the principles that make a pluralistic society possible. **Duly noted.**

I am tired of EVERYTHING having an environmental/global warming agenda and/or a component of race and the lack of American exceptionalism. This is the greatest country in the world no matter what your race is. There is no other country where my child can have a greater impact for good and impact then the United States. The sooner a child understands and appreciates that the sooner they are likely to capitalize on that. **General feedback.**

These standards are incomplete and do not cover the Constitution or American History. Each day must begin with the National Anthem and Pledge of Allegiance. ABSOLUTELY no CRT should be permitted in our American schools. **General feedback.**

the standards are incomplete and do not teach enough about the Constitution and American history. **General feedback.**

I think that teachers could use some guidelines to teaching culture. How do we define it to students? How do we build a culturally inclusive classroom? How can we facilitate

discussions of the differences and similarities between different cultures in a way that is positive? **General feedback.**

What are some effective ways to engage with someone in your community that may look, speak or dress differently. **General feedback.**

We have an ethnically blended family (African American, Belizian, Thai) and we want our children and the children of others to understand the important parts that their immigrant and African-American ancestors played in American history. Hopefully through further education and understanding, our children will not be bullied for being and looking different from the majority of their peers. A thriving community should be first, one of understanding, always. **General feedback.**

During Third grade my child and had moved from a nice Sandy neighborhood to Rose Park after losing the home we were renting due to it being sold and loss of my income. We lived with a friend temporarily for 11 months before moving into the public housing we are living in now. We went from living in a very white neighborhood with middle to upper middle class families, to living in a low income neighborhood, to an apartment complex providing housing to low income and impoverished families. We enjoyed living in Rose Park as we found it to be a much more inclusive and friendly neighborhood than Sandy. I appreciated my child being able to play and interact with children who do not look like him (white). In our complex we have a solid refugee community, most of whom are Arabic. When we are in a place to be able to afford a home again my child and I have discussed moving back to Rose Park. I would prefer to live in a diverse community due to there being more inclusivity overall. My child is disabled and has been bullied and discriminated against. He needs inclusivity and has been more inclusive than his peers because he knows what it feels like. Not teaching about different cultures, different people, and that inclusivity you run the risk of having neighborhoods like Sandy. Cookiecutter-assimilation or be shunned. **General feedback.**

Probably too many compelling questions for this strand **Duly noted.**

What is culture? Define Thrive. What is unique. Can they read these words and understand them in a sentence. K-3 learn to read. 4-12 read to learn. Do they grasp the passage of time. How long. 30 years ago? 100 years ago? 1,000years ago? Probably too advanced and not helpful at this stage. **General feedback.**

Not sufficient. **General feedback.**

In this grade, one of my children was bussed with 2 classrooms to Park City. A film crew needed diversity. Has anything really changed? **General feedback.**

Be sure to define what culture is before asking students to build in the culture question. To me, culture is "the way we do things around here." **General feedback.**

Why do you think there are or are not people of color in your community? What makes a community welcoming to people of all different types? **Duly noted.**

The standards are great, it is not the standards that are the problem, it is holding the teachers accountable to teaching these standards on an equal footing with other content areas. **General feedback.**

Wondering how the link between culture and community will be taught. What if culture is different than community? **General feedback.**

I like how all of these validate the fact that our students come from different backgrounds, but that all of those are essential parts of our country. **General feedback.**

No National School Board agendas! **General feedback.**

These are all really great ideas, but there's no "meat" here. By the time I get them in 7th grade, none of these ideas have stuck. We need to shift to a Knowledge based curriculum and build these concepts over time. **General feedback.**

What is intended by asking "what is your culture?" At 8-9 years old, why start teaching them to classify/label/define themselves? Is there an educational purpose to making kids put themselves in a specific box? **General feedback.**

Which Native American tribal land do you live on? How does that impact your community? **Duly noted.**

Compared to the previous 3rd grade social studies core, this proposed new core seems less engaging and interesting. All 3 strands seem very similar. **General feedback.**

This is very boring. I'm super sad that Native Americans are no longer part of the third grade core. There is not anything fun in our new social studies core. Please fix this!

General feedback.

As a social studies educator, this seems rather vague and conceptual. Starting with analyzing our geographic and built environment first is a good step for 3rd graders. Then moving on to the people and communities who occupy those spaces is great as well. But how will students transition from geographic to cultural/socioeconomic? Will students be given examples of communities to help them find their own? Leaving the types of communities they can identify with is good, so that they can freely analyze their lives and communities without restriction. General feedback.

Great questions! Love the emphasis on helping kids understand their community and how all our communities/cultures intersect. General feedback.

How has your community changed over time? What are factors that may impact your community in the future? General feedback.

I think third graders need to develop an understanding of continents, oceans, landforms, and natural resources before they can define communities from a geographical context. I didn't see this in the core before third. It seems to work well in third to help them think about the whole earth. General feedback.

But if we ask about communities they belong to, won't that bring in things like inclusion, race, religion? And didn't the USBE say we couldn't talk about things like that because, well, RACE and INCLUSION???? I would hate to have you claim we were teaching college level CRT because we talked about their real lives. General feedback.

My area is not extremely diverse, so I would appreciate my child learning about different cultures and how to treat others with respect. General feedback.

I really appreciate these questions. They support the learning of students in understanding that they are part of communities and that they belong in schools, church communities, neighborhoods, etc. It also helps them to begin to think about their own culture and how that frames their thoughts, values, and opinions. This helps them to develop empathy and collaboration as they begin to recognize that other people have cultures different than them. General feedback.

I am in support of these new standards and feel like they are fair and balanced as well as filled with opportunities to build robust citizenship in Utah students! **General feedback.**

I like that it looks at each individual culture and how that adds to their own communities. This is much more relatable. They will still hopefully be learning about other cultures within their classroom for some diversity. All of these bring about a SEL piece as well with self-awareness. **General feedback.**

We will resources to teach the answers to these compelling questions as they could take a lot of outside school time to research due to classroom time constraints. I hope resources and lessons will be provided by the state to support these and all the compelling question within the Social Studies curriculum. **General feedback.**

What is meant by the concept of community and that it changes over time? This seems vague. **General feedback.**

I love that this is very specific to where the students themselves live! **General feedback.**

The big question is, are we going to be getting lesson plans and resources to teach these, and when in the day are we supposed to teach it? Our day is taken up now with the new Literacy program and FOSS science, not enough hours in the day. **General feedback.**

I am very impressed and excited about this direction for all grades, K-6 and the improvement of the Social Studies curriculum in Utah. I am thrilled about it! I am a Kindergarten Teacher and sincerely appreciate how applicable and absolutely necessary these standards are. These principles and standards will strengthen our classrooms, schools, families, communities and awesome nation! **General feedback.**

I think the flow of these standards fit better together than previous 3rd grade standards **General feedback.**

This is third grade. The students are 8 years old. Why are we still so focused on "communities?" Where does this "expanding environments" approach come from, anyway? Is there some research out there that indicates that a seven year old is incapable of comprehending that anything exists outside of his range of sight? (No, there is not.) It leads to the most vapid and boring social studies curriculum one could imagine. Also, if it is "expanding environments," why--in students' fourth year--are they STILL focused on communities. They were talking about that in first grade. How LONG can we talk about communities?? There is NO REASON students cannot get real history in grades K-4. We are robbing them of the opportunity to build real, rich background knowledge about their nation and the world at large by this incessant, empty focus on "communities." Data on reading achievement indicates that the reason our students are stagnating is a lack of background knowledge. So why on earth are we insisting on this empty curriculum? This silly approach to social studies has reigned for decades now. Tell me what it has done for students. Talk to anyone who has been through it. What do they remember about social studies in grades K-4? What did they get from it? The answer is nothing. If we put some actual content in, they would remember it, and it would put some foundational knowledge in place for future learning and reading comprehension. Utah ought to have the sense to opt out of this stupidity. Why not put together a real history curriculum? There are some great resources out there (start with Core Knowledge). Why not use it? **General feedback.**

I think its important to talk about not just the communities you belong to, but also identifying and celebrating communities you don't belong to. My kids love learning about the Latino culture all around us, and it helps us feel like part of something bigger when we can include and help meet the needs of people who aren't always visible to us in our daily life. **General feedback.**

Help people understand that they belong to multiple cultures and that their culture is a combination of those cultures also start introducing the concept of cultural appropriation versus cultural respect **General feedback.**

The question "why do you live there?" I feel will be a touchy subject for some. If they are lower income, it would be hard to explain why they live there.... **Duly noted.**

Developmentally, students in third grade are starting to understand how big and connected the world is. They want to know how they belong. Being able to explore the idea of community and culture fits well with student development. This strand really helps students learn in developmentally appropriate ways. **General feedback.**

This is another way around CTR. Take your white privilege agenda out of our schools. **General feedback.**

These questions are thought-provoking, and help kids learn to evaluate sources and historical info on their own, rather than being told or memorizing. That is huge **General feedback.**

I would love to see more clarity on what aspects of culture need to be taught. That's far too big of a topic to leave to simply teaching food and music. Also, most students have more than one culture. It should be what ARE your cultures? **General feedback.**

Do we compare communities in our state? What are some other resources to help complete these "NEW" Standards? How can we find out about the cultures in a community? Some teachers are new to the area or state and don't always have those answers. **General feedback.**

I think this is really early to understand community changes over time, and that question seems less historical and more political. Not everyone would teach it the same either, so I think it needs rewritten. **General feedback.**

No CRT in any form! No social engineering in any form! No propaganda in any form! No indoctrination in any form! Teach real history not the bias coming from the left! If any of the big companies were involved in developing it, throw it out! If Harvard or California were involved, throw it out! Stop polluting our children's minds! **General feedback.**

With regards to what is your culture? Let's focus on similarities and things that unite us, not our differences. Focusing on differences to create unity is like trying to become a better basketball player by watching bad players play. **General feedback.**

Keep any CTR Out. No sexual questions. Only teach the basics. Keep history as is. Teach history not indoctrination. **General feedback.**

More emphasis on how culture influences families and communities **General feedback.**

So my dad is from South America and my dad raised in Utah. So I felt like growing up that I had multiple cultures that I belonged to. **General feedback.**

Why are some people afraid of change when new people move into their communities?
How does that fear of change affect the community? **Duly noted.**

Third Grade Strand 2 - Your Rights and Responsibilities as a Community Member: Students delineate their civic rights and responsibilities as members of their community and the limits to their rights when they conflict with the rights of others. Students are introduced to the concepts of civil rights, public virtue, and civic engagement.

Compelling Questions: • What do you like about your community? Are there changes you would like to make? • Who decides what your community is like? • How can you demonstrate respect for others in your community? • How has your community improved, and how can you help your community continue to improve? • How are your local leaders chosen, and how does your community assure that its leaders do what your community wants and/or needs?

Lots of potential for great discussions **General feedback.**

"Students delineate their rights and responsibilities as members of their community and the limits to their rights when they conflict with the rights of others." - It would be useful to discuss the path to changing those limits and/or stopping expansion/contraction of rights within your community. **General feedback.**

Important to think about ways to disagree respectfully. **General feedback.**

I love the standards and can't wait to see them implemented in schools! **General feedback.**

The third grade standards need to be entirely re-written. There is thousands of years of history & an enormous amount of study of the great & noble things people have done all throughout time & we are wasting time on the narrow focus of community. **General feedback.**

Third Grade Strand 2: We appreciate the emphasis on public virtue, an essential civic attribute, in the heading of 3.2. However, none of the compelling questions or standards address this important topic. While 3.2.7 addresses “cultural norms of current community members,” this question is about social mores, not just/fair/ethical behavior (“virtue”). Instead, the standard should read: “Discuss how the choices of citizens and leaders to fulfill their duties fairly and with integrity affects others in the community.” That is civic virtue. Grade 3 standards, unlike all other K-6 grade levels, have not encouraged the use of primary sources. This is an omission we suggest rectifying. Particularly when multiple primary sources are compared from people of varying viewpoints, they reinforce various civic skills and dispositions. Well taught, primary sources help students recognize and account for various points of view, develop critical thinking, practice perspective taking, and demonstrate collaboration and compromise. Primary sources also help students connect to historical events as human experiences and historical figures as real people, making students feel more connected with the civic history that we share. One way to rectify might be to revise Standard 3.2.1 to read: “Analyze how your community has been shaped by the diverse people who have resided within it. Compare primary and secondary sources from or about these people.” The addition of “compelling questions” is very valuable to developing civics knowledge, skills, and dispositions. For example, the question “How has your community improved, and how can you help your community continue to improve?” encourages students to consider ways to be civically engaged and to recognize the need to work civilly with others, collaborate to bring about positive change, and compromise, all civic skills and dispositions. Strand 2 and its compelling questions present a strong basis for good civics education. Civics education combines civics knowledge, civic skills, and civic dispositions. Good civic teaching models civic behavior whenever possible. For example, when teaching about elections and voting (civics knowledge), it is preferable to use an election simulation, which develops civic skills, rather than just memorizing facts of the election process. Discussing a class problem in a civil manner and respectfully listening to all sides of an issue teaches the civic skills needed to have productive civil discourse. **Duly noted.**

Excellent questions that encourage teachers and students to examine the community closely. Again, see earlier comments about "compelling vs. guiding" questions. **General feedback.**

Read the Utah Constitution and The Declaration of Independence and The U.S. Constitution and discuss different rights that we know we have as individuals. We have certain inalienable rights: life, liberty, property, gun ownership, rights to worship, rights to own a business, etc. we have the right to govern ourselves and to live true to God. **General feedback.**

This needs to be applied to the United States **General feedback.**

Very good. Missing a strand on Economics/Financial Literacy I wish the standards on economics, especially as students are growing up, start to get an allowance, and get a better understanding of money, was continued. Too many of us live without agency with regards to finances leading to having more difficult lives. **General feedback.**

Why does anyone in my community deserve my respect? What have they done to earn it, and how are you going to articulate that to children? Respect is earned, and few people seek out children to earn it. They should not give it, unless earned or required by their parents. We do not have local leaders, we have local public servants. They're elected to fulfill a job, and relieved of that job if/when they either complete it, or prove incapable of completing it. They don't lead anything, and conflating public service with leadership is treacherous, as it incorrectly re-frames the purpose of elected representatives. **General feedback.**

Standards too vague, not enough civic content, American history. Constitutional principles need to be taught yearly, standards inadequate. **General feedback.**

Encourage design principles and helps student realize they can make a difference in their communities. **General feedback.**

Standards too vague, not enough civic content, american history. Constitutional principles need to be taught yearly, standards inadequate. **General feedback.**

Standards inadequate. Civics and the constitution need to be included every year. **General feedback.**

What about learning about a republic? America is not simply democratic. That's what sets us apart from other nations. We need to contrast that and teach the value in republics **General feedback.**

"Standards inadequate. Civics content needs to be taught yearly." **General feedback.**

It is singularly important to have other adult voices in the room, other than the standard Utah third grade teacher (white, female, and most likely Mormon). This is an excellent opportunity to show ALL students that they are seen and valued. This is a crucial period in which to involve BIPOC community members in their local schools. **General feedback.**

The standards are incomplete and do not teach enough about the Constitution and American history. **General feedback.**

Again what does the environmental/global warming agenda and/or race have anything to do with civil rights and American exceptionalism? Civil rights are void of race. This is the greatest country in the world no matter what your race is. There is no other country where my child can have a greater impact for good and impact then the United States. The sooner a child understands and appreciates that the sooner they are likely to capitalize on that. **General feedback.**

Our community is fantastic. We have many great parents here who support our Country and do not agree with any CRT of any type or twist of the words via legal mishmash via the Utah School board members in any county. **General feedback.**

Perhaps a focus on how children can strengthen their communities. **General feedback.**

A community that works together and listens to each other can make as big of change for the better than leaving it all to the Leaders. **General feedback.**

I think my community made the right choice to hire Dr. Thompson to address the racial issues within our school district. However, I feel that there may not be much she can do with all of the opposition she has already faced from a predominantly “monochrome” community. **General feedback.**

I do not like my community as a whole in West Jordan. This community is not taking on the issue of racism and diversity, despite having a large Tongan/Samoan population. They are not aware of the decent sized refugee community or have an antibullying initiative. I have reached out to my city council and mayor about the issues surrounding bullying after my child's suicide attempt and after Izzy Tichenor's death. I have been met with shrugged shoulders, and they don't know what to do. A lack of focus on diversity, inclusivity, that it doesn't have to affect you to matter and supporting marginalized communities has affected our local leaders and is now affecting the children in our community and my child. It starts at home and school for children. Good citizenship doesn't just mean being nice, it means being kind and defining how to be kind. I have demonstrated to my child how to mobilize and provide community aid to everyone by single handedly organize a food drive to feed the families here who were unable to get to the stores before the rush at the start of covid. I then secured masks for all residents and their children for free through SLCO health department and passed those out on my own. **General feedback.**

Changes they would like to make and practicality are not the same thing for most 3rd graders. This is a rabbit hole that might just deflate them. Respecting others is good. How would they know if the community had improved. What has happened in the last 9 years that they really can understand? Local government and getting them to do what you want is messy. Learning basics of government is more age appropriate **General feedback.**

Not sufficient. These questions just seem like an opening to manipulate with opinions and not facts. These are questions I discuss with my child, not the school. The questions should be more fact-driven, more learn-from-historical-events-driven. **Duly noted.**

Perfect time to start community volunteering **General feedback.**

Who decides what your community is like? Change this to: You and others in your community decide what your community is like. What are some decisions you have made about how to make your community? **Duly noted.**

Again with the leading question in the first question. A better way is to ask what the students like OR dislike. It forces students to be nuanced. **Duly noted.**

Why do you think there are or are not people of color in your community? What makes a community welcoming to people of all different types? **Duly noted.**

The standards are great, it is not the standards that are the problem, it is holding the teachers accountable to teaching these standards on an equal footing with other content areas. **General feedback.**

The third question is so wonderful. By teaching diversity of experience from a young age, we can build the kind of respect necessary for our government to work. **General feedback.**

The first thing that I noticed was that it puts a large focus on geography along with community. This pretty different from that I saw before with them focusing more on personal interactions in the community. Has this moved to an different age range? **General feedback.**

No National School Board Agendas! **General feedback.**

Please give us something fun to teach. This is so boring! **General feedback.**

Third graders don't have the capacity to think maturely about things in their community that need change. This sound like we are trying to make activists out of 8 year olds. **General feedback.**

I would like to see a little bit more on respect, kindness, tolerance, and defending those who are different from us. This could be done under the themes of democracy, right, civic engagement, and government. **General feedback.**

I would like to see specific examples of volunteer service brainstormed, and perhaps a service activity/field trip for hands on experience serving the community. **General feedback.**

How do the different roles of Federal, State, and Municipal leaders work together to create a better community? **Duly noted.**

I like to include some important landmarks and monuments to help the students gain an appreciation of the country they live in. **General feedback.**

Again, you are bringing in the boogie man of CRT. If we are demonstrating respect for others in our community, we actually have to acknowledge their opinions, experiences, and challenges. And USBE said we're not supposed to do that anymore. **General feedback.**

It breaks my heart to see where education is heading. These rights and responsibilities should have been taught at home tp pre-schoolers in a family, but homes are failing, so the school becomes Mom and Dad. So, just teach civility, be kind, don't bully, be friendly. We are all equal. Don't perpetuate the arguments on civil rights, public virtue, and civic engagement. That is destroying the innocence of youth to pile this one at this age! **General feedback.**

Our children need to learn about and understand privilege, and how to be compassionate to other cultures. **General feedback.**

I like the idea of respect as a way of talking about rights and responsibilities as community members. It's a way of framing how sometimes your rights are restricted to ensure the rights of others. That can be a tough balancing question for young kids but respect frames it in a way that supports complex thinking and emotional growth. **General feedback.**

I am in support of these new standards and feel like they are fair and balanced as well as filled with opportunities to build robust citizenship in Utah students! **General feedback.**

Many of my students do not know how their community has changed or improved. I hope educators will be provided with the necessary background materials to successfully answer these compelling questions. They are good questions, but they also require research time to answer them adequately. **General feedback.**

What is meant by "limits to their rights when they conflict with the rights of others?" Where is this founded in US law or principle? This doesn't seem to be. While there are consequences to breaking laws, rights are rights and not to be limited/infringed otherwise. **General feedback.**

Under the first question, could it be changed to "what do you appreciate/value about your community"? The word "like" seems so vague. **Duly noted.**

Please make sure kids know that it's not okay to be a bystander... they should stand up to bullies when they see it. And sometimes the strategy will be getting help, but it's never okay to do nothing when someone is getting hurt! One responsibility we have is keeping others safe, and kids should know some people are especially more at risk than others (like women and minorities). It would really help build better communities. **General feedback.**

Stress the need of citizens to learn about the people who will lead their local communities and help to choose wisely **General feedback.**

Third grade students developmentally want things to be fair for everyone. Being able to teach students how their community runs, how it has gotten better, and how they can make it better now plays a big part into child development around the concept of fairness. This strand is awesome! **General feedback.**

This is another way around CTR. Take your white privilege agenda out of our schools.
General feedback.

Same **General feedback.**

While the description says civic engagement, there is little said about civic engagement in the compelling questions. Why is activism not addressed here at all? **Duly noted.**

Who can we talk to about community leaders? Are their resources we can turn to? What are some ideas for completing this task when it isn't/is an election year? Can guest speakers be called on to talk about laws and ideas and how they are dealt with in the community? **General feedback.**

This is great! **General feedback.**

This last question makes sense, but would also be a better place for the voting discussion mentioned for the previous year. **General feedback.**

No CRT in any form! No social engineering in any form! No propaganda in any form! No indoctrination in any form! Teach real history not the bias coming from the left! If any of the big companies were involved in developing it, throw it out! If Harvard or California were involved, throw it out! Stop polluting our children's minds! **General feedback.**

Keep any CTR Out. No sexual questions. Only teach the basics. Keep history as is. Teach history not indoctrination. **General feedback.**

This area needs to be very, very careful that it does NOT focus on activism or social justice. **General feedback.**

For some students, neighborhood might be a way to think more concretely about the place they live, versus the idea of "community." **General feedback.**

It might be helpful to ask how do you make positive changes in the community? I don't think that there is one person or even a leader who decides but each individual makes choices that may influence the community through use of their own personal influence.
Duly noted.

The importance of listening to different cultural experiences and believing those experiences are true, even if they are different from your own. How can you help voices that are often ignored be heard? **Duly noted.**

Third Grade Strand 3 - Connecting your Community to the World: Students learn about one or more communities in other regions of the world. Students use what they have learned in the first two strands about their own community as a basis for comparison. These communities should reflect the diverse heritage of class members and community members.

Compelling Questions: • How is your community both alike and different from other communities in other parts of the world? • Where are these other communities located and how do their locations affect people's lives? • Why do other communities have different cultures and systems of government?

Great compelling questions. **General feedback.**

Include information on those with other beliefs **General feedback.**

I love the standards and can't wait to see them implemented in schools! **General feedback.**

The third grade standards need to be entirely re-written. There is thousands of years of history & an enormous amount of study of the great & noble things people have done all throughout time & we are wasting time on the narrow focus of community. **General feedback.**

The addition of "compelling questions" is very valuable to developing civics knowledge, skills, and dispositions. "Why do other communities have different cultures and systems of government?" for instance, encourages the development of civic skills and dispositions such as thinking critically about information students encounter and may even open the door for engaging civilly with others across differences. Knowing about other cultures can also promote love of country -- a deep and educated love of all that the U.S. has to offer. **General feedback.**

Comparing and contrasting is an excellent strategy to help students deeply learn information. **General feedback.**

This is supposed to be about citizens within the United States. Kids need to be learning about being citizens of the United States **General feedback.**

Very good. Missing: Deepening Understanding of Resources. In 3rd grade, building on 2.2.7, I'd like to see strong standards for the understanding of the resources on which humans and all life rely on, especially air & water, but also power. What is a renewable, sustainable source vs. non renewable/non sustainable source of water For Power, I'd like the students to understand the basic ways to generate power, and the advantages and disadvantages of each, from coal plants to hydro, solar, wind or geothermal. I also would like the students to understand how we use water in Utah. The storage of water in reservoirs, the transportation of water, the treatment of water, how a good / bad snow year impacts our water levels. The different use of water (agriculture, personal, industry, waste), and how we share water with others (people, states). I'd like to see an explanation on what are the sources of these for Utah (reliance on the Colorado river for Utah and neighboring states, reliance on coal and solar, hydro for power "There is nothing on how our use or overuse of resources has an impact on our future. How, when depleted, some resources are gone forever. How species have gone extinct by overhunting, overfishing, overlogging." I also would like to see examples around the world of how some key resources have gone scarce (Lake Chad, Aral sea), and how fighting over scarce resources has not only brought famine and death, but conflicts. I'd like the concept of personal responsibility be introduced on safely managing these precious resources for us and the future generations **General feedback.**

It would be good to add civics as an introduction to the political government here. Starting earlier discussing civil topics as it relates to communities. **General feedback.**

This entire grade strand list feels like too much for a 3rd grader to handle, especially in schools where social studies doesn't have time in each day. **General feedback.**

Standards too vague, not enough civic content, American history. Constitutional principles need to be taught yearly, standards inadequate. **General feedback.**

Standards too vague, not enough civic content, american history. Constitutional principles need to be taught yearly, standards inadequate. **General feedback.**

"Standards inadequate. Civics content needs to be taught yearly." **General feedback.**

The standards are incomplete and do not teach enough about the Constitution and American history. **General feedback.**

What about the heritage of being an American? About living in the greatest country in the world no matter what your race is. There is no other country where my child can have a greater impact for good and impact than the United States. The sooner a child understands and appreciates that the sooner they are likely to capitalize on that. **General feedback.**

Our community is very diverse. **General feedback.**

This strand is well worded and constructed. Teachers would benefit from resources and recommended practices to teach culture deeply and authentically, beyond stereotypical crafts and foods. **General feedback.**

Comparing the United States to global communities should be done with the understanding the most other global communities have very few freedoms and that America is unique in the world. Putting forth the idea that all countries in the world are equally free and the essentially the same as the United States is a false idea to teach. **General feedback.**

How do they know what things are like in other parts of the world? A lot would have to be taught for a 3rd grader to answer these questions. Can they read about it yet? Can they understand what they read? **General feedback.**

Not sufficient. This needs to be fact-driven to avoid the common bird banter. **General feedback.**

Why do you think there are or are not people of color in your community? What makes a community welcoming to people of all different types? **Duly noted.**

The standards are great, it is not the standards that are the problem, it is holding the teachers accountable to teaching these standards on an equal footing with other content areas. **General feedback.**

Introducing students to a global perspective at a young age helps them understand our place in the world and how we can be good global citizens. **General feedback.**

No National School Board Elections **General feedback.**

Which other communities should students know about? Can we be more specific here? **General feedback.**

How is it determined what other communities the students learn about? **General feedback.**

How do I even teach this? Why did Native Americans get taken out? I don't know how we will be able to make this engaging for third graders. I'm very disappointed. **General feedback.**

Question 1 should include discussion about the definition of protected classes, including race, national origin, religion, disability, age, sex (including gender identity and sexual orientation), and other relevant features that differentiate individuals and communities. **Duly noted.**

What resources does your community have that connect cultures from across the world? Heritage Festivals? "China Town"? **Duly noted.**

Our community is different in that it is not very diverse. Which is why it's important for children to be taught about people who are different from them. **General feedback.**

Again, I think these are great for learning about other cultures and communities - but also in developing empathy, curiosity, and perspective. **General feedback.**

I am in support of these new standards and feel like they are fair and balanced as well as filled with opportunities to build robust citizenship in Utah students! **General feedback.**

I would like to have information on how my third graders can safely connect with another classroom from around the world. This would seem to have a more meaningful impact on answering these compelling questions. I hope we will be provided with lessons, tips, websites, etc. that will support this and all other third grade Social Studies strands. **General feedback.**

Why is this emphasizing “recent immigrants”? They are already included in “class members” and “community members,” so this seems undermining and unfair to each of the members. Also, many communities may not have recent immigrants, so this wouldn’t be applicable to them. Further, this is also a delicate political topic as there is an increase in widespread devaluing and breaking of laws to admit many illegal immigrants into the nation, so this is politically charged and leaning toward supporting one political party.

Duly noted; question revised.

I am glad that this strand is sneaking in some world awareness. Finally, something other than the students community. But this is also too abstract, too fast. "Why do other communities have different cultures and systems of government?" Well, that assumes a LOT of background knowledge. Before they can answer the higher-order "why" question, don't they need to know the lower-level what questions? What are the systems of government? What are the features of other cultures? This in itself is a huge undertaking. Do we really think this background knowledge can be built in one strand in one grade level? Why haven't we been building this background knowledge throughout grades K-2?

Duly noted.

Yay! General feedback.

Also how all these communities are interrelated General feedback.

This strand can help students learn more about the various cultures in their own classrooms. I love the tie into individual classrooms, as it allows students to learn about different cultures in a way that is real to them. As a teacher, helping students understand the world around them is a top priority for me. Strand 3 really helps students learn about the real world! General feedback.

I wish this would not be so vague. Choosing one or more communities across the world is not very specific for third graders to choose from. I would like it better if we were assigned to a region and then we could pick communities from that region. General feedback.

This is another way around CTR. Take your white privilege agenda out of our schools. General feedback.

Same General feedback.

I would love to see the phrasing here emphasize teaching the positives of all cultures. **General feedback.**

Is there a certain community that we can compare our communities with? How can we find more information and be able to compare, especially cultures and systems of governments? What resources can help us accomplish this task? **General feedback.**

Isn't world government more relevant in sixth grade? It seems like you've tried to cram twice as much information into the first four grades of school than I had by the time I got to junior high, can 8 year olds process world events yet? **General feedback.**

No CRT in any form! No social engineering in any form! No propaganda in any form! No indoctrination in any form! Teach real history not the bias coming from the left! If any of the big companies were involved in developing it, throw it out! If Harvard or California were involved, throw it out! Stop polluting our children's minds! **General feedback.**

Keep any CRT Out. No sexual questions. Only teach the basics. Keep history as is. Teach history not indoctrination. **General feedback.**

Instead of recent immigrants maybe people who have lived abroad because many people have had experiences outside of the US. **General feedback.**

It's important in the comparing and contrasting part to make sure that the educator doesn't teach (knowingly or unknowingly) that the American way is the right way. We often teach that our way of life is the only appropriate way to live and all others are backwards. It's important to honor all cultures as different and that there is no right culture or a better culture. (Superior culture) As a Utah student I don't remember ever being told by a teacher directly that the American way was the Superior way... but it was implied through conversations and discussions. It's vital that discussions ask questions that cause students to think about other cultures respectfully and even question why we do what we do or believe what we believe. **General feedback.**

Do you know people from these other cultures? Are there any places in your area with their kind of food or grocery stores? Are there cultural celebrations for those communities? **Duly noted.**

Third Grade Standards Public Comment

Strand 1 - Your Community: Students analyze the communities in which they live, including geography, relative size, and interdependent relationships.

Standard 3.1.1 Locate your community on print and digital maps of the earth, your continent, country, and state and contrast the differences in their sizes and the relationships in scale between each of them.

Standards too vague, not enough civic content, american history. Constitutional principles need to be taught yearly, standards inadequate. **Duly noted.**

Yes **General feedback.**

The standards are incomplete and do not teach enough about the Constitution and American history. **Duly noted.**

Ok for 3rd grade **Duly noted.**

I think this should be a large part of third grade in order to understand and evaluate communities. **Duly noted.**

This is another way around CTR. Take your white privilege agenda out of our schools. **The Writers regret that this stakeholder did not explain how he/she feels this standard concerning geography relates to CRT. Lack of specificity makes this comment non-actionable.**

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Keep any CTR Out. No sexual questions. Only teach the basics. Keep history as is. Teach history not indoctrination. **Duly noted.**

Strand 1 - Your Community: Students analyze the communities in which they live, including geography, relative size, and interdependent relationships.

Standard 3.1.2 Describe how geography (i.e., physical features and natural resources) has shaped where and how your community developed, how it sustains itself, and how it may yet sustain or extinguish itself in the future.

Again, the connection from physical geography to cultural geography seems to be a tad abstract. How should a student transition their thinking from one to the other under this standard? Can examples be provided to further clarify the meaning of this standard? Cultural geography is not a part of this standard.

"how would sustained itself, and how it may yet sustain or extinguish itself in the future." Needs to be removed. This is inappropriate and motivated by environmentalism and climate change. This is not appropriate. Duly noted; standard revised.

Yes General feedback.

The standards are incomplete and do not teach enough about the Constitution and American history. Duly noted.

I am tired of EVERYTHING having an environmental/global warming agenda and/or a component of race and the lack of American exceptionalism. This is the greatest country in the world no matter what your race is. Duly noted.

need too review natural resource. sustain and extinguish. Those concepts aren't completely understood by adults yet. Duly noted.

Remove focus on environmentalism. The Writers respectfully disagree that recognizing local geographical and natural resources is environmentalism.

This is another way around CTR. Take your white privilege agenda out of our schools. The Writers regret that this stakeholder did not explain how he/she feels this standard concerning geography relates to CRT. Lack of specificity makes this comment non-actionable.

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this stakeholder did not leave details about where specifically he/she felt these items appear in the draft. The lack of specificity makes this comment non-actionable.

Keep any CTR Out. No sexual questions. Only teach the basics. Keep history as is. Teach history not indoctrination. **Duly noted.**

Standards too vague, not enough civic content, american history. Constitutional principles need to be taught yearly, standards inadequate. **Duly noted.**

Strand 1 - Your Community: Students analyze the communities in which they live, including geography, relative size, and interdependent relationships.

Standard 3.1.3 Define your own culture or the culture of your community. (This should include the art, music, food, dance, system of writing, architecture, religious and governmental beliefs, etc. to which you are ongoingly exposed or of which you are part.)

Many children at this age may not see the uniqueness of their family or community culture. Many are looking for ways to fit in not stand out, especially those from marginalized communities. How can we support teachers to formulate questions that can help students recognize their differences and accept them as celebratory pieces of their life? **Curriculum support. This is a foundational topic for later grade levels.**

Students may identify as members of more than one community with very different practices. Wording should include recognition that students may be members of more than one cultural group. **Addressed**

This needs to be within the scope of being a citizen of the United States and what it means to be an American **Duly noted**

I'm concerned about the wording of this section: discussing "religious and governmental beliefs" to which you are ongoingly exposed or of which you are a part. I am not in a position to discuss religious beliefs with my students nor should they have to tell which religious beliefs they are exposed to or are part of. What is a "governmental belief"? That doesn't make sense. **E.g. will remove governmental beliefs and religious to just focus on government**

Learn about the Native American tribe who's land you live on **Included later**

I do not think the 3rd grade standards fully account for the wide array of communities that can exist. It seems like these account for ethnic and religious communities. But there are many more communities that can exist and which can be examined by Utah 3rd graders. **The standards do not limit this approach and more cultures are available Use standard statement here**

This should include minor mention of cultures that were assimilated into the broader local culture, as well as native cultures. **Curricular option**

I think this is done in fourth grade while studying Utah. There would need to be some communication or more specific as to what is taught in third and fourth. **Duly noted as professional learning opportunity and cross-grade level planning**

Builds respect and critical thinking about cultures the student has contact with. **Duly noted.**

Not sufficient. Revise to "A" standard. Overall "governmental beliefs" should focus on being Americans. **Duly noted.**

teach the whole story - without bias **Duly noted.**

Encourage kids to share their different cultures and traditions in a safe environment, where they won't be bullied for it, like I was when I was growing up in Utah. **Duly noted.**

This will need to be basic. Can they read about it? Can they understand what they read? **Duly noted.**

Standards too vague, not enough civic content, American history. Constitutional principles need to be taught yearly, standards inadequate. **Duly noted.**

Standards too vague, not enough civic content, american history. Constitutional principles need to be taught yearly, standards inadequate. **Duly noted.**

Yes **General feedback.**

The standards are incomplete and do not teach enough about the Constitution and American history. Duly noted.

To which you are “ongoingly” exposed to??? That isn’t even a word. Can we put more emphasis on what an incredible opportunity it is to live in the US? How about an appreciation for the exceptional government we have? The standards are written in an expanding environment format. The geographical realm of study expands with each grade level.

Either take a stand and say that you support teaching these things and won't be intimidated by people crying "CRT" or take out this standard. Duly noted.

Learning about culture is so important for students. Third graders are just starting to understand that the world is larger than their home. Being able to learn more about the world around them, including about culture is important in crafting 21st century students and workers. Duly noted.

This is another way around CTR. Take your white privilege agenda out of our schools. The Writers regret that this stakeholder did not leave details about where specifically he/she felt these items appear in the draft. The lack of specificity makes this comment non-actionable.

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Keep any CTR Out. No sexual questions. Only teach the basics. Keep history as is. Teach history not indoctrination. Duly noted.

If the classroom is not diverse... bring in individuals from other cultures to teach about the different cultures within the community. For example... in a classroom in Ogden that may only have white kids, teach on the Latino culture and how it contributes to the overall Ogden community. Teach about other religions other than LDS and their contributions to the community. It's vital our students see and learn about ALL the

cultures within the community instead of tunnel vision of theirs only. Duly noted; curriculum.

Strand 1 - Your Community: Students analyze the communities in which they live, including geography, relative size, and interdependent relationships.

Standard 3.1.4 Evaluate how, over time, your community has become more interdependent with many people performing a variety of specialized jobs and services and through trade with other communities.

The standard assumes that the community has become more interdependent or that it needs to become interdependent. Again, this is inappropriate. The standards proposed focus strictly upon communal thinking that is not okay. This gears kids towards a socialism and communism and that is not okay. American individualism and individual responsibility needs to also be emphasized. Duly noted- All persons and the contributions they make are valued, needed, and accepted - both individually and collectively.. Interdependence provides support to individuals, as well as the ability to focus on each individual's growth. Thus encouraging entrepreneurial opportunity - unlike socialism and communism.

Standards too vague, not enough civic content, American history. Constitutional principles need to be taught yearly, standards inadequate. Duly noted.

Standards too vague, not enough civic content, american history. Constitutional principles need to be taught yearly, standards inadequate. Duly noted.

Yes General feedback.

The standards are incomplete and do not teach enough about the Constitution and American history. Duly noted.

Over time will be a hard concept for them to grasp. Can begin teaching this Duly noted.

Either take a stand and say that you support teaching these things and won't be intimidated by people crying "CRT" or take out this standard. Duly noted.

Please provide information/lessons for this standard Curriculum.

This is another way around CTR. Take your white privilege agenda out of our schools. The Writers regret that this stakeholder did not leave details about where specifically he/she felt these items appear in the draft. The lack of specificity makes this comment non-actionable.

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Keep any CTR Out. No sexual questions. Only teach the basics. Keep history as is. Teach history not indoctrination. Duly noted.

This needs to be within the context of being a citizen of the United States The Writers regret that this stakeholder did not leave details about where specifically he/she felt these items appear in the draft. The lack of specificity makes this comment non-actionable.

Strand 1 - Your Community: Students analyze the communities in which they live, including geography, relative size, and interdependent relationships.

Standard 3.1.5 Examine how and why your community has adapted to and/or modified its environment over time and identify the consequences of these environmental changes.

This examination should also include prompts for kids to understand the consequences of industrialization to the natural environment. Optional would be the institutional underpinnings and consequences of slavery and racism in the community. Duly noted.

I feel like this should be put in an older grade after students have a better understanding of their environment. Duly noted.

Does this include Native Americans? It seems sad to have those studies completely removed from the standards. Always.

Why concurrences? Why not attributes and supports? Duly noted.

The last part of the standard about identifying consequences of environmental changes needs to be removed. It leaves it too wide open to advancing political agenda of extreme environmentalism and climate change agenda. **Duly noted.**

I am tired of EVERYTHING having an environmental/global warming agenda and/or a component of race and the lack of American exceptionalism. This is the greatest country in the world no matter what your race is **Duly noted.**

Subpar. Use other states' standards/educational resources to bring this up to "A" standard. **Duly noted.**

This is subjective. Adults don't understand all consequences yet and that there are good and bad and choices have to be made. A heavy lift for 3rd grade **Duly noted.**

Remove focus on environmentalism. **The Writers respectfully disagree that...**

Standards too vague, not enough civic content, American history. Constitutional principles need to be taught yearly, standards inadequate. **Duly noted.**

Please provide information/lessons for this standard **Curriculum**

Standards too vague, not enough civic content, american history. Constitutional principles need to be taught yearly, standards inadequate. **Duly noted.**

Yes **General feedback.**

This is another way around CTR. Take your white privilege agenda out of our schools. **Duly noted.**

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Keep any CTR Out. No sexual questions. Only teach the basics. Keep history as is. Teach history not indoctrination. **Duly noted.**

The standards are incomplete and do not teach enough about the Constitution and American history. **Duly noted.**

Third Grade Strand 2 - Your Rights and Responsibilities as a Community Member: Students delineate their civic rights and responsibilities as members of their community and the limits to their rights when they conflict with the rights of others. Students are introduced to the concepts of civil rights, public virtue, and civic engagement.

Standard 3.2.1 Analyze how your community has been shaped by the diverse people who have resided within it.

CTLI, CCS, UVU Grade 3 standards, unlike all other K-6 grade levels, have not encouraged the use of primary sources. This is an omission we suggest rectifying. Particularly when multiple primary sources are compared from people of varying viewpoints, they reinforce various civic skills and dispositions. Well taught, primary sources help students recognize and account for various points of view, develop critical thinking, practice perspective taking, and demonstrate collaboration and compromise. Primary sources also help students connect to historical events as human experiences and historical figures as real people, making students feel more connected with the civic history that we share. One way to rectify might be to revise Standard 3.2.1 to read: "Analyze how your community has been shaped by the diverse people who have resided within it. Compare primary and secondary sources from or about these people." Good civics education combines civics knowledge, civic skills, and civic dispositions. Good civics teaching models civic behavior whenever possible. Standard 3.2.1 could require some historical research by the students to determine who has lived in their location and how they shaped the community, a great opportunity to teach the civic skills of cross-checking of sources and other media literacy skills. In addition, to include primary sources (for the reasons mentioned above), **Duly noted; standard revised.**

More often than not, communities are shaped by homogeneous groups, not diverse ones. Eagle Mountain is largely white, single-family, middle-earners. Koreatown sprung up around Koreans. Beverly Hills around the wealthy. Hardly were these started by diverse groups, and those groups doing so is not a historically accurate trend. **Not considering the past - change over time**

Why do you think there are or are not people of color in your community? What makes a community welcoming to people of all different types? **Considered with compelling question revision**

The first part of the standard is fine. The part that says the diverse people who have resided in it needs to be removed. Again, this is very presumptuous. It presumes that every culture has diversity, and every culture that has been "shaped" because of diversity. That is a wide assumption that is not appropriate or applicable in a lot of cases. **The Writers respectfully disagree.**

Focus on those diverse people... teach the students that they are APART of the community and not outliers. **Duly noted; curriculum.**

Standards too vague, not enough civic content, american history. Constitutional principles need to be taught yearly, standards inadequate. **Duly noted.**

Yes **General feedback.**

We're going to be honest about Mormon land grabs and massacres? Let's hope so. **Duly noted.**

Define Diverse **Diverse: adjective**

of a different kind, form, character, etc.; unlike:

a wide range of diverse opinions.

of various kinds or forms; multiform.

including representatives from more than one social, cultural, or economic group, especially members of ethnic or religious minority groups:

a diverse student body.

This question often starts complaints against white people and falsely abuses CONTEMPORARIES, creating a problem **Duly noted.**

This needs to be tied back to the founding of America and American History **Expanding environments...**

It's so important to learn from a young age that our world is what it is because of its differences. **Duly noted.**

This is an excellent standard that helps students appreciate their diverse, mixed community and the contributions of each person and sub-community at an early age! **Duly noted.**

Either take a stand and say that you support teaching these things and won't be intimidated by people crying "CRT" or take out this standard. **Duly noted.**

Lessons on the history of our community will be needed **Duly noted; curriculum.**

This is another way around CTR. Take your white privilege agenda out of our schools. **Duly noted.**

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Keep any CTR Out. No sexual questions. Only teach the basics. Keep history as is. Teach history not indoctrination. **Duly noted.**

It is not only the visible leaders that shape communities. **Duly noted.**

Standards too vague, not enough civic content, American history. Constitutional principles need to be taught yearly, standards inadequate. **Duly noted.**

Third Grade Strand 2 - Your Rights and Responsibilities as a Community Member: Students delineate their civic rights and responsibilities as members of their community and the limits to their rights when they conflict with the rights of others. Students are introduced to the concepts of civil rights, public virtue, and civic engagement.

Standard 3.2.2 Reflect upon the democratic processes used to identify problems and reach solutions within your family and/or your classroom and compare and contrast those to the democratic processes used to identify problems and reach solutions within your community.

The "democratic process" is no more or less moral than any other process; it just happens to work reasonably well for finding public majority opinion. But we understand that historically many great evils are fostered through a legitimate democratic process, and many evil things averted by autocratic rule. Democracy is not good or bad, it just is. The outcomes define if that particular use of the democratic process were for better or worse. Again, this is framing. Instead, explaining how democracy became to be the de-facto standard today, and the benefits and downsides compared to autocracy (or plutocracy, or oligarchy, etc) is at least an honest pursuit—if not still over the head of 3rd graders. How democratic republic was adopted is covered in upper grades.

We don't live in a "democracy" the founders never intended our government to be "democratic" we have a representative republic for a reason we need our students to understand that reason! Duly noted. This is covered in a later grade. This standard lays a foundational understanding of democratic processes used in their various communities.

Do they understand the democratic process yet? Haven't seen it taught yet in this document. This is implied in the standard. Background to begin understanding democratic processes. The standards are written in an expanding environment format. The geographical realm of study expands with each grade level.

Third graders don't have the capacity to think maturely about things in their community that need change. This sound like we are trying to make activists out of 8 year olds. Duly noted.

Standards too vague, not enough civic content, american history. Constitutional principles need to be taught yearly, standards inadequate. Duly noted.

Yes General feedback.

Time to discuss voting rights! Duly noted; curriculum.

Democratic practices are "hidden in plain sight" in many places. :-) **Duly noted.**

CTLI, CCS, UVU Good civics education combines civics knowledge, civic skills, and civic dispositions. Good civics teaching models civic behavior whenever possible. Standard 3.2.1 could require some historical research by the students to determine who has lived in their location and how they shaped the community, a great opportunity to teach the civic skills of cross-checking of sources and other media literacy skills. In addition, to include primary sources (for the reasons mentioned above), Standard 3.2.1 could be revised to read: "Analyze how your community has been shaped by the diverse people who have resided within it. Compare primary and secondary sources from or about these people." **Previous standard.**

I'm grateful for the introduction to the democratic process and how it should work. **Duly noted.**

Standards too vague, not enough civic content, American history. Constitutional principles need to be taught yearly, standards inadequate. **Duly noted.**

Students are taught how to solve problems in school all the time. Being able to teach them how problems are solved in real life is important! this standard should stay! **Duly noted.**

This is another way around CTR. Take your white privilege agenda out of our schools. **Duly noted.**

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Keep any CTR Out. No sexual questions. Only teach the basics. Keep history as is. Teach history not indoctrination. **Duly noted.**

Third Grade Strand 2 - Your Rights and Responsibilities as a Community Member: Students

delineate their civic rights and responsibilities as members of their community and the limits to their rights when they conflict with the rights of others. Students are introduced to the concepts of civil rights, public virtue, and civic engagement.

Standard 3.2.3 Research improvements that have been made in your community over time (e.g., provision of good schools, roads, emergency services, electricity, clean water, job opportunities, housing, parks, recreation, libraries, clean environment, protection of civil rights).

Adding more housing to some areas might be seen as a negative, not a positive. Suggesting that any of these things are inherently good and worthy of praise is, again, framing. Duly noted.

Strand 3.2 is very large. I have no concern with 3.2.3 other than it could be culled Duly noted.

This needs to be applied to America specifically The standards are written in an expanding environment format. The geographical realm of study expands with each grade level.

CTLI, CCS, UVU Good civics education combines civics knowledge, civic skills, and civic dispositions. Good civics teaching models civic behavior whenever possible. Standard 3.2.3 will allow students to explore the civic skills that are required to make important changes and improvements in a community. Duly noted.

Standards too vague, not enough civic content, American history. Constitutional principles need to be taught yearly, standards inadequate. Duly noted.

Standards too vague, not enough civic content, american history. Constitutional principles need to be taught yearly, standards inadequate. Duly noted.

Yes General feedback.

Excellent General feedback.

How would they know in their 9 years of life. This will need to be very basic. As the standard states, they will research their community.

Lessons and research websites must be provided to know how to teach this standard
Duly noted; curriculum.

This is another way around CTR. Take your white privilege agenda out of our schools.
Duly noted.

No CRT in any form! No social engineering in any form! No propaganda in any form!
No indoctrination in any form! Teach real history not the bias coming from the left! If any
of the big companies were involved in developing it, throw it out! If Harvard or California
were involved, throw it out! Stop polluting our children's minds! The Writers regret that
this stakeholder did not leave details about where specifically he/she felt these items
appear in the draft. The lack of specificity makes this comment non-actionable.

Keep any CTR Out. No sexual questions. Only teach the basics. Keep history as is.
Teach history not indoctrination. Duly noted.

Third Grade Strand 2 - Your Rights and Responsibilities as a Community Member: Students delineate their civic rights and responsibilities as members of their community and the limits to their rights when they conflict with the rights of others. Students are introduced to the concepts of civil rights, public virtue, and civic engagement.

Standard 3.2.4 Describe some of the important civic roles that people fulfill within your
community and explain the reasons why people choose to serve in those roles.

Define important. Is the mayor more important than the trash collector. Very subjective.
Duly noted.

This is hard when we don't really see the process of these roles and how they work in the
major roles when you live in a smaller town. Duly noted.

Omit "explain the reasons." What is the benefit to the community of having people in
these roles? Duly noted.

understanding the representative government and why someone might seek to engage
in public SERVICE is a worthwhile pursuit. Duly noted.

Standards too vague, not enough civic content, American history. Constitutional principles need to be taught yearly, standards inadequate. **Duly noted.**

Standards too vague, not enough civic content, american history. Constitutional principles need to be taught yearly, standards inadequate. **Duly noted.**

Yes **General feedback.**

CTLI, CCS, UVU Good civics education combines civics knowledge, civic skills, and civic dispositions. Standard 3.2.4 helps students recognize that people they know and live near practice civic skills that help their community. **Duly noted.**

Excellent way to build respect and help students think about their future choices. **Duly noted.**

This is another way around CTR. Take your white privilege agenda out of our schools. **Duly noted.**

No CRT in any form! No social engineering in any form! No propaganda in any form! No indoctrination in any form! Teach real history not the bias coming from the left! If any of the big companies were involved in developing it, throw it out! If Harvard or California were involved, throw it out! Stop polluting our children's minds! **The Writers regret that this stakeholder did not leave details about where specifically he/she felt these items appear in the draft. The lack of specificity makes this comment non-actionable.**

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Third Grade Strand 2 - Your Rights and Responsibilities as a Community Member: Students delineate their civic rights and responsibilities as members of their community and the limits to their rights when they conflict with the rights of others. Students are introduced to the concepts of civil rights, public virtue, and civic engagement.

Standard 3.2.5 Explain how your community's leaders are elected or appointed and effective ways to work together with them to improve your community.

Have they learned the election process yet? Effective ways to work together that is as varied as there are people **This is implied in the standard. This standard introduces the idea of elections and representative government.**

It is good to know how old leaders are elected or appointed. However, it is again presumptuous that everyone is expected or has to work together with the leaders. It is okay to disagree, use freedom of speech, protest, etc. **Duly noted.**

Remove action civics. **Civic engagement**

This needs to be relevant to the United States **The standards are written in an expanding environment format. The geographical realm of study expands with each grade level.**

Standards too vague, not enough civic content, American history. Constitutional principles need to be taught yearly, standards inadequate. **Duly noted.**

Standards too vague, not enough civic content, american history. Constitutional principles need to be taught yearly, standards inadequate. **Duly noted.**

Yes **General feedback.**

Again they are elected to represent the people kids need to understand that. **Duly noted; curriculum.**

CTLI, CCS, UVU Good civics teaching models civic behavior whenever possible. Standard 3.2.5 gives an excellent opportunity for students to experience a simulated election or some other creative way that a teacher could devise to put civics into action with this topic. **Duly noted; curriculum.**

This is another way around CTR. Take your white privilege agenda out of our schools. **Duly noted.**

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this stakeholder did not leave details about where specifically he/she felt these items appear in the draft. The lack of specificity makes this comment non-actionable.

Keep any CTR Out. No sexual questions. Only teach the basics. Keep history as is. Teach history not indoctrination. Duly noted.

Excellent civic knowledge Duly noted.

Third Grade Strand 2 - Your Rights and Responsibilities as a Community Member: Students delineate their civic rights and responsibilities as members of their community and the limits to their rights when they conflict with the rights of others. Students are introduced to the concepts of civil rights, public virtue, and civic engagement.

Standard 3.2.6 Describe why communities collect taxes and how they decide how to use them.

CTLI, CCS, UVU Good civics education combines civics knowledge, civic skills, and civic dispositions. Standard 3.2.6 gives a great opportunity to combine a social studies lesson with practical math skills, illustrating the interconnectivity of civic skills and other fields. Duly noted.

Opportunity to mix social studies and math lessons. Duly noted; curriculum.

Standards too vague, not enough civic content, American history. Constitutional principles need to be taught yearly, standards inadequate. Duly noted.

Standards too vague, not enough civic content, american history. Constitutional principles need to be taught yearly, standards inadequate. Duly noted.

Yes General feedback.

If we're going to talk about taxes stop the indoctrination of socialism. Stop talking about taxation like it's sacred. Let's talk about the abuses as well as the benefits. Duly noted.

Strand 3.2 is very large. I have no concern with 3.2.4 other than it could be culled Addresses a previous standard.

Can they calculate and understand the math on taxes? The standard does not specify making calculations; it is intended to lay a foundation about what taxes are, why they are collected, and how they are used. This standard does, however, offer a possible integration opportunity with math.

This is another way around CTR. Take your white privilege agenda out of our schools. Duly noted.

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Keep any CTR Out. No sexual questions. Only teach the basics. Keep history as is. Teach history not indoctrination. Duly noted.

Third Grade Strand 2 - Your Rights and Responsibilities as a Community Member: Students delineate their civic rights and responsibilities as members of their community and the limits to their rights when they conflict with the rights of others. Students are introduced to the concepts of civil rights, public virtue, and civic engagement.

Standard 3.2.7 Explain how cultural norms of current community members affect your community and its future (e.g., supporting local businesses, volunteering, voting).

CTLI, CCS, UVU 3.2.7. We appreciate the emphasis on public virtue, an essential civic attribute, in the heading of 3.2. However, none of the compelling questions or standards address this important topic. While 3.2.7 addresses “cultural norms of current community members,” this question is about social mores, not just/fair/ethical behavior (“virtue”). Instead, the standard should read: “Discuss how the choices of citizens and leaders to fulfill their duties fairly and with integrity affects others in the community.” That is civic virtue Duly noted.

Don't underestimate the power of one. It is important to vote, to fight to small businesses in your community. Duly noted.

What is a norm. Can something that is not a norm also affect? Addressed.

This is more of a philosophical question. Where are factual studies that lead to factual answers? These questions and answers can be directed in the home where values are established **Addressed.**

Change this to say "Explain how you and your community affect cultural norms."
Addressed.

This again seems vague and confusing to me, which means it may be too abstract for a 3rd grader. I do not understand what is meant by "cultural norms of current community members." Are we analyzing attitudes toward different civic activities and the impact valuing these activities (volunteering, voting, etc.) has? **Addressed.**

Yes **General feedback.**

Remove action civics. **The Writers feel that this standard addresses civic engagement as outlined in Utah Code.**

This needs to be applied to the United States **The standards are written in an expanding environment format. The geographical realm of study expands with each grade level.**

"Standards too vague, not enough civic content, American history. Constitutional principles need to be taught yearly, standards inadequate. **Duly noted.**

Standards too vague, not enough civic content, american history. Constitutional principles need to be taught yearly, standards inadequate. **Duly noted.**

This is another way around CTR. Take your white privilege agenda out of our schools.
Duly noted.

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Keep any CTR Out. No sexual questions. Only teach the basics. Keep history as is. Teach history not indoctrination. **Duly noted.**

Third Grade Strand 2 - Your Rights and Responsibilities as a Community Member: Students delineate their civic rights and responsibilities as members of their community and the limits to their rights when they conflict with the rights of others. Students are introduced to the concepts of civil rights, public virtue, and civic engagement.

Standard 3.2.8 Collaborate with peers to develop a service project that meets a need of your community.

There was not a standard for identifying gaps, inequities, or places for improvement within the community. It seems that this standard could be a good place to include that **This is implied in the standard; it is part of the needs investigation.**

Include: Ask for feedback from your community on how effective your service project is. **Curriculum**

Excellent addition--get students doing, not just hearing about civic actions. **Duly noted.**

Remove action civics. **The Writers feel that this standard addresses civic engagement as encouraged in Utah Code.**

This is the kind of thing that grade-schoolers should be doing. **Duly noted.**

Thank you for adding service learning to this standard. These service projects help students think about someone besides themselves. **Duly noted.**

Standards too vague, not enough civic content, American history. Constitutional principles need to be taught yearly, standards inadequate. **Duly noted.**

Standards too vague, not enough civic content, american history. Constitutional principles need to be taught yearly, standards inadequate. **Duly noted.**

Yes **General feedback.**

I love this! I am really impressed with the increased depth of the social studies standards for this strand. **Duly noted.**

Can a third grader develop and carry this out? Go for it if they can. Teachers will need to help as well as parents. Service is always good as long as it really meets a compelling need. **Duly noted.**

CTLI, CCS, UVU Good civics education combines civics knowledge, civic skills, and civic dispositions. Good civics teaching models civic behavior whenever possible. Standard 3.2.8 gives an opportunity for civics in action as students choose and cooperate to complete a valuable project. **Duly noted.**

Exciting! **General feedback.**

This is another way around CTR. Take your white privilege agenda out of our schools. **Duly noted.**

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Third Grade Strand 3 - Connecting your Community to the World: Students learn about one or more communities in other regions of the world. Students use what they have learned in the first two strands about their own community as a basis for comparison. These communities should reflect the diverse heritage of class members and community members.

Standard 3.3.1 Compare and contrast your community's culture (3.1.3) with the culture of one or more other communities in the world. (The communities chosen will be used for standards 3.3.2-5)

"compare and contrast" is redundant. To compare means to analyze similarities and differences. Contrast means to analyze differences only. Please correct the wording. **Duly noted; standards revised.**

Feels like Standard 3.2 and 3.3 could be combined. There is too much **The Writers respectfully disagree.**

I don't like this standard. Students this age are all about their world and don't have much of a concept of other communities. Selecting only a handful of communities is not beneficial unless the "communities" selected are VERY broad. **Duly noted.**

This needs to be tied to American History and its culture. This isn't about teaching kids to be global citizens, this is about teaching them to be Americans **The standards are written in an expanding environment format. The geographical realm of study expands with each grade level.**

Standards too vague, not enough civic content, American history. Constitutional principles need to be taught yearly, standards inadequate. **Duly noted.**

Standards too vague, not enough civic content, american history. Constitutional principles need to be taught yearly, standards inadequate. **Duly noted.**

Compare and contrast is an excellent way to learn. **Duly noted.**

Some communities are ruled over by government officials. How would your life be different if you didn't have freedom to govern yourself? **Compelling questions**

Can third graders read and understand well enough? **This standard does not specify reading only.**

Too broad. Replace "community" with "United States." **The standards are written in an expanding environment format. The geographical realm of study expands with each grade level.**

Give us a list of classrooms we can connect with around the world, or provide lessons on how to best teach this standard. **Duly noted; curriculum.**

I love this idea. Duly noted.

Cultural awareness and acceptance are traits each student in Utah schools should learn. This standard will help students develop cultural awareness. Duly noted.

please give us a region to choose from. the world is too vast. Duly noted; curriculum.

This is another way around CTR. Take your white privilege agenda out of our schools. Duly noted.

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Keep any CTR Out. No sexual questions. Only teach the basics. Keep history as is. Teach history not indoctrination. Duly noted.

See previous comments from 2nd grade compare and contrast Duly noted.

There is so much more to culture than geography and politics. Music, art, food, clothing, holidays, and language are also important parts of culture. Duly noted.

Third Grade Strand 3 - Connecting your Community to the World: Students learn about one or more communities in other regions of the world. Students use what they have learned in the first two strands about their own community as a basis for comparison. These communities should reflect the diverse heritage of class members and community members.

Standard 3.3.2 With the help of an adult, locate the communities in 3.3.1 on both print and digital maps of the Earth, their continent and their country, and contrast the differences in their sizes and the scaled relationships between them.

No previous grade teaches continents, hemispheres, etc. Thats a lot to put on 3rd grade. See 1.2.3 and 2.2.1 draft standards

This is slightly problematic because many communities are not limited to one geographic area. This is particularly true for religious communities. It can be helpful for students to understand that not all members of a particular religion live in a particular area (not all Muslims live in the Middle East). I wonder if there is a different term other than community that would fit this standard better. **Duly noted. Standard revised.**

Feels like Standard 3.2 and 3.3 could be combined. There is too much **Duly noted.**

Should be applied to America **The standards are written in an expanding environment format. The geographical realm of study expands with each grade level.**

Standards too vague, not enough civic content, American history. Constitutional principles need to be taught yearly, standards inadequate. **Duly noted.**

Too broad. Replace "community" with "United States." **The standards are written in an expanding environment format. The geographical realm of study expands with each grade level.**

This is another way around CTR. Take your white privilege agenda out of our schools. **Duly noted.**

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Keep any CTR Out. No sexual questions. Only teach the basics. Keep history as is. Teach history not indoctrination. **Duly noted.**

Third Grade Strand 3 - Connecting your Community to the World: Students learn about one or more communities in other regions of the world. Students use what they have learned in the first two strands about their own community as a basis for comparison. These communities should reflect the diverse heritage of class members and community members.

Standard 3.3.3 Research the geography (physical features and natural resources) of the communities in 3.3.1 and make inferences regarding how the geography influenced the cultures that have developed there.

Should teachers focus primarily on current communities? Would ancient civilizations fulfill this standard? Duly noted; standard revised.

Feels like Standard 3.2 and 3.3 could be combined. There is too much Duly noted.

Too broad. Replace "community" with "United States." The standards are written in an expanding environment format. The geographical realm of study expands with each grade level.

Standards too vague, not enough civic content, American history. Constitutional principles need to be taught yearly, standards inadequate. Duly noted.

This is another way around CTR. Take your white privilege agenda out of our schools. Duly noted.

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Third Grade Strand 3 - Connecting your Community to the World: Students learn about one or more communities in other regions of the world. Students use what they have learned in the first two strands about their own community as a basis for comparison. These communities should reflect the diverse heritage of class members and community members.

Standard 3.3.4 Examine how and why the communities in 3.3.1 have adapted to and/or modified their environments over time and identify the consequences of these environmental changes.

Could be good to state: the positive and negative consequences of environmental changes. **Duly noted.**

This needs to be better defined, so as not to drive a political ideology about global warming **Duly noted.**

Feels like Standard 3.2 and 3.3 could be combined. There is too much **Duly noted.**
Standards revised.

Pretty subjective to decide the consequences of what another community has done. **Duly noted.**

This often opens doors to blowing out of proportion the global warming THEORY.
General feedback.

The standard is in danger of being taken advantage of by environmentalists and advancing political agenda. That is not okay. **Duly noted.**

Standards too vague, not enough civic content, American history. Constitutional principles need to be taught yearly, standards inadequate. **Duly noted.**

Too broad. Replace "community" with "United States." Remove focus on environmentalism. **The standards are written in an expanding environment format. The geographical realm of study expands with each grade level. The Writers feel that understanding the interaction between humans and the physical environment does not fit the definition of environmentalism.**

This is another way around CTR. Take your white privilege agenda out of our schools. **Duly noted.**

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Keep any CTR Out. No sexual questions. Only teach the basics. Keep history as is. Teach history not indoctrination. **Duly noted.**

Standards too vague, not enough civic content, American history. Constitutional principles need to be taught yearly, standards inadequate. **Duly noted.**

Third Grade Strand 3 - Connecting your Community to the World: Students learn about one or more communities in other regions of the world. Students use what they have learned in the first two strands about their own community as a basis for comparison. These communities should reflect the diverse heritage of class members and community members.

Standard 3.3.5 Examine the types of government found in the communities in 3.3.1 and compare and contrast them with the government of your community (e.g., how community leaders are selected, how the government maintains order, keeps people safe, and makes and enforces rules and laws, the role of a community member, and the inclusion of immigrants).

"compare and contrast" is redundant. To compare means to analyze similarities and differences. Contrast means to analyze differences only. Please correct the wording. **Duly noted; standard revised.**

Feels like Standard 3.2 and 3.3 could be combined. There is too much **Duly noted; standard revised.**

do they understand the U.S constitution well enough to compare with another place? **It is implied that learning about US government will be a part of this process.**

The last part, the inclusion of immigrants, is a very subtle job at current immigration policy. That is political and not okay. It should not be included. There are people who have legitimate claims on both sides of the fence about immigration and immigrants. This part of the standard should be deleted. **The Writers respectfully disagree.**

Help students understand the real definitions of democracy a republic socialism communism and fascism they are very different concepts **This appears in a later standard.**

I am sick and tired of the constant indoctrination about communism and socialism. I am tired of EVERYTHING having an environmental/global warming agenda and/or a component of race and the lack of American exceptionalism. This is the greatest country in the world no matter what your race is. There is no other country where my child can have a greater impact for good and impact than the United States. The sooner a child understands and appreciates that the sooner they are likely to capitalize on that. **Duly noted.**

Compare and contrast is an excellent way to learn. **Duly noted.**

Too broad. Replace "community" with "United States." **The standards are written in an expanding environment format. The geographical realm of study expands with each grade level.**

This needs to be US centric. Kids should be learning American Government **The standards are written in an expanding environment format. The geographical realm of study expands with each grade level.**

Standards too vague, not enough civic content, American history. Constitutional principles need to be taught yearly, standards inadequate. **Duly noted.**

This is another way around CTR. Take your white privilege agenda out of our schools. **Duly noted.**

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Standards too vague, not enough civic content, American history. Constitutional principles need to be taught yearly, standards inadequate. **Duly noted.**

