

High School Civics

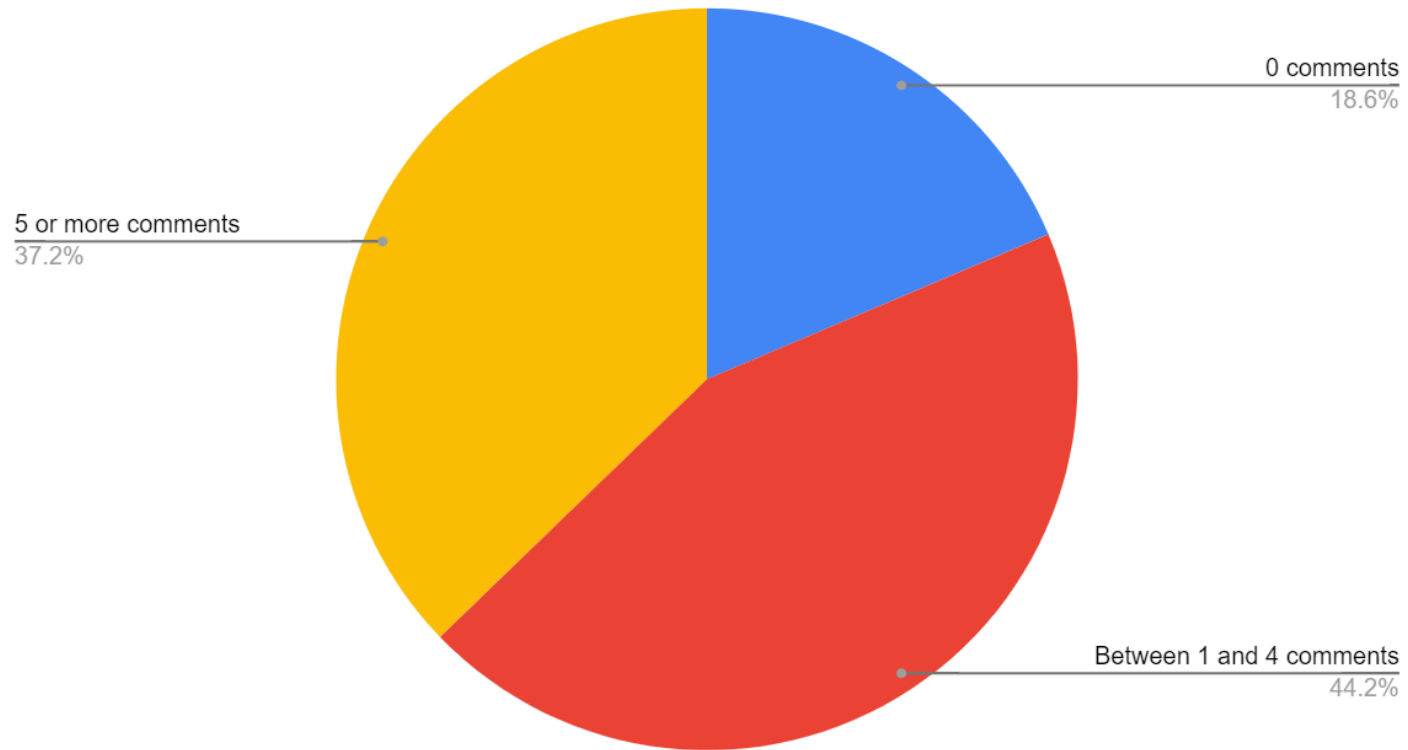
Unique Users: 49

Total Comments: 132

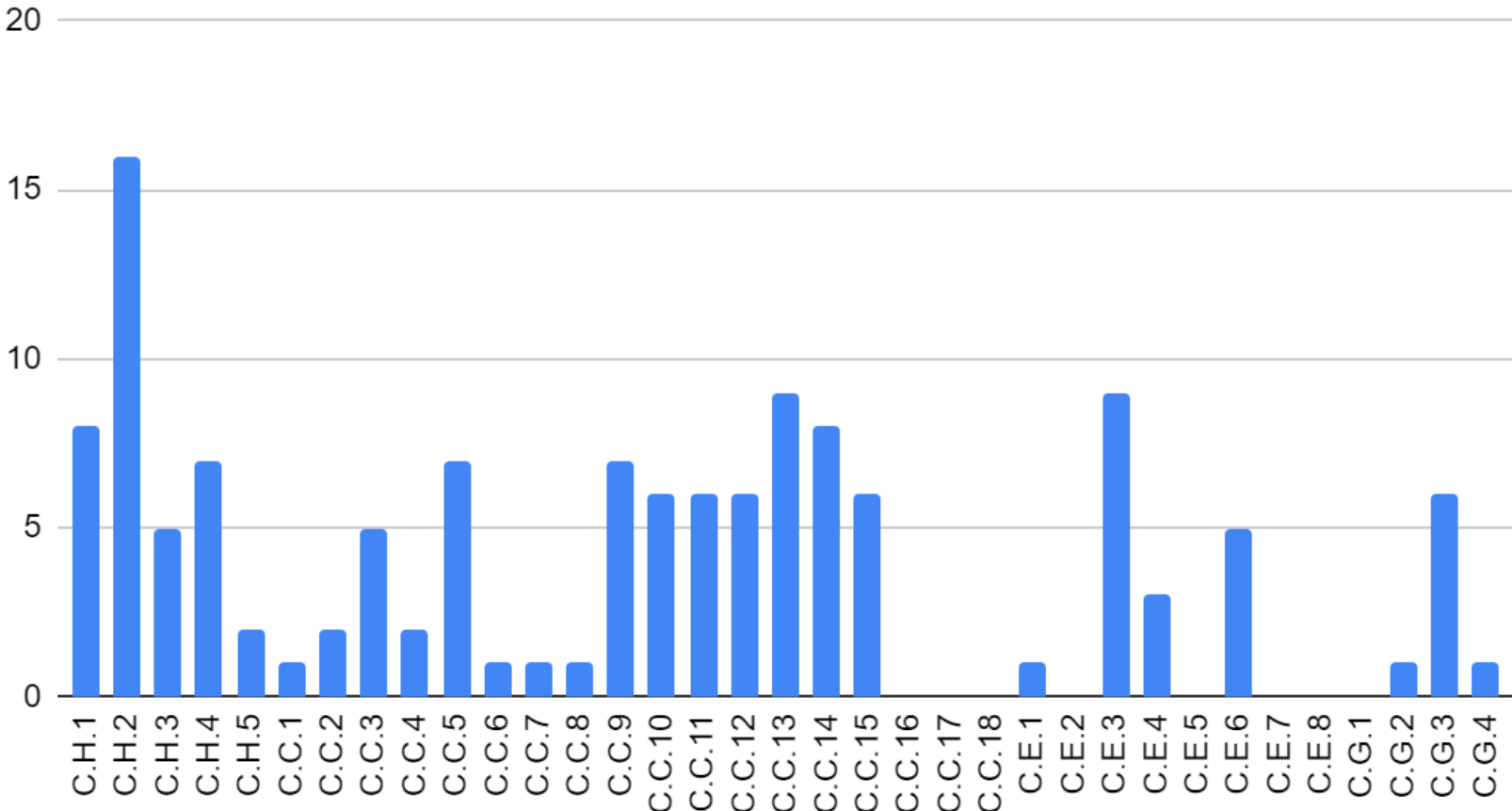
Unique Comments: 76

Number of Unique Users Who Submitted More than 1 comment: 8

High School Civics



Comments per Standard



Breakdown by Standards

Standard	Text of Comment(s)	% of total comments submitted for Civics
<p>C.H.1 Evaluate continuity and change in U.S. government, politics, and civic issues throughout U.S. history. Including but not limited to citizenship, civil rights, and civil liberties.</p>	<ol style="list-style-type: none"> 1. Followed your rules to make my comment. I am a retired teacher from Rapides Parish. It is a shame that Economics (Free Enterprise) is not at least 1/2 credit course anymore. Students need that just as much as they need four years of English. Maybe the plan is to make sure students no nothing about the economy so the government can control them. If anyone thinks that a few weeks of economics in a civics class gives the students what they need to live in the real world they are wrong. Change it back to the way it was 10 years ago. 2. To broad of a subject and with limited time you can not implement these topics in the time you are given and cover them where the students will retain information. This can be said of all these standards. These subjects are not taught in a school year but a semester, which means the pace is so fast that the students comprehension is weak. 3. I would like to comment not on the updated standards, but on the sequence social studies is taught. It is my opinion that if Civics is to become an EOC then it stands to reason the order should be changed. Students should take Louisiana History in 7th grade, Us History in 8th, Civics in 9th, and US History again in 10th. The Civics documents need to be leveled to a 9th grade reading level. 4. The order for high school courses is all wrong. When having to create discussions with students, you also need to figure in the maturity level of the students. The students should learn in the following order: world geography, world history, U.S. History, and end senior year with U.S. Government. 5. In general, we need to stick to basic historical facts and not politicize with opinions. 6. Recommend change to read: Evaluate continuity and change in U.S. government, politics, and civic issues throughout U.S. history. Including but not limited to citizenship, civil liberties, inalienable rights, and civil rights.* 7. add civil liberties, inalienable rights, and civil rights.* 	<p align="right">6.06%</p>

	<p>8. Civil liberties should probably be listed before civil rights; inalienable rights should also be explored Evaluate continuity and change in U.S. government, politics, and civic issues throughout U.S. history. Including but not limited to citizenship, civil liberties, inalienable rights, and civil rights.</p>	
<p>C.H.2 Analyze the role, major contributions of, and limitations placed on diverse groups and individuals in the development of the United States of America and Louisiana. Including but not limited to American Indians, Black Americans, Latinos, Asian Americans, women, and immigrant and refugee groups, people with disabilities, and LGBT people.</p>	<ol style="list-style-type: none"> 1. Woven into many of the topics is the ability to teach or promote items such as Critical Race theory, promotion of multiple gender studies and other radical programs/ideas. Are any of these topics going to be discussed or taught in anywhere in the LA school curriculum and if so can you explain in detail what that will be? 2. I do not want my student learning about LGBTQ at school. I will teach that to them myself. 3. Matters of sexual orientation (LGBT) have no place in the public classroom that is paid for by the taxpayer. 4. Replace with: "Analyze the different ways in which Americans, especially Louisianans, have contributed to the development of American liberty. Including but not limited to soldiers, preachers, businessmen, politicians, and ordinary citizens."* 5. Leading. Present the facts and allow student to get there on their own. 6. I believe that this standard should be taught but limit in scope. We should not lay blame on the children of today for the aggression of the past and we should not limit the growth of students by place political labels of victimhood upon our children either. 7. Keep Critical Race Theory out of our schools. It is itself racist and divisive and works against the goals of equality for all. 8. This principle is limited in insight and causes bias toward groups considered non-minority. It intends to further drive wedges between racial and ethnic groups 9. High School Civics C.H.2. "Analyze the different ways in which Americans, especially Louisianans, have contributed to the development of American liberty. Including but not limited to soldiers, preachers, businessmen, politicians, and ordinary 	<p>12.12%</p>

citizens.” C.H.3. This is too vague as written. Unless it is clarified, it should be deleted. C.H.4. “Analyze causes and effects of events in U.S. history that influenced the development of laws, processes, and civic participation.” Note: “Civic participation” can euphemize “action civics,” also known as “protest civics”—vocational training in progressive activism. Louisiana should explicitly bar all action civics to prevent this abuse or delete reference to “civic participation.” C.C.3. “Analyze the election process at the local, state, and national levels, including the checks and balances provided by qualifications and procedures for voting. Including but not limited to the electoral college, qualifications to run for office, terms of office, civic participation, public hearings, forums, at large voting, petition, local referendums, voting amendments, and types of elections.” Note: “Civic participation” can euphemize “action civics,” also known as “protest civics”—vocational training in progressive activism. Louisiana should explicitly bar all action civics to prevent this abuse or delete reference to “civic participation.” C.C.5. “Evaluate the advantages and disadvantages of technologies and innovations in politics and government, and how they affect media, civic discourse, and credibility of sources. Including but not limited to blogs, digital apps, media literacy, social media, video-sharing platforms, and websites.” Note: “Media literacy” policies frequently double as instruction to support uncredulous belief in the mainstream media, and hence uncredulous belief in progressive propaganda. Louisiana should delete this item from the Standards if it cannot be revised to prevent this abuse. C.C.9. “Analyze the origins, fundamental principles, development, and structure of the U.S. system of government and its formation. Including but not limited to the Magna Carta, the Mayflower Compact, Enlightenment philosophies, English Bill of Rights, Declaration of Independence, the Articles of the Confederation, the Constitution of the United States of America, and the Federalist papers.” C.C.10. “Evaluate the U.S. Constitution’s amendment process and how the Constitution has been interpreted and applied over time by the executive, legislative, and judicial branches. Including but not limited to Creator-endowed unalienable rights of the

people, due process, equal justice under the law, “establishment clause,” federalism, frequent and free elections in a representative government, individual responsibility, individual rights outlined in the Bill of Rights, judicial review, precedents, private property rights, right to privacy, rule of law, stare decisis, symbolic speech, the structure of government and separation of powers with checks and balances.” Note: “Supremacy” is undefined and should be deleted.

C.C.11. “Evaluate the reasoning for Supreme Court decisions and their political, social, and economic effects. Including but not limited to Marbury v. Madison (1803), McCulloch v. Maryland (1819), Cherokee Nation v. Georgia (1831), Dred Scott v. Sandford (1857), Santa Clara County v. Southern Pacific Railroad (1886), Plessy v. Ferguson (1896), Scheck v. United States (1919), Korematsu v. United States (1944), Brown v. Board of Education (1954), Baker v. Carr (1962), Engel v. Vitale (1962), Gideon v. Wainwright (1963), Miranda v. Arizona (1966), Loving v. Virginia (1967), Tinker v. Des Moines (1969), New York Times Co. v. United States (1971), Wisconsin v. Yoder (1972), Roe v. Wade (1973), United States v. Nixon (1974), Shaw v. Reno (1993), United States v. Lopez (1995), Bush v. Gore (2000), DC v. Heller (2008), McDonald v. Chicago (2010), Citizens United v. Federal Election Commission (2010), Obergefell v. Hodges (2015), Little Sisters of the Poor v. Pennsylvania (2020).”

C.C.12. “Analyze how citizens of Louisiana and the United States of America sustain the republic. Including but not limited to interacting successfully with government agencies, individual self-reliance, patriotic celebration, jury duty, service in the armed forces and the police, running for political office, and voting.”

C.C.13. “Explain the importance of civic values to a well-functioning republic. Including but not limited to conviction vs. compromise, majority rule vs. minority rights, rights vs. responsibilities, and states’ rights vs. federal power.”

C.C.14. “Analyze the expansion and contraction of individual liberties, civil rights, and equality under the law.”

C.C.15. “Analyze how local, state, and national governments enfranchised groups throughout U.S. history and its effects.”

C.E.3. “Explain the effects of government policies to improve and degrade

market outcomes, including both intended and unintended consequences. Including but not limited to how taxation affects economic activity, surpluses, budget deficits, and the national debt. C.G.3. "Analyze how environmental issues and events, such as natural and human-made disasters, have affected elections, policies, and laws."

10. Limitations placed on these groups is a subjective term to the writer or teacher communicating the material. How will these groups be factually backed up on their contributions to the development of the US or Louisiana? how will other Americans that have made contributions to the development of the United States and Louisiana be included in this? Since the LGBTQ group was not formed until 1924 and the United States was formed in 1774 with Louisiana being formed in 1812 I question the authenticity of the contributions made by this community group during the development of the United States or Louisiana. I conclude that all the information should have data to both back up disenfranchised groups and that other American's that contributed be included to this vital part of our history.
11. Analyze the different ways in which Americans, especially Louisianans, have contributed to the development of American liberty. Including but not limited to soldiers, preachers, businessmen, politicians, and ordinary citizens."*
12. I am uncertain how the specific groups mentioned were determined. There are many other groups which could have been included. I thought that perhaps the reason certain groups were included was because they continue to experience struggles where as others who may have faced limitations in the face do not face them as frequently today. If this is the criteria, then a group in the United States which as played important roles, made major contributions, and have and still face limitations are the Jewish people. If we are going to include the others listed here, then the Jewish people should also be specifically identified.
13. So middle school grades have this same standard of teaching accomplishments and limitations of said groups. You include the phrase "including but not limited to" and then list groups you feel may have been limited. Here you get to high school covid

	<p>and include the same groups but add in LGBT people. You reserve this for high school and assert that they fit this category. So therefore it would be okay for a teacher in younger grades to teach on this as they have the freedom with your statement “including but not limited to.” If a teacher wanted to, he or she could teach on LGBT issues in any of the grades prior as they speak to limitations and marginalized groups. There’s is no need for my child to be taught about LGBT people in any grade. This leads to confusion and insecurities leading to depression and lack of self worth. Suicidal rates are on the rise and our kids don’t need confusing topics that should be left to the home and not the school.</p> <p>14. Replace with "Analyze the different ways in which Americans, especially Louisianans, have contributed to the development of American liberty. Including but not limited to soldiers, preachers, businessmen, politicians, and ordinary citizens."*</p> <p>15. Delete: "Analyze the role, major contributions of, and limitations placed on diverse groups and individuals in the development of the United States of America and Louisiana. Including but not limited to American Indians, Black Americans, Latinos, Asian Americans, women, and immigrant and refugee groups, people with disabilities, and LGBT people. Add: 'Analyze the different ways in which Americans, especially Louisianans, have contributed to the development of American liberty. Including but not limited to soldiers, preachers, businessmen, politicians, and ordinary citizens.'"</p> <p>16. This principle is limited in insight and causes bias toward groups considered non-minority. It intends to further drive wedges between racial and ethnic groups</p>	
<p>C.H.3 Evaluate varying perspectives on political and civic issues, including different systems and structures of government.</p>	<ol style="list-style-type: none"> 1. Replace "perspectives on" with "beliefs about". Note: This is too vague as written. Unless it is clarified, it should be deleted.* 2. I don’t understand who is driving the agenda here for the product that we are supposed to be producing in our taxpayer funded high schools. What is the goal? Is the goal to produce students that are familiar with “Civics” as a historical discipline and a political enterprise who are then equipped to further the historical interests 	<p>3.79%</p>

	<p>of the nation of which they are a part? Is the goal to remake America through a reshaping of the experiment in ordered liberty that is America? I have been teaching high school social studies in Louisiana for almost 10 years and have seen the rapid decline in teacher morale and student quality that I attribute to several factors—including the development of these “standards” through a top down government approach. If teachers can’t be trusted to teach the relevant material, then provide them with a list of topics to cover and a list of textbooks that can facilitate this learning. The Louisiana Department of Education is too busy “fixing” education to realize that they are destroying education.</p> <ol style="list-style-type: none"> 3. “Evaluate varying beliefs about political and civic issues, including different systems and structures of government.” Note: This is too vague as written. Unless it is clarified, it should be deleted.* 4. Delete: "perspectives on" Add: "beliefs about" Note: This is too vague as written. Clarify or it should be deleted.* 5. An example of where this is going might be helpful. Does this mean a review of the US form of government? Does it include a review of Marxism? Does it include a review of Stalinism? Monarchies? Theocracies? Evaluate varying beliefs on political and civic issues, including different systems and structures of government. 	
<p>C.H.4 Analyze causes and effects of events in U.S. history that influenced the development of laws, processes, and civic participation.</p>	<ol style="list-style-type: none"> 1. “Civic participation” can euphemize “action civics,” also known as “protest civics”— vocational training in progressive activism. Louisiana should explicitly bar all action civics to prevent this abuse or delete reference to “civic participation.”* 2. “Analyze causes and effects of events in U.S. history that influenced the development of laws, processes, and civic participation.” Note: “Civic participation” can euphemize “action civics,” also known as “protest civics”— vocational training in progressive activism. Louisiana should explicitly bar all action civics to prevent this abuse or delete reference to “civic participation.” 3. include how US framework of laws, the codified processes for change, such as Constitutional Amendments and frequent and fair elections, and participation in the political process.* 	<p>5.30%</p>

	<ol style="list-style-type: none"> 4. Note: "Civic Participation" can euphemize "action civics," also know as "protest civics" (vocational training in progressive activism. Louisiana should explicitly bar all action civics to prevent this abuse or delete reference to "civic participation."* 5. Recommend change to read: "Analyze causes and effects of events in U.S. history that influenced the development of the US framework of laws, the codified processes for change, such as Constitutional Amendments and frequent and fair elections, and participation in the political process." 6. add the importance of amendments, frequent and fair elections and the political process.* 7. Analyze causes and effects of events in U.S. history that influenced the development of the US framework of laws, the codified processes for change, such as Constitutional Amendments and frequent and fair elections, and participation in the political process.* 	
<p>C.H.5 Analyze the influence of local, state, national, and global ideas, events, and people on Louisiana's government, politics, and civic issues over time. Including but not limited to international trade relations, global crises, and conflicts, national and local natural disasters.</p>	<ol style="list-style-type: none"> 1. add item: Analyze the background and ramifications of the 3/5 Compromise reached during the Constitutional Convention. Including but not limited to the census counting of enslaved persons, the status of free black people and when the process for counting was rendered null and void (Civil War) 2. ADDITION RECOMMENDED: Analyze the background and ramifications of the 3/5 Compromise reached during the Constitutional Convention. Including but not limited to the census counting of enslaved persons, the status of free black people and when the process for counting was rendered null and void (Civil War) Review the history of Jim Crow-era and other voting suppression and intimidation actions taken against minorities and poor whites. Including, but not limited to violence, literary tests, property tests, Grandfather Clauses, All-White Primaries, purges and Poll Taxes. 	1.52%
<p>C.C.1 Evaluate the distribution of powers and responsibilities of local, state, tribal, national, and</p>	<ol style="list-style-type: none"> 1. Good item 	0.76%

<p>international civic, government, and political institutions and how citizens interact within them.</p>		
<p>C.C.2 Analyze the development and implementation of domestic and foreign policy and the influence of debates on major issues. Including but not limited to health care, education, immigration, naturalization, regulation of business and industry, foreign aid, and intervention abroad.</p>	<ol style="list-style-type: none"> 1. Recommend change to read: "Analyze the development and implementation of domestic and foreign policy and the influence of debates and civil discourse on major issues. Including but not limited to health care, education, immigration, naturalization, regulation of business and industry, foreign aid, and intervention abroad."* 2. Analyze the development and implementation of domestic and foreign policy and the influence of debates and civil discourse on major issues. Including but not limited to health care, education, immigration, naturalization, regulation of business and industry, foreign aid, and intervention abroad.* 	<p>1.52%</p>
<p>C.C.3 Analyze the election process at the local, state, and national levels, including the checks and balances provided by qualifications and procedures for voting. Including but not limited to the electoral college, qualifications to run for office, terms of office, civic</p>	<ol style="list-style-type: none"> 1. "Civic participation" can euphemize "action civics," also known as "protest civics"—vocational training in progressive activism. Louisiana should explicitly bar all action civics to prevent this abuse or delete reference to "civic participation."* 2. "Analyze the election process at the local, state, and national levels, including the checks and balances provided by qualifications and procedures for voting. Including but not limited to the electoral college, qualifications to run for office, terms of office, civic participation, public hearings, forums, at large voting, petition, local referendums, voting amendments, and types of elections." Note: "Civic participation" can euphemize "action civics," also known as "protest civics"—vocational training in progressive activism. Louisiana should explicitly bar all action civics to prevent this abuse or delete reference to "civic participation." 	<p>3.79%</p>

<p>participation, public hearings, forums, at large voting, petition, local referendums, voting amendments, and types of elections.</p>	<ol style="list-style-type: none"> 3. add gerrymandering 4. Note: “Civic participation” can euphemize “action civics,” also known as “protest civics”— vocational training in progressive activism. Louisiana should explicitly bar all action civics to prevent this abuse or delete reference to “civic participation.”* 5. Analyze the election process at the local, state, and national levels, including the checks and balances provided by qualifications and procedures for voting. Including but not limited to the electoral college, qualifications to run for office, terms of office, public hearings, forums, petition, local referendums, voting amendments, gerrymandering and types of elections. 	
<p>C.C.4 Analyze the role of government and economic institutions in developing and implementing economic policies in the United States of America.</p>	<ol style="list-style-type: none"> 1. add: Analyze the role of and effect on private sector businesses and the economy when various economic policies (i.e. tax rates, money supply, regulations) are helpful or harmful to the private sector.* 2. Analyze the role of and effect on private sector businesses and the economy when various economic policies (i.e. tax rates, money supply, regulations) are helpful or harmful to the private sector.* 	<p>1.52%</p>
<p>C.C.5 Evaluate the advantages and disadvantages of technologies and innovations in politics and government, and how they affect media, civic discourse, and credibility of sources. Including but not limited to blogs, digital apps, media literacy, social media, video-sharing platforms, and websites.</p>	<ol style="list-style-type: none"> 1. “Media literacy” policies frequently double as instruction to support uncredulous belief in the mainstream media, and hence uncredulous belief in progressive propaganda. Louisiana should delete this item from the Standards if it cannot be revised to prevent this abuse.* 2. “Evaluate the advantages and disadvantages of technologies and innovations in politics and government, and how they affect media, civic discourse, and credibility of sources. Including but not limited to blogs, digital apps, media literacy, social media, video-sharing platforms, and websites.” Note: “Media literacy” policies frequently double as instruction to support uncredulous belief in the mainstream media, and hence uncredulous belief in progressive propaganda. Louisiana should delete this item from the Standards if it cannot be revised to prevent this abuse.* 3. leave out the words media literacy which implies accepting propaganda without questiion 4. what is media literacy? it is not the role of government in a free society to train 	<p>5.30%</p>

	<p>regulate or fund media. this is protected by the right to a free press and should be removed.</p> <p>5. Note: "Media literacy" policies frequently double as instruction to support uncredulous belief in the mainstream media, and hence uncredulous belief in progressive propaganda. Louisiana should delete this item from the Standards if it cannot be revised to prevent this abuse.*</p> <p>6. Recommend change to read: "Evaluate the advantages and disadvantages of technologies and innovations in politics and government, and how they affect media, civic discourse, and confirmation of sources. Including but not limited to blogs, digital apps, social media, video-sharing platforms, and websites."*</p> <p>7. The term "media literacy" is problematic and disconcerting; it is NOT the role of government or even academia to train media in a free society. Evaluate the advantages and disadvantages of technologies and innovations in politics and government, and how they affect media, civic discourse, and confirmation of sources. Including but not limited to blogs, digital apps, social media, video-sharing platforms, and websites.</p>	
<p>C.C.6 Explain the structure and processes of the U.S. government as outlined in the U.S. Constitution. Including but not limited to the branches of government, how a bill becomes a law, the amendment process, and federalism.</p>	<p>1. Excellent item!</p>	<p>0.76%</p>
<p>C.C.7 Explain historical and contemporary roles of political parties, special</p>	<p>1. Knowing the roles of special interests in the political scene, plus the historical roles of political parties should help students better understand how things are done in the political scene.</p>	<p>0.76%</p>

<p>interest groups, lobbyists, and associations in U.S. politics.</p>		
<p>C.C.8 Describe the purpose of government and competing ideas about the role of government in society.</p>	<p>1. Several standards seem to be somewhat repetitive and could be analyzed to trim some redundancy.</p>	<p>0.76%</p>
<p>C.C.9 Analyze the origins, fundamental principles, development, and structure of the U.S. system of government and its formation. Including but not limited to the Magna Carta, Enlightenment philosophies, English Bill of Rights, Declaration of Independence, the Articles of the Confederation, and the Constitution of the United States of America.</p>	<p>1. There is no continuity to the order of standards. In teaching about American government, in both civics and in A.P. US Government and Politics beginning with the foundations of democracy and the Constitution sets a foundation for further learning. These standards, presented in this manner will make it difficult for school systems, schools, and teachers (especially new) to implement the curriculum with confidence and ensure that all standards are taught and achieved by students. Furthermore, In a full year course it is difficult to discuss the number of standards we have currently, and most teachers in my area discuss the issue of making it through the economics portion with fidelity. This new set is adding depth to topics, as well as the requirement to also teach beyond content, skill sets, that either teachers will lose depth in their classrooms, or not complete the full set of standards in the year. Both of these scenarios do not benefit the student. These standards need to be made more clear, and more sequential. If we are going to add politics into the mix, as well as depth into the state and local levels of government, the standards need to give in other areas. Otherwise you are setting your teachers and students up for failure.</p> <p>2. Replace with: "Analyze the origins, fundamental principles, development, and structure of the U.S. system of government and its formation. Including but not limited to the Magna Carta, the Mayflower Compact, Enlightenment philosophies, English Bill of Rights, Declaration of Independence, the Articles of the Confederation, the Constitution of the United States of America, and the Federalist</p>	<p>5.30%</p>

	<p>papers.”*</p> <ol style="list-style-type: none"> 3. “Analyze the origins, fundamental principles, development, and structure of the U.S. system of government and its formation. Including but not limited to the Magna Carta, the Mayflower Compact, Enlightenment philosophies, English Bill of Rights, Declaration of Independence, the Articles of the Confederation, and the Constitution of the United States of America, and the Federalist papers.”* 4. Add: (Magna Carta,) "the Mayflower Compact," Add: (America,) "and the Federalist papers.”* 5. Recommend change to read: "Analyze the origins, fundamental principles, development, and structure of the U.S. system of government and its formation. Including but not limited to the Magna Carta, the Mayflower Compact, Enlightenment philosophies, English Bill of Rights, Declaration of Independence, the Articles of Confederation, and the Constitution of the United States of America, and the Federalist papers.”* 6. include The Federalist papers, the mayflower compact* 7. Great item, but please consider including the "Federalist Papers." These documents provide important, time-frame context of what the framers and founders of the US government were thinking and intended. Also, the item lists "The articles of the Confederation." Should be changed to "Articles of Confederation" Analyze the origins, fundamental principles, development, and structure of the U.S. system of government and its formation. Including but not limited to the Magna Carta, the Mayflower Compact, Enlightenment philosophies, English Bill of Rights, Declaration of Independence, the Articles of Confederation, and the Constitution of the United States of America, and the Federalist papers. 	
<p>C.C.10 Evaluate the U.S. Constitution’s amendment process and how the Constitution has been interpreted and applied</p>	<ol style="list-style-type: none"> 1. This needs to be taught on a more in depth level. Students need to know their rights that are guaranteed by the Constitution. 2. “Supremacy” is undefined and should be deleted.* 3. I am greatly disappointed in any and all attempts to degrade our grand constitution, to try to say it is all wrong because it was written by flawed men. The point is these 	<p>4.55%</p>

<p>over time by the executive, legislative, and judicial branches. Including but not limited to Creator-endowed unalienable rights of the people, due process, equal justice under the law, "establishment clause," federalism, frequent and free elections in a representative government, individual responsibility, individual rights outlined in the Bill of Rights, judicial review, precedents, private property rights, right to privacy, rule of law, stare decisis, supremacy, symbolic speech, the structure of government and separation of powers with checks and balances.</p>	<p>men recognized we are all flawed and this constitution is to help us resolve issues with an overbearing central government. We must protect our liberties. They are God given! Government without God is the real problem. Go back to promotes morals and virtue as described in our only real truth. The Bible.</p> <ol style="list-style-type: none"> 4. "Evaluate the U.S. Constitution's amendment process and how the Constitution has been interpreted and applied over time by the executive, legislative, and judicial branches. Including but not limited to Creator-endowed unalienable rights of the people, due process, equal justice under the law, "establishment clause," federalism, frequent and free elections in a representative government, individual responsibility, individual rights outlined in the Bill of Rights, judicial review, precedents, private property rights, right to privacy, rule of law, stare decisis, symbolic speech, the structure of government and separation of powers with checks and balances." Note: "Supremacy" is undefined and should be deleted.* 5. Too vague...Include a discussion of the specific rights protected in the amendments...to include and an analysis of the reasons the Founding Fathers protected religious freedom in America and guaranteed its free exercise by saying that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof," and compare this to the concept of separation of church and state; 6. Add: "to" (Creator-endowed.....) Delete: "supremacy" Note: "Supremacy" is undefined and should be deleted.* 	
<p>C.C.11 Evaluate the reasoning for Supreme Court decisions and their political, social, and economic effects.</p>	<ol style="list-style-type: none"> 1. Replace with: "Evaluate the reasoning for Supreme Court decisions and their political, social, and economic effects. Including but not limited to Marbury v. Madison (1803), McCulloch v. Maryland (1819), Cherokee Nation v. Georgia (1831), Dred Scott v Sandford (1857), Santa Clara County v. Southern Pacific Railroad (1886), Plessy v. Ferguson (1896), Schenck v. United States (1919), Korematsu v. 	<p>4.55%</p>

<p>Including but not limited to Marbury v. Madison (1803), McCulloch v. Maryland (1819), Cherokee Nation v. Georgia (1831), Plessy v. Ferguson (1896), Schenck v. United States (1919), Korematsu v. United States (1944), Brown v. Board of Education (1954), Baker v. Carr (1962), Engel v. Vitale (1962), Gideon v. Wainwright (1963), Miranda v. Arizona (1966), Loving v. Virginia (1967), Tinker v. Des Moines (1969), New York Times Co. v. United States (1971), Wisconsin v. Yoder (1972), Roe v. Wade (1973), United States v. Nixon (1974), Shaw v. Reno (1993), United States v. Lopez (1995), Bush v. Gore (2000), McDonald v. Chicago (2010), Citizens United v. Federal Election Commission (2010)</p>	<p>United States (1944), Brown v. Board of Education (1954), Baker v. Carr (1962), Engel v. Vitale (1962), Gideon v. Wainwright (1963), Miranda v. Arizona (1966), Loving v. Virginia (1967), Tinker v. Des Moines (1969), New York Times Co. v. United States (1971), Wisconsin v. Yoder (1972), Roe v. Wade (1973), United States v. Nixon (1974), Shaw v. Reno (1993), United States v. Lopez (1995), Bush v. Gore (2000), DC v Heller (2008), McDonald v. Chicago (2010), Citizens United v. Federal Election Commission (2010), Obergefell v Hedges (2015), Little Sisters of the Poor v Pennsylvania (2020).”*</p> <ol style="list-style-type: none"> 2. The discussion and teaching of the topic of Roe vs Wade is simply a topic that is inappropriate for teenage students to discuss in a mixed sex classroom with adults that are not a teens own parents. The thought of my own daughter discussing abortion rights in a classroom of teen boys and an adult (male or female) who may be biased on the topic, is scary. 3. “Evaluate the reasoning for Supreme Court decisions and their political, social, and economic effects. Including but not limited to Marbury v. Madison (1803), McCulloch v. Maryland (1819), Cherokee Nation v. Georgia (1831), Dred Scott v Sandford (1857), Santa Clara County v. Southern Pacific Railroad (1886), Plessy v. Ferguson (1896), Schenck v. United States (1919), Korematsu v. United States (1944), Brown v. Board of Education (1954), Baker v. Carr (1962), Engel v. Vitale (1962), Gideon v. Wainwright (1963), Miranda v. Arizona (1966), Loving v. Virginia (1967), Tinker v. Des Moines (1969), New York Times Co. v. United States (1971), Wisconsin v. Yoder (1972), Roe v. Wade (1973), United States v. Nixon (1974), Shaw v. Reno (1993), United States v. Lopez (1995), Bush v. Gore (2000), DC v Heller (2008), McDonald v. Chicago (2010), Citizens United v. Federal Election Commission (2010), Obergefell v Hedges (2015), Little Sisters of the Poor v Pennsylvania (2020).”* 4. Add: (Georgia (1831)), "Dred Scott v Sandford (1857), Santa Clara County v. Southern Pacific Railroad (1886))," Add: "DC v Heller (2008)" "Obergefell v Hedges (2015), Little Sisters of the Poor v Pennsylvania (2020).”* 	
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	<p>5. Recommend change to read: "Evaluate the reasoning for Supreme Court decisions and their political, social, and economic effects. Including but not limited to Marbury v. Madison (1803), McCulloch v. Maryland (1819), Cherokee Nation v. Georgia (1831), Plessy v. Ferguson (1896), Schenck v. United States (1919), Korematsu v. United States (1944), Brown v. Board of Education (1954), Baker v. Carr (1962), Engel v. Vitale (1962), Gideon v. Wainwright (1963), Miranda v. Arizona (1966), Loving v. Virginia (1967), Tinker v. Des Moines (1969), New York Times Co. v. United States (1971), Wisconsin v. Yoder (1972), Roe v. Wade (1973), United States v. Nixon (1974), Goldman v. Weinberger (1986), Shaw v. Reno (1993), United States v. Lopez (1995), Bush v. Gore (2000), DC v. Heller (2008), McDonald v. Chicago (2010), Citizens United v. Federal Election Commission (2010), Obergefell vs. Hodges (2015), and Little Sisters of the Poor v. Pennsylvania (2020)"*</p> <p>6. Evaluate the reasoning for Supreme Court decisions and their political, social, and economic effects. Including but not limited to Marbury v. Madison (1803), McCulloch v. Maryland (1819), Cherokee Nation v. Georgia (1831), Plessy v. Ferguson (1896), Schenck v. United States (1919), Korematsu v. United States (1944), Brown v. Board of Education (1954), Baker v. Carr (1962), Engel v. Vitale (1962), Gideon v. Wainwright (1963), Miranda v. Arizona (1966), Loving v. Virginia (1967), Tinker v. Des Moines (1969), New York Times Co. v. United States (1971), Wisconsin v. Yoder (1972), Roe v. Wade (1973), United States v. Nixon (1974), Goldman v. Weinberger (1986), Shaw v. Reno (1993), United States v. Lopez (1995), Bush v. Gore (2000), DC v. Heller (2008), McDonald v. Chicago (2010), Citizens United v. Federal Election Commission (2010), Obergefell vs. Hodges (2015), and Little Sisters of the Poor v. Pennsylvania (2020)*</p>	
<p>C.C.12 Analyze the roles of citizens of Louisiana and the United States of America in terms of civic responsibilities,</p>	<p>1. After each decennial census the legislative boundaries are redrawn by the state legislature. Citizen input into drawing the district maps is encouraged and necessary to the functioning of the democratic process. Civics courses should include the role and responsibilities of citizens in the redistricting process.</p> <p>2. Replace with: "Analyze how citizens of Louisiana and the United States of America</p>	<p>4.55%</p>

<p>participation, engagement, advocacy, and life, and explain criteria for membership or admission. Including but not limited to interacting successfully with government agencies, jury duty, lobbying, organizing and working in civic groups, petitioning, picketing, residency volunteering, running for political office, and voting.</p>	<p>sustain the republic. Including but not limited to interacting successfully with government agencies, individual self-reliance, patriotic celebration, jury duty, service in the armed forces and the police, running for political office, and voting.”*</p> <p>3. “Analyze how citizens of Louisiana and the United States of America sustain the republic. Including but not limited to interacting successfully with government agencies, individual self-reliance, patriotic celebration, jury duty, service in the armed forces and the police, running for political office, and voting.”*</p> <p>4. Delete: "the roles of" Add: "how" Delete: "in terms of civic responsibilities, participation, engagement, advocacy, and life, and explain criteria for membership or admission" Add: "sustain the republic." Add: (agencies,) "individual self-reliance, patriotic celebration, (jury duty,) "service in the armed forces and the police," Delete: "lobbying, organizing and working in civic groups, petitioning, picketing, residency volunteering"*</p> <p>5. Recommend change to read: "Analyze how citizens of Louisiana and the United States of America sustain the republic. Including, but not limited to civic participation, engagement, advocacy, individual self-reliance, patriotic celebration, jury duty, service in the armed forces and police, running for political office and voting."*</p> <p>6. Analyze how citizens of Louisiana and the United States of America sustain the republic. Including, but not limited to civic participation, engagement, advocacy, individual self-reliance, patriotic celebration, jury duty, service in the armed forces and police, running for political office and voting. ADDITION RECOMMENDED: Analyze the various types of Parish governmental structures in Louisiana, including Parish President, Police Jury, etc. and how these governments interact with state government agencies, to include but not limited to the Governor's Office of Homeland Security and Emergency Preparedness.</p>	
<p>C.C.13 Explain the importance of civic values to a well-functioning</p>	<p>1. Replace with: “Explain the importance of civic values to a well-functioning republic. Including but not limited to conviction vs. compromise, majority rule vs. minority rights, rights vs. responsibilities, and states’ rights vs. federal power.”*</p>	<p>6.82%</p>

democracy. Including but not limited to conviction vs. compromise, majority rule vs. minority rights, rights vs. responsibilities, and state interests vs. individual interests.

2. We are a Republic not a Democracy
3. "Explain the importance of civic values to a well-functioning republic. Including but not limited to conviction vs. compromise, majority rule vs. minority rights, rights vs. responsibilities, and states' rights vs. federal power."*
4. 13, 14, 15th duplicate work to drill deeper and deeper into the politics of division. I will stop here since our school is k-8th but the rest of the standards continue the work of sowing the basics of Hermeneutics of Suspicion, source criticism, social marxism, relativism and postmodern theory. From here forward the curriculum continues to build on a leftward focus even to the point of ignoring conservative thought, philosophies and representatives. the clear message of history is that the dominant culture is actually bad, it leads to the destruction of the environment and the oppression of minorities. All of which is not the actual story of America. The positive events of history are hidden and the negative is put under a microscope. the BESE board needs to reject these standards and start over.
5. the US is not a democracy - we are a well functioning republic. include states rights v federal power
6. Delete: "democracy" Add: "republic." Delete: "state interests vs. individual interests" Add: " states' rights vs. federal power."*
7. Replace the word democracy with the republic. Add state rights vs federal powers.*
8. Very important that we identify our country as a republic and not simply a democracy. Recommend change to read: "Explain the importance of civic values to a well-functioning republic. Including but not limited to conviction vs. compromise, majority rule vs. minority rights, rights vs. responsibilities, state interests vs. individual interests, states' rights vs federal power".*
9. Explain the importance of civic values to a well-functioning republic. Including but not limited to conviction vs. compromise, majority rule vs. minority rights, rights vs. responsibilities, state interests vs. individual interests, states' rights vs federal power*

<p>C.C.14 Analyze the progression and expansion of civil rights, liberties, social and economic equality, and opportunities for groups experiencing discrimination in the United States of America over time.</p>	<ol style="list-style-type: none"> 1. There seems to be a concerted, deliberate effort to exclude the contribution that white males had, and continue to have on the development of civilization and to the continued efforts to bring justice to the world's populations. 2. Replace with: "Analyze the expansion and contraction of individual liberties, civil rights, and equality under the law."* 3. Appears to be Critical Race Theory and I am opposed strongly to this. 4. Delete and replace with: "Analyze the expansion and contraction of individual liberties, civil rights, and equality under the law."* 5. include individual liberties and inalienable rights* 6. Delete: "Analyze the progression and expansion of civil rights, liberties, social and economic equality, and opportunities for groups experiencing discrimination in the United States of America over time." Add: "Analyze the expansion and contraction of individual liberties, civil rights, and equality under the law." 7. Very important to differentiate between equality the law and simple equality. Recommend change to read: "Analyze the progression and expansion of individual liberties, civil rights, equality under the law in social and economic contexts, and opportunities for groups experiencing discrimination in the United States of America over time." 8. Recommend list liberties first in the list, and expand it to "individual liberties". Also, recommend change "social and economic equality" to a more precise and accurate statement. Analyze the progression and expansion of individual liberties, civil rights, equality under the law in social and economic contexts, and opportunities for groups experiencing discrimination in the United States of America over time. 	<p>6.06%</p>
<p>C.C.15 Analyze how local, state, and national governments disenfranchised groups throughout U.S. history</p>	<ol style="list-style-type: none"> 1. Replace "disenfranchised" with "enfranchised"* 2. "Analyze how local, state, and national governments ENFRANCHISED groups throughout U.S. history and its effects."* 3. As BESE conducts its review of social studies curricular standards, we write to express our concerns about how prohibiting certain concepts referred to as 	<p>4.55%</p>

and its effects.

“divisive” would negatively impact the education of Louisiana students. Founded in 1913 in response to an escalating climate of anti-Semitism and bigotry, ADL is a leading anti-hate organization with the timeless mission to protect the Jewish people and to secure justice and fair treatment for all. Today, we continue to fight all forms of hate with the same vigor and passion. ADL’s ultimate goal is a world in which no group or individual suffers from bias, discrimination, or hate. ADL is a non-profit, non-partisan organization. As a preliminary matter, based upon ADL’s core values and mission, we believe that hate is learned and can be unlearned. Furthermore, ADL firmly believes that education is the best antidote to countering hatred and bigotry in society. To that end, none of the following concepts have any place in Louisiana’s public schools:

- That one race or sex is inherently superior or inferior to another race or sex;
- That an individual should be discriminated against, favored, or receive differential treatment solely because of the individual's race or sex; and
- That an individual should be treated disrespectfully regarding that individual's race or sex.

However, ADL is deeply concerned that steering education of our students away from the difficult lessons of the past, including lessons that make students “uncomfortable,” would undercut their learning, and ill-prepare them for post-secondary education and beyond. For example, such prohibitions would undermine Holocaust education in Louisiana Schools. ADL is an expert in the impact and delivery of Holocaust education. We strongly believe that learning about the Holocaust and its lessons of unchecked anti-Semitism and racism is one of the best ways to fight prejudice and discrimination, and to help ensure that genocide and such atrocities never happen again. Echoes and Reflections, a Holocaust education curriculum formed in collaboration with ADL, Yad Vashem and the Shoah Foundation, , teaches the horrific, unvarnished truth of the Holocaust and the factors that led to the genocide of the Jewish people and millions of others in an age-appropriate manner. These lessons can be particularly difficult for students whose backgrounds are connected to the victims or perpetrators of the Holocaust. Even so, the importance of learning these lessons is

critical for all students. Based upon decades of experience, only through these uncomfortable and challenging conversations can students gain a full understand of the history and warning signs, and the universal lessons of the Holocaust, which are:

1. The Fragility of Democracy: It has been said that the Holocaust began not with gas chambers, but with words. Studying the Holocaust has the potential to teach us how precious and how fragile democracy can be. The Nazis and the Nazi-controlled government had to first trample on and effectively destroy democratic values and civil rights before they could legally discriminate, demonize, dehumanize, and then murder 6 million human beings based on the fiction of race superiority and the use of racial hatred. The Holocaust is a case study in how much the viability and sustainability of a democracy depend on its citizens and their willingness to stand up to anti-democratic forces.
2. Respect for Differences: The Holocaust began because average German citizens had anti-Semitism reinforced in their homes, religious institutions, and broader society. They were taught that one group of people was worth less than others. This hateful and false lesson enabled the average German citizen – and many of their fellow Europeans – to see Jews as not worthy of living among them as Jews, then as not worthy to live among them, and finally as not worthy to live at all.
3. Understanding Where Prejudice Can Lead: Teaching the Holocaust can help students learn about the underlying ramifications of prejudice, racism, and stereotyping. The Holocaust will forever serve as a dramatic warning about the capacity of human beings, who, when prodded and backed by state power, are capable of the murder of millions of innocent people. The murder of six million Jews — including 1.5 million children – and millions of others by their fellow Europeans was possible only because many millions of other people accepted narratives of hate about fellow human beings, ignored their desperate pleas for help, and, in some cases, were actively complicit in their persecution, torture and murder. The need for these challenging and uncomfortable lessons is as important now as it has ever been. Indeed, a recent national survey by the Claims Conference found that: [T]here are critical gaps both

in awareness of basic facts as well as detailed knowledge of the Holocaust, and there is a broad-based consensus that schools must be responsible for providing comprehensive Holocaust education. In addition, a significant majority of American adults believe that fewer people care about the Holocaust today than they used to, and more than half of Americans believe that the Holocaust could happen again. While ADL writes to emphasize the importance of Holocaust education through our expert lens, nothing we are saying should be read to diminish or de-emphasize the importance of teaching the unvarnished and challenging lessons of American history, particularly when it comes to issues of race and racism in our nation. In fact, a central lesson in Holocaust education is that the Nazi's Nuremberg laws adopted in 1935 and used to systematically victimize Jews and others were directly drawn from the laws of the Jim Crow South, specifically North Carolina. Just like Holocaust education, effective learning about race in America requires students to be comprehensively taught the ugly, unvarnished truth of the role the government played in slavery and segregation, and the lingering effects of these institutions. These lessons are not limited only to African Americans, but include the oppression of Asian Americans, Native Americans, and others. Like Holocaust education, these hard lessons may be particularly difficult for some students. This, however, does not diminish their importance. Our ability to move forward towards a truly equal future requires that the next generation understand how to learn from the difficult lessons of our past. The time is coming when there will be no more Holocaust survivors to educate from direct experience and the same holds true for those who witnessed firsthand the cruelty of both the government and individuals during the Jim Crow era. By avoiding these hard conversations, we limit how we heal, how we move forward, and how we treat one another. Lessons on antisemitism, racism and other forms of hate and bigotry are not limited to the curricula taught in the classroom. Based upon our day-to-day work, incidents of hate, bias and bigotry are an everyday occurrence in Louisiana schools. These impact students' ability to learn successfully and feel safe in their school settings. It is critical that schools be able to

	<p>effectively take steps to further their students’ well-being and sense of belonging. This goes far beyond merely punishing the wrongdoer; these are teachable moments for the entire school community that require drawing upon difficult conversations about overcoming hatred and bias to create a welcoming learning environment for all. ADL strongly encourages the Board of Elementary and Secondary Education to resist the pressure to limit instruction around difficult lessons of our past, and our present, and to ensure that Louisiana social studies curricula accurately teach all of our histories. That will ensure that our students do not repeat the mistakes of the past as they take on the complexities of the world they will inherit.</p> <ol style="list-style-type: none"> 4. Delete: "disenfranchised" Add: "enfranchised"* 5. Added some examples. Please change to read: "Analyze how local, state, and national governments disenfranchised groups throughout U.S. history and its effects. Examples include but are not limited to non-unanimous juries in Louisiana, non-existent voting rights for women, suppression and restoration of voting rights and religious oppression." 6. ADDED some potential examples Analyze how local, state, and national governments disenfranchised groups throughout U.S. history and its effects. Examples include but are not limited to non-unanimous juries in Louisiana, non-existent voting rights for women, suppression and restoration of voting rights and religious oppression. 	
<p>C.C.16 Analyze continuity and change in the Louisiana State Constitution over time and compare and contrast the Louisiana State Constitutions and the U.S. Constitution.</p>		<p>0.00%</p>

C.C.17 Analyze major issues, legislation, and policies in Louisiana government and politics over time.		0.00%
C.C.18 Explain the historical connections between Civil Law, the Napoleonic Code, and Louisiana's system of laws.		0.00%
C.E.1 Apply economic principles to make sound personal financial decisions, including in regards to income, money management, spending and credit, and savings and investing.	<ol style="list-style-type: none"> 1. I am choosing this standard as an example, but there are multiple standards included in the new set of standards that will be very difficult if it is expected that AP US Government (which in the past has been the advanced version of Civics) to address while also covering the material contained in AP US Government in sufficient detail to give those students an opportunity to pass both the AP exam and pass a LEAP test (similar to how it is done currently in US History/AP US History). There is sufficient overlap in US History and AP US History for that to work, but many economics principle are not addressed in US Government at all. My chief concern with the new standards in general is how manageable it will be to teach AP US Government in conjunction with the Civics standards. 	0.76%
C.E.2 Analyze the factors that influence the production and distribution of goods by individuals and businesses operating in a market system. Including but not limited to market		0.00%

<p>structures such as monopolistic competition, perfect competition, monopoly, and oligopoly; the roles of consumers and producers, credit, economic indicators, goods, international currencies, labor, price, property, rule of law, services, and supply and demand.</p>		
<p>C.E.3 Explain the effects of government policies to improve market outcomes, including both intended and unintended consequences. Including but not limited to how taxation affects surpluses, budget deficits, and the national debt.</p>	<ol style="list-style-type: none"> 1. The standard should read "C.E.3 Explain the effects of government policies on market outcomes, including both intended and unintended consequences. Including but not limited to how taxation affects surpluses, budget deficits, and the national debt". How does it affect the standard that the intention of the policies are to improve market outcomes? Moreover, why would it not be assumed that these actions are intended for good? How and why does it need to be implied? It also assumes a Keynesian viewpoint, when Keynesians themselves have started to question and point out historic flaws of quasi-governmental intervention in the market. 2. Replace with: "Explain the effects of government policies to improve and degrade market outcomes, including both intended and unintended consequences. Including but not limited to how taxation affects economic activity, surpluses, budget deficits, and the national debt."* 3. After "improve" add "and reduce." Add "economic activity" to the list of inclusions.* 4. "Explain the effects of government policies to improve and degrade market outcomes, including both intended and unintended consequences. Including but 	<p>6.82%</p>

	<p>not limited to how taxation affects economic activity, surpluses, budget deficits, and the national debt.</p> <ol style="list-style-type: none"> 5. improve and harm* 6. Add: (to improve) "and degrade" (market outcomes) Add: (...affects) "economic activity," (surpluses,...)* 7. "Explain the effects of government policies to improve and degrade market outcomes, including both intended and unintended consequences. Including but not limited to how taxation affects economic activity, surpluses, budget deficits, and the national debt.* 8. Recommend change to read: "Explain the effects of government policies to improve and harm market outcomes, including both intended and unintended consequences. Including but not limited to how taxation affects economic activity/growth, surpluses, budget deficits, and the national debt."* 9. Provide some amplifying language Explain the effects of government policies to improve and harm market outcomes, including both intended and unintended consequences. Including but not limited to how taxation affects economic activity/growth, surpluses, budget deficits, and the national debt. 	
<p>C.E.4 Analyze ways in which competition and government regulation influence what is produced and allocated in an economy, including national and global consequences.</p>	<ol style="list-style-type: none"> 1. Analyze ways in which competition, free enterprise and government regulation influence what is produced and allocated in an economy, including national and global consequences.* 2. analyze the free market influence !!!! 3. Recommend change to read: "Analyze ways in which competition, free enterprise and government regulation influence what is produced and allocated in an economy, including national and global consequences."* 	<p>2.27%</p>
<p>C.E.5 Evaluate how technology, innovations, and investments in physical and human capital</p>		<p>0.00%</p>

affect the economy and society.		
C.E.6 Explain how globalization trends and policies affect economic growth, the environment, international trade, income distribution, labor markets, resource distribution, rights of citizens in different nations, and unemployment.	<ol style="list-style-type: none"> 1. DELETE THIS ENTIRE ITEM 2. delete - this is not appropriate in a free society where globalization trends do not impact the inalienable rights of US* 3. RECOMMEND DELETE THIS ITEM. Globalization trends do not have to affect income distribution in free countries, like the US. Nor do globalization trends affect the rights of citizens in the US. * 4. Globalization trends do not have to affect income distribution in free countries and does not affect the rights of U. S. citizens.* 5. RECOMMEND DELETE THIS ITEM. Globalization trends do not have to affect income distribution in free countries, like the US. Nor do globalization trends affect the rights of citizens in the US. DELETE THIS ENTIRE ITEM 	3.79%
C.E.7 Explain the effects of specialization and trade on the production, distribution, and consumption of goods and services for individuals, businesses, and societies.		0.00%
C.E.8 Analyze how issues, events, systems, and structures at the local, state, national, and global levels affect Louisiana's economy.		0.00%
C.G.1 Create and use geographic		0.00%

<p>representations, demographic data, and geospatial representations to explain gerrymandering, redistricting, patterns of regional political ideology, and voting trends.</p>		
<p>C.G.2 Compare and contrast the movement of people, goods, ideas, and culture within and to the United States of America, considering past, present, and future trends.</p>	<ol style="list-style-type: none"> 1. I dont believe that it should be taught at all in the schools to kids! It is now right to try and turn then against each other for something they have no control over. If they start teaching it in louisiana my kids will be pulled out of school! 	<p>0.76%</p>
<p>C.G.3 Analyze how environmental issues and events, such as natural and human-made disasters, have affected elections, policies, and laws.</p>	<ol style="list-style-type: none"> 1. "Analyze how environmental issues and events, such as natural disasters, have affected elections, policies, and laws."* 2. "Analyze how environmental issues and events, such as natural disasters, have affected elections, policies, and laws."* 3. "Analyze how environmental issues and events, such as natural and human-made disasters, have affected elections, policies, and laws."* 4. Revise as follows: "Analyze how environmental issues and events, such as natural and human-made disasters, have affected elections, policies, and laws."* 5. Change to C.G.3. "Analyze how environmental issues and events, such as natural and human-made disasters, have affected elections, policies, and laws."* 6. No change 	<p>4.55%</p>
<p>C.G.4 Evaluate the processes for drawing Louisiana’s congressional</p>	<ol style="list-style-type: none"> 1. Replace "impact" with "effect" 	<p>0.76%</p>

districts and their impact on statewide and national elections.		
Totals	132	100.00%
*Duplicate comments counted as one unique comment.		