

# Eighth Grade

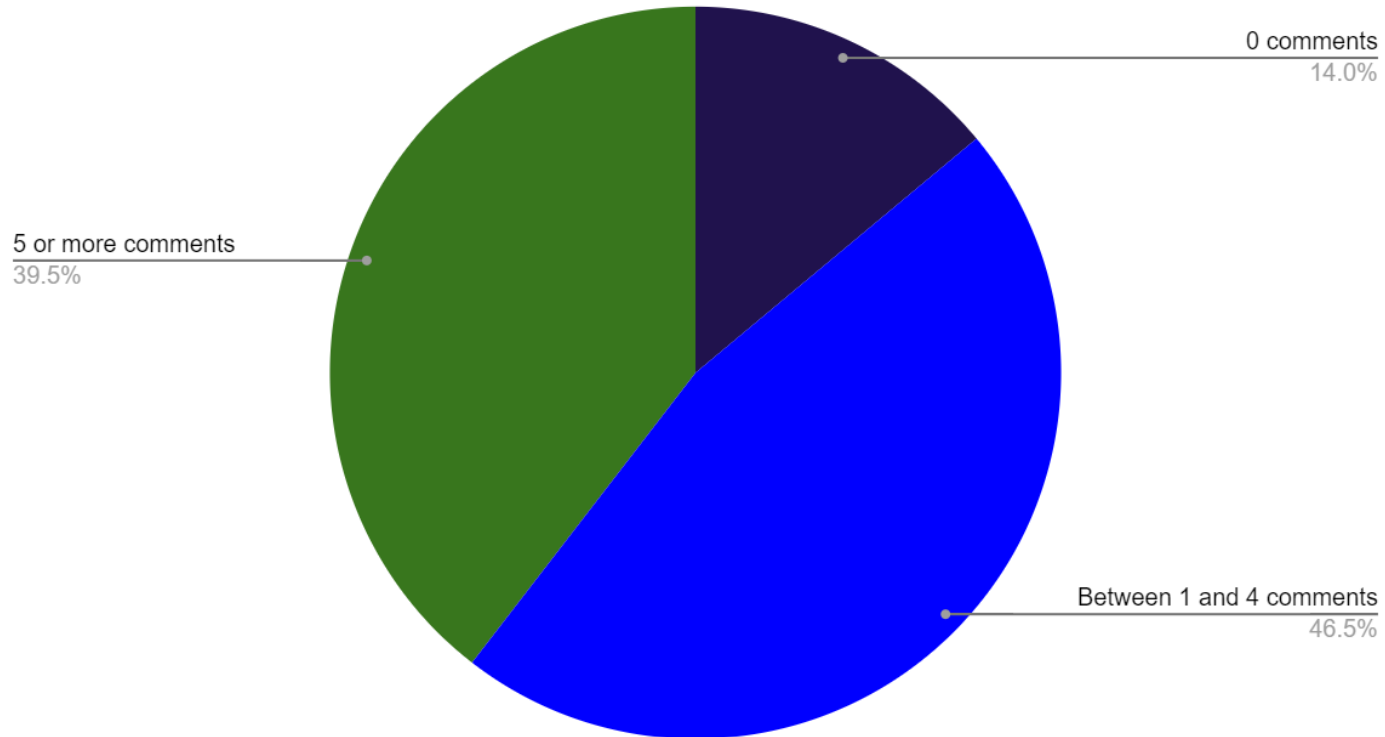
Unique Users: 48

Total Comments: 151

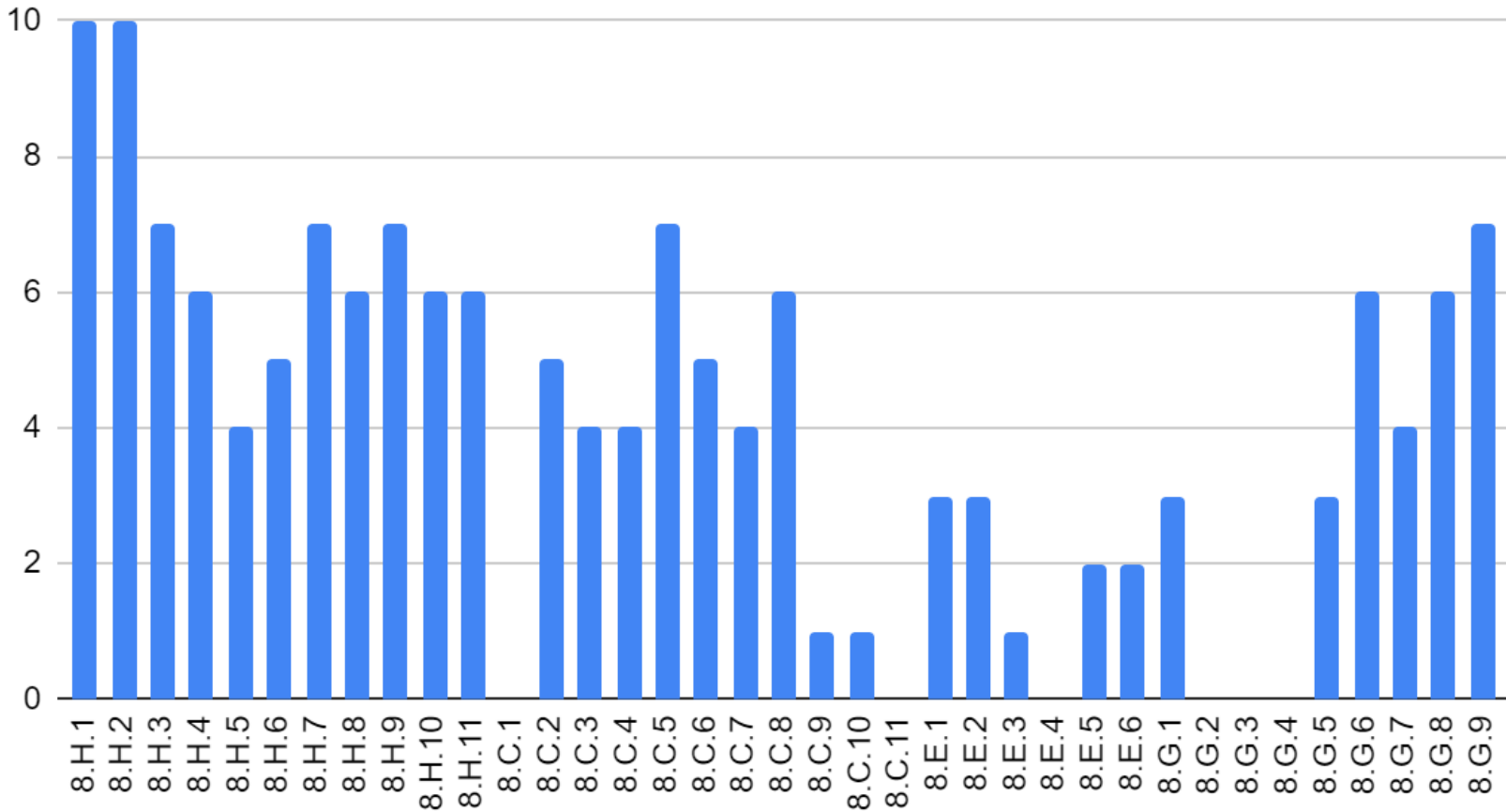
Unique Comments: 92

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

## Eighth Grade Standards



# Comments per Standard



**Breakdown by Standards**

Standard	Text of Comment(s)	% of total comments submitted for Eighth Grade
<p>8.H.1 Describe connections between ideas, events, and developments before 1877. Including but not limited to the Constitution and how it has evolved over time; Civil War and Reconstruction; western expansion and American Indian wars before 1877.</p>	<ol style="list-style-type: none"> <li>1. I would have liked to comment on all standards, but was not given that option. The standards for 6-8 grades are all AMERICAN HISTORY. It is important for students to receive state history in these grade levels in order to better understand the connects between state, federal, and local governments. I am disappoint to see that AMERICAN HISTORY is the focus and we are losing valuable knowledge of STATE HISTORY that is relevant to OUR STUDENTS LIFE!!!</li> <li>2. Too broad</li> <li>3. I had to choose a grade level and standard, but what I really want to say is that collectively this is US CENTRIC in an era that should be global/international. I also think that the elementary standards are developmentally inappropriate. Besides the US focus, there also seems to be a great deal of overlap of the Civil War era. I am also concerned about implementation without textbook support and LEAP tests (that are 5 years field tested) that don't match the curriculum.</li> <li>4. Looking over the history in several grades most of the dates begin with 1789 going forward. The history only touches on 1776 the Founding of our Country and barely mentions the forming of our Constitution or the Bill of Rights as an afterthought. I know that the public system in many cases has dropped history and teach only 1850 going forward. Not teaching the importance of how America was formed and very unique does not give our children a true picture of our great country. America continues to learn from from our mistakes, but we are not a Socialist country. Teaching the hatred of America is ver dangerous and divisive.</li> <li>5. doesn't relate to the development of early Louisiana before 1877</li> <li>6. First off, as a former 8th grade Louisiana history teacher, I am so happy with the new 8th grade standards. Starting during Reconstruction is brilliant; that being said, I believe that it is too important to start at 1877. As many 7th grade teachers don't</li> </ol>	<p align="right">6.62%</p>

get to Reconstruction, it should be reviewed in 8th grade. 8th grade should start with the end of the Civil War (1865),.

7. My concern is not with this standard or any other. In fact, I'm in strong favor of that changes being proposed. However, I have been made aware on several occasions by several staff members that LDOE has no intention of providing the support that is currently available to social studies teachers. Ironically enough, we learn history in hopes of not repeating it. However, the lesson learned only six years ago has already been forgotten. Teachers struggled for years awaiting the current scope and sequence. That document is one of the most useful tools ever provided by the state. It would be understandable that LDOE opt to not provide this if vendors were a available to purchase products from. That is not the case. Instead, teachers will be left to teach new standards with no support. This is a terrible idea. I hope that this decision will be reconsidered.
8. I am a Social Studies teacher and I love that our state teaches Louisiana history in the 8th grade. However, I am no disappointed to learn that the state is in the process of changing the social studies standards for middle school. My question is why is this happening? I am well aware that American history is very important, but Louisiana's history is just as important. Please reconsider the decision to eliminate Louisiana history from the Social Studies Standards and Curriculum for Louisiana. This is an extreme disservice to the students and general public who reside in our great state.
9. So we are going to start teaching our kids a few adults ideas how bad America is? Yet a high percentage of kids can't even read or have the math skills of a 9th grader when they graduate. Have no idea how to run a bank account or file taxes. Or that they even have to pay taxes into a system that try to brain wash their kids into the beliefs of a few adults. Wake up please.
10. The Constitution has not evolved; it has been amended. Describe connections between ideas, events, and developments before 1877. Including but not limited to the Constitution and how it has changed through the amendment process over

	time; Civil War and Reconstruction; western expansion and American Indian wars before 1877.	
<p>8.H.2 Explain ideas and events in the history of the United States of America from 1877 to 1975 and how they progressed, changed, or remained the same over time.</p>	<ol style="list-style-type: none"> <li>1. Many of the standards are broad in nature. As an educator, many concepts are contained within each standards. Are we going to have a specific scope and sequence to attain these standards? However, I really like the change in the 6-8 structure. Great move!</li> <li>2. I am having difficulty understanding how Louisiana history will be taught in tandem in the middle school grades (6-8). From my understanding of the proposed new standards, Louisiana history will cease to be taught as a separate subject and instead combined into American history as well as being replaced by a new American history course from 1877 to the present day. I do not see how this is effective, as from my perspective Louisiana's unique history and culture will be chopped up and blended with existing courses and be treated as a side note in the wider scope of American history. I am also not convinced that middle schoolers will remember or make the connection between their previous knowledge and what they would be learning under the new, proposed standards. I also believe that teachers will spend more time reviewing previous concepts from the lower grades instead of introducing them to new, more complex material. I am a fan of introducing the topics in the earlier grades, but to eliminate Louisiana history as a separate subject is just flat-out wrong. There are too many unique characters, characteristics, customs, and traditions in Louisiana's story to just cast aside and treat as another chapter, however limited in scope, depth, and materials available, in American history which must cover the story of all 50 states plus the 5 populated territories of the United States from pre-history up to the present day. The proposed new standards appear to dilute Louisiana's unique history and culture to the point where I feel students will be less informed and aware of Louisiana's story after completing each grade level.</li> <li>3. As a Social Studies teacher (and mother of one Caucasian and one African American child) I would like to point out that this change in social studies is not critical race</li> </ol>	<p style="text-align: right;">6.62%</p>

theory nor is it promoting CRT. Too many people in communities are listening to media and accepting their commentary as factual information. It is opinionated information and sometimes misinformation. Any teacher who teaches that our country is inherently or systematically racist must have missed the last several decades of change and progress in our country as well as our state. Slavery seems to be the topic catching the most “heat” in the standards changing. Teaching students that slavery is about racism is untrue. Slavery started when people sold members of their own groups to others for slavery. It was about money for the seller and status for the buyer. We know this because freed African Americans who gained land and began their own large farms would often have African American slaves of their own. It was about status, not race. The standard listed above shows where we started as a nation and demonstrates to the students that change does not happen by itself, it takes courage and innovation. It takes people advocating for themselves and others. We have made so many positive change, in our nation's history and we are by no means finished pushing for change. However, if we don't talk about the difficult subjects like slavery with accurate information, how will future generations understand and appreciate the sacrifices that were made by all races to create our nation today?

4. Add: "Including but not limited to Populism, Progressivism, Prohibition, the Great Depression and the New Deal, Pearl Harbor, the Civil Rights movement in the context of Jim Crow, and the Cold War."
5. Keep Critical Race Theory out of our schools. It is itself racist and divisive and works against the goals of equality for all.
6. Is the shift in the standards age-appropriate since the material has been shifted down two years?
7. Please revise to: 8th Grade 8.H.2. "Explain ideas and events in the history of the United States of America from 1877 to 1975 and how they progressed, changed, or remained the same over time. Including but not limited to Populism, Progressivism, Prohibition, the Great Depression and the New Deal, Pearl Harbor, the Civil Rights

movement in the context of Jim Crow, and the Cold War.” 8.H.3. “Analyze connections between events and developments in U.S. history from 1877 to 1975 and with global historical events and developments. Including but not limited to the Boxer Rebellion, World War I, the rise of Soviet Russia and Nazi Germany, World War II, the Iron Curtain, the Communist takeover of China, and Europe’s retreat from empire.” 8.H.4. “Analyze factors leading to and effects of demographic and cultural changes in the period 1877 to 1975. Including but not limited to western settlement, the closing of the frontier, New Immigration (from Southern and Eastern Europe), and the Southern Exodus.” 8.H.5. “Analyze the effect of innovations in science, technology, innovations, and media and explain how these developments have altered society from 1877 to 1975. Including but not limited to mass production, automobiles, airplanes, radio, movies, and television.” 8.H.6. “Explain the role and significance of political and military leaders and other individuals and groups in domestic and foreign affairs, conflicts, and policies during the period from 1877 to 1975. Including but not limited to Booker T. Washington, William Jennings Bryan, Theodore Roosevelt, Billy Sunday, Calvin Coolidge, Charles Curtis, Dwight Eisenhower, George S. Patton, Martin Luther King, Jr., and Phyllis Schally.” 8.H.7. “Analyze multiple events that influenced the perspectives of individuals and groups from 1877 to 1975. Including but not limited to the Ghost Dance, the Homestead Strike, the sinking of the U.S.S. Maine, the sinking of the Lusitania, Charles Lindbergh’s solo trans-Atlantic flight, Pearl Harbor, the 1963 March on Washington, and the 1968 Democratic Convention.” 8.H.8. 8.H.7, as amended, provides coverage. Delete and do not replace. 8.H.9. “Explain causes and effects of events and developments from 1877 to 1975 including but not limited to the Gilded Age, Jim Crow, Industrialization, American Indian Wars, Progressivism, World War I, the Great Depression, World War II, the Cold War, and the Civil Rights movement.” 8.H.10. “Analyze the economic, political, and social effect of Louisiana in U.S. history and world history during the period from 1877 to 1975 through major events. Including but not limited to World War I, the Great

Depression, World War II, and the Civil Rights movement.” 8.H.11. “Analyze beliefs, experiences, and contributions of various individuals in Louisiana during the period 1877 to 1975. Including but not limited to Louis Armstrong, Huey P. Long, Andrew Higgins, Ruby Bridges, Homer Plessy and Madam CJ Walker.” 8.C.2. “Analyze the origins, purposes, and effect of proclamations, policies, treaties, and international agreements relating to foreign policy in the United States of America from 1877 to 1975. Including but not limited to the Open Door policy, the annexation of the Philippines, “Big Stick Diplomacy”, Dollar Diplomacy, the Treaty of Versailles, the Good Neighbor Policy, the Yalta Conference, the Potsdam Agreement, the Truman Doctrine, the Marshall Plan, NATO, Alliance for Progress, General Agreement on Trade and Tariffs, Mutually Assured Destruction, and Detente.” 8.C.3. “Analyze the effects of cultural and social movements on society in the United States of America from 1877 to 1975. Including but not limited to Tin Pan Alley, Hollywood, the Harlem Renaissance, Southern Agrarians, evangelical revivalism, the women’s suffrage movement, unionization, the Civil Rights movement, and the New Right.” 8.C.4. “Explain the reasons for and responses to political corruption from 1877 to 1975. Including but not limited to the spoils system, political machines during the Gilded Age, and the Teapot Dome Scandal, Richard Daley, Chappaquiddick, and Watergate.” 8.C.5. 8.H.2, as emended, provides coverage. Delete and do not replace. 8.C.6. “Explain the origins, consequences, and legacies of genocides that occurred in world history and their influence on U.S. foreign policy from 1877 to 1975. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, and the Tibetan genocide.” Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should retain this item only if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.” 8.C.7. “Analyze the expansion and restriction of individual rights, freedoms, and responsibilities from 1877 to 1975. Including but not limited to the New Deal, the Administrative Procedure Act, and the Civil Rights Act.” 8.C.8. “Evaluate the social, political, and economic changes that have affected



the interpretation and application of the Constitution and evolution of law from 1877 to 1975. Including but not limited to Santa Clara County V. Southern Pacific Railroad (1886), Plessy v. Ferguson (1896), Brown v. Board of Education (1954), the Eighteenth and Nineteenth Amendments, and Roe V. Wade (1973).” 8.E.1. 8.H.5, as emended, provides coverage. Delete and do not replace. 8.E.2. “Analyze multiple factors that have affected the U.S. economy from 1877 to 1975. Including but not limited to inflation, labor, monetary policy, resources, trade, and unemployment.” 8.G.5. “Explain the significance of natural resources in national and international conflict. Including but not limited to the American Indian Wars, the Spanish American War, World War I, and World War II.” 8.G.6. “Analyze political, economic, environmental effects of natural disasters in the history of the United States of America. Including but not limited to the 1900 Hurricane in Galveston, the Dust Bowl, the Great Flood of 1927, and Hurricane Audrey.” 8.G.7. “Evaluate the purposes and efficacy of U.S. government environmental policies, regulations, and actions from 1877 to 1975. Including but not limited to the conservation of natural lands under Theodore Roosevelt, the Civilian Conservation Corps under Franklin Delano Roosevelt, and the Nixon Administration’s creation of the Environmental Protection Agency.” 8.G.8. 8.H.4, as emended, provides coverage. Delete and do not replace.

8. “Explain ideas and events in the history of the United States of America from 1877 to 1975 and how they progressed, changed, or remained the same over time. Including but not limited to Populism, Progressivism, Prohibition, the Great Depression and the New Deal, Pearl Harbor, the Civil Rights movement in the context of Jim Crow, and the Cold War.”\*
9. Add: " Including but not limited to Populism, Progressivism, Prohibition, the Great Depression and the New Deal, Pearl Harbor, the Civil Rights movement in the context of Jim Crow, and the Cold War.”\*
10. Explain ideas and events in the history of the United States of America from 1877 to 1975 and how they progressed, changed, or remained the same over time.

	Including but not limited to Populism, Progressivism, Prohibition, the Great Depression and the New Deal, Pearl Harbor, the Civil Rights movement in the context of Jim Crow, and the Cold War.*	
8.H.3 Analyze connections between events and developments in U.S. history from 1877 to 1975 and with global historical events and developments. Including but not limited to the Civil Rights movement in the context of Jim Crow; U.S. entry into World War II and events in Europe.	<ol style="list-style-type: none"> <li>1. Replace with: "Analyze connections between events and developments in U.S. history from 1877 to 1975 and with global historical events and developments. Including but not limited to the Boxer Rebellion, World War I, the rise of Soviet Russia and Nazi Germany, World War II, the Iron Curtain, the Communist takeover of China, and Europe's retreat from empire."*</li> <li>2. Inclusive of gaps in equity concerning socio-economics, housing, educational opportunity, health, incarceration rates, job placement based upon educational attainment, banking, etc. based on statistics and how to address these gaps that linger and are not instantly fixed because of the Civil Rights Movement, inclusive of Black Wall Street</li> <li>3. The focus of this standard seems to be how events in U.S. History intersect with global events, and in Grades 6 - 7, it is clearly articulated how a U.S. event connects to a global event; however, in Grade 8, Civil Rights and Jim Crow are not connected to any global event. This should be corrected. For example, what other Civil Rights movements were occurring worldwide at this time? This should be the focus of this standard, not just Civil Rights and Jim Crow in the U.S.</li> <li>4. "Analyze connections between events and developments in U.S. history from 1877 to 1975 and with global historical events and developments. Including but not limited to the Boxer Rebellion, World War I, the rise of Soviet Russia and Nazi Germany, World War II, the Iron Curtain, the Communist takeover of China, and Europe's retreat from empire."*</li> <li>5. Explain ideas and events in the history of the United States of America from 1877 to 1975 and how they progressed, changed, or remained the same over time. Including but not limited to Populism, Progressivism, Prohibition, the Great Depression and the New Deal, Pearl Harbor, the Civil Rights movement in the context of Jim Crow, and the Cold War."</li> </ol>	4.64%

	<ol style="list-style-type: none"> <li>6. Delete: " Including but not limited to the Civil Rights movement in the context of Jim Crow; U.S. entry into World War II and events in Europe." Add: "Including but not limited to the Boxer Rebellion, World War I, the rise of Soviet Russia and Nazi Germany, World War II, the Iron Curtain, the Communist takeover of China, and Europe's retreat from empire."*</li> <li>7. Events listed are very important. But if other, key events are not identified, they may be omitted; Great Depression and WWI should be inserted Analyze connections between events and developments in U.S. history from 1877 to 1975 and with global historical events and developments. Including but not limited to the Boxer Rebellion, World War I, the rise of the USSR and Nazi Germany, World War II, the Communist takeover of China, the Civil Rights movement in the context of Jim Crow, the Cold War</li> </ol>	
<p>8.H.4 Analyze factors leading to and effects of demographic and cultural changes in the period 1877 to 1975.</p>	<ol style="list-style-type: none"> <li>1. I think this change in the curriculum for 8th grade is ABSOLUTELY RIDICULOUS! I think it is VITAL that these students learn about their states history and our culture. It is important to know where we came from as a state and the challenges we have faced and overcome. Part of what this country/state needs is to show students that diversity is good &amp; that when we use history as a lesson and stepping stone to better our selves, then we can overcome anything. I could comment this on every standard above. Please reconsider changing the 8th grade curriculum &amp; let it continue to be on our state's troublesome history that we are growing from &amp; improving.</li> <li>2. Add: "Including but not limited to western settlement, the closing of the frontier, New Immigration (from Southern and Eastern Europe), and the Southern Exodus."</li> <li>3. Inclusive of geological changes, such as coastal land loss and the contributing factors, leading to demographic and cultural changes into the present day and the continued efforts to restore coastal land loss.</li> <li>4. "Analyze factors leading to and effects of demographic and cultural changes in the period 1877 to 1975. Including but not limited to western settlement, the closing of the frontier, New Immigration (from Southern and Eastern Europe), and the</li> </ol>	<p>3.97%</p>

	<p>Southern Exodus.”*</p> <ol style="list-style-type: none"> <li>5. Add: "Including but not limited to western settlement, the closing of the frontier, New Immigration (from Southern and Eastern Europe), and the Southern Exodus.”*</li> <li>6. Analyze factors leading to and effects of demographic and cultural changes in the period 1877 to 1975. Including but not limited to western settlement, the closing of the frontier, New Immigration (from Southern and Eastern Europe), and the Southern Exodus.</li> </ol>	
<p>8.H.5 Analyze the impact of science, technology, innovations, and media and explain how these developments have altered society from 1877 to 1975.</p>	<ol style="list-style-type: none"> <li>1. Replace with: “Analyze the effect of innovations in science, technology, innovations, and media and explain how these developments have altered society from 1877 to 1975. Including but not limited to mass production, automobiles, airplanes, radio, movies, and television.”*</li> <li>2. “Analyze the effect of innovations in science, technology, innovations, and media and explain how these developments have altered society from 1877 to 1975. Including but not limited to mass production, automobiles, airplanes, radio, movies, and television.”*</li> <li>3. Delete: "impact" Add: "effect of innovations in" Add: "Including but not limited to mass production, automobiles, airplanes, radio, movies, and television.”*</li> <li>4. Analyze the effect of innovations in science, technology, and media and explain how these developments have altered society from 1877 to 1975. Including but not limited to mass production, automobiles, airplanes, radio, movies, and television.*</li> </ol>	<p>2.65%</p>
<p>8.H.6 Explain the role and significance of political and military leaders and other individuals and groups in domestic and foreign affairs, conflicts, and policies during the period from 1877 to 1975. Including but not limited</p>	<ol style="list-style-type: none"> <li>1. Replace with: “Explain the role and significance of political and military leaders and other individuals and groups in domestic and foreign affairs, conflicts, and policies during the period from 1877 to 1975. Including but not limited to Booker T. Washington, William Jennings Bryan, Theodore Roosevelt, Billy Sunday, Calvin Coolidge, Charles Curtis, Dwight Eisenhower, George S. Patton, Martin Luther King, Jr., and Phyllis Schlafly.”*</li> <li>2. Included Louisiana's involvement in WW2: Higgin Boats, French speakers in French for D-Day.</li> <li>3. “Explain the role and significance of political and military leaders and other</li> </ol>	<p>3.31%</p>

<p>to Dwight Eisenhower, George S. Patton, the Tuskegee Airmen, and Navajo Code talkers during World War II.</p>	<p>individuals and groups in domestic and foreign affairs, conflicts, and policies during the period from 1877 to 1975. Including but not limited to Booker T. Washington, William Jennings Bryan, Theodore Roosevelt, Billy Sunday, Calvin Coolidge, Charles Curtis, Dwight Eisenhower, George S. Patton, Air Martin Luther King, Jr., and Phyllis Schlafly.”*</p> <p>4. Add: (limited to) "Booker T. Washington, William Jennings Bryan, Theodore Roosevelt, Billy Sunday, Calvin Coolidge, Charles Curtis," Delete: 'the Tuskegee Airmen, and Navajo Code talkers during World War II" Add: "Martin Luther King, JR., and Phyllis Schlafly.”*</p> <p>5. Explain the role and significance of political and military leaders and other individuals and groups in domestic and foreign affairs, conflicts, and policies during the period from 1877 to 1975. Including but not limited to Booker T. Washington, William Jennings Bryan, Theodore Roosevelt, Billy Sunday, Calvin Coolidge, Charles Curtis, The Harlem Hellfighters, Dwight Eisenhower, George S. Patton, Tuskegee Airmen, and Navajo Code talkers during World War II, Martin Luther King, Jr., Chappie James and Phyllis Schlafly.</p>	
<p>8.H.7 Analyze multiple factors that influenced the perspectives of individuals and groups from 1877 to 1975. Including but not limited to American Indian perspectives regarding U.S. assimilation policies.</p>	<p>1. Replace with: “Analyze multiple events that influenced the perspectives of individuals and groups from 1877 to 1975. Including but not limited to the Ghost Dance, the Homestead Strike, the sinking of the U.S.S. Maine, the sinking of the Lusitania, Charles Lindbergh’s solo trans-Atlantic flight, Pearl Harbor, the 1963 March on Washington, and the 1968 Democratic Convention.”*</p> <p>2. This should lead into the present day with the understanding that not all tribes are Federally recognized. The Houma Nation is an example, even though they have petitioned for Federal Recognition, they have not been Federally recognized. Yet, the Houma Tribe has a relationship with the country of France because this was a French colony before it was American and the Houma Nation was conducting trade with France. This should be analyzed to understand how the lack of Federal recognition contributes to social inequity, yet the Houma Nation predated the United States of America.</p>	<p>4.64%</p>

	<ol style="list-style-type: none"> <li>3. Include the Cajun French Assimilation during the early and mid parts of the 1900s, Inclusive of Mardi Gras Indians</li> <li>4. "Analyze multiple events that influenced the perspectives of individuals and groups from 1877 to 1975. Including but not limited to the Ghost Dance, the Homestead Strike, the sinking of the U.S.S. Maine, the sinking of the Lusitania, Charles Lindbergh's solo trans-Atlantic flight, Pearl Harbor, the 1963 March on Washington, and the 1968 Democratic Convention."*</li> <li>5. Analyze multiple events that influenced the perspectives of individuals and groups from 1877 to 1975. Including but not limited to American Indian perspectives regarding U.S. assimilation policies, the Ghost Dance, the Homestead Strike, the sinking of the U.S.S. Maine, the sinking of the Lusitania, Charles Lindbergh's solo trans-Atlantic flight, Pearl Harbor, the 1963 March on Washington, and the 1968 Democratic Convention*</li> <li>6. Delete: "factors" Add: "events" Delete: (...limited to) "American Indian perspectives regarding U.S. assimilation policies. Add: "the Ghost Dance, the Homestead Strike, the sinking of the U.S.S. Maine, the sinking of the Lusitania, Charles Lindbergh's solo trans-Atlantic flight, Pearl Harbor, the 1963 March on Washington, and the 1968 Democratic Convention."*</li> <li>7. Analyze multiple events that influenced the perspectives of individuals and groups from 1877 to 1975. Including but not limited to American Indian perspectives regarding U.S. assimilation policies, the Ghost Dance, the Homestead Strike, the sinking of the U.S.S. Maine, the sinking of the Lusitania, Charles Lindbergh's solo trans-Atlantic flight, Pearl Harbor, the 1963 March on Washington, and the 1968 Democratic Convention*</li> </ol>	
<p>8.H.8 Analyze the contributions and experiences of and limitations on diverse groups of people in the</p>	<ol style="list-style-type: none"> <li>1. The schools have no right to teach LGBT!! We the parents are not ok with the schools attempting to implement CRT or Project 1619. If you read the entire document evidence is apparent sin every grade level !!!!</li> <li>2. 8.H.7, as emended in comments elsewhere, provides coverage.* Delete and do not replace.</li> </ol>	<p>3.97%</p>

<p>development of the United States of America from 1877 to 1975. Including but not limited to women, Latinos, American Indians, Black Americans, European immigrants, and Asian immigrants and religious groups.</p>	<ol style="list-style-type: none"> <li>3. I am actually commenting in general about eliminating an intense year of Louisiana History. As a teacher of 29 years, I believe our most important job is to prepare our students for life and teach them how NOT to make the same mistakes as our ancestors. The majority of our students in Louisiana will never leave this state to pursue a new life. The politics, government and history of where they plan to their lives is more important to learn about. These are the people that one day will be running our state, parishes, cities and towns. The little glimpses of LA History that you left in the curriculum doesn't even come close to prepare them to lead our state. Please reconsider. I have also thoroughly combed over the new curriculum. I see nothing in this curriculum that will affect our Louisiana students to prepare them for the future. Thank you for your time. Colleen Frazier</li> <li>4. 8.H.7, as emended, provides coverage. Delete and do not replace.*</li> <li>5. Delete: Entire 8H8 standard. Note: 8H7, as emended, provides coverage. Delete and do not replace.*</li> <li>6. This is not the Standard I want to complain about, but I had to pick something to move further and complain about the standard you have not listed!!!!!!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. If you try to pervert my child's mind with LGBT, I will pull all of children out of public school. You have not right to teach such sinful things to children and should be ashamed of trying to sneak it into their education. This is not education it is an agenda and indoctrination!!!! It is completely against Jesus and all that this country stands for!!</li> </ol>	
<p>8.H.9 Explain causes and effects of events and developments from 1877 to 1975 including but not</p>	<ol style="list-style-type: none"> <li>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 worlds populations.</li> <li>2. Replace with: "Explain causes and effects of events and developments from 1877 to</li> </ol>	<p>4.64%</p>

<p>limited to Post-Reconstruction, Jim Crow, Industrialization, American Indian Wars, U.S. imperialistic policies, Progressivism, World War I, Great Depression, World War II, and the Civil Rights movement.</p>	<p>1975 including but not limited to the Gilded Age, Jim Crow, Industrialization, American Indian Wars, Progressivism, World War I, the Great Depression, World War II, the Cold War, and the Civil Rights movement.”*</p> <ol style="list-style-type: none"> <li>3. Inclusive of the role of HBCU's in Louisiana, past and present, inclusive of Leland College, Southern University, Grambling, Xavier, Dillard, Straight University, New Orleans University, etc. and their role in contributing to education and social uplift for African-Americans, Inclusive of Redlining, Blockbusting and other discriminatory housing practices that impact quality of life, education, property values, etc. and since houses are long term investments that can be passed down generationally, these discriminatory housing patterns linger into present day with the consequences attached to such discriminatory practices, Inclusive of white flight, urban renewal and gentrification</li> <li>4. “Explain causes and effects of events and developments from 1877 to 1975 including but not limited to, the Gilded Age, Jim Crow, Industrialization, American Indian Wars, US, Progressivism, World War I, the Great Depression, World War II, the Cold War, and the Civil Rights movement.”*</li> <li>5. I really love the idea of having a whole course dedicated to modern history. This is sorely lacking in secondary social studies education in the current standards.</li> <li>6. Delete: "Post Reconstruction," Add: "the Gilded Age, " Delete: "US imperialistic policies," Add: (World War II,) "the Cold War,"*</li> <li>7. CONCERN: The fact that the US is or was an imperialist nation is not a settled fact. Either remove the reference or re-word and have an entire line item discussing US policies or actions that might be considered imperialist. Explain causes and effects of events and developments from 1877 to 1975 including but not limited to Post-Reconstruction, Jim Crow, The Suffrage Movement, Industrialization, American Indian Wars, Progressivism, World War I, Great Depression, World War II, the birth and growth of Soviet and Chinese communism, and the Civil Rights movement. RECOMMENDED ADDITION: Analyze the expansion of US territories abroad between 1877 and 1975 and discuss whether or not the US actions were</li> </ol>	
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	<p>imperialist in nature, including, but not limited to the Spanish American War and resulting annexations, the acquisition of Hawaii, and the liberation of Europe and Asia in World War II, Analyze the effect of the birth, growth and effect of Soviet Communism on the world stage; address the genocide of Joseph Stalin's own citizens, the expansion of communism into China and Mao's extermination of Chinese populations. Analyze the effect of various communist and socialist revolutions around the world and review the effect on societies, including but not limited to the USSR, China, Cuba, and North Korea. Discuss the oppression of civil and human rights in these countries.</p>	
<p>8.H.10 Analyze the economic, political, and social impact of Louisiana in U.S. history and world history during the period from 1877 to 1975 through major events. Including but not limited to World War I, the Great Depression, World War II, and the Civil Rights movement.</p>	<ol style="list-style-type: none"> <li>1. Replace "impact" with "effect"*</li> <li>2. Inclusive of subdivisions such as Pontchartrain Park and Southern Heights, African-American subdivisions</li> <li>3. SOCIAL STUDIES</li> <li>4. "Analyze the economic, political, and social effect of Louisiana in U.S. history and world history during the period from 1877 to 1975 through major events. Including but not limited to World War I, the Great Depression, World War II, and the Civil Rights movement."*</li> <li>5. Delete: "impact" Add: "effect"*</li> <li>6. Something monumental happened prior to WWII in Louisiana and it merits inclusion into the standards Analyze the economic, political, and social impact of Louisiana in U.S. history and world history during the period from 1877 to 1975 through major events. Including but not limited to World War I, the Great Depression, World War II, the Louisiana Maneuvers, the Civil Rights movement, and the roles of Barksdale Air Force Base, Naval Air Station Belle Chase and Fort Polk in the Cold War and Vietnam</li> </ol>	<p>3.97%</p>
<p>8.H.11 Analyze perspectives, experiences, and contributions of various groups and</p>	<ol style="list-style-type: none"> <li>1. Replace with: "Analyze beliefs, experiences, and contributions of various individuals in Louisiana during the period 1877 to 1975. Including but not limited to Louis Armstrong, Huey P. Long, Andrew Higgins, Ruby Bridges, Homer Plessy and Madam CJ Walker."*</li> </ol>	<p>3.97%</p>

<p>individuals in Louisiana during the period 1877 to 1975. Including but not limited to the Coushatta, Huey P. Long, Andrew Higgins, Ruby Bridges, Homer Plessy, and Madam CJ Walker.</p>	<ol style="list-style-type: none"> <li>2. is a good standard for some parts of Louisiana knowledge such as knowledge</li> <li>3. Including but not limited to John B. Garner, Attorney Johnnie Jones, Martha White, Rev. T.J. Jemison, In addition to Ruby Bridges, the other 3 students Leona Tate, Gail Etienne and Tessie Prevost, Including the Civil Rights Movement in Louisiana, the Baton Rouge Sit-Ins, the Baton Rouge Bus Boycott (1953), the precursor to the Montgomery Bus Boycott in 1953, including but not limited to all events commemorated on the Louisiana Civil Rights Trail, Including but not limited to Katherine Drexel and Leonard Julien, of Coushatta and Huey P. Long, Inclusive of individuals from Louisiana such as Ernest Gaines, Inclusive of Julius Rosenwald and the role of Rosenwald Schools, Booker T. Washington and educators such as Lillian Paul Garner, first African -American supervisor in Pointe Coupee Parish and founder of a Rosenwald School in Pointe Coupee Parish, along with other educators such as the Paul Family and Garner Family and many others, Inclusive of classes visiting the West Baton Rouge Museum and River Road African American Museum which addresses these perspectives, experiences and contributions with artifacts, living history demonstrations, historic buildings and historic interpretation, Inclusive of Joseph Bartholomew, Inclusive of the US Civil Rights Trail, especially as it pertains to Louisiana, Inclusive of Voters Leagues, Benevolent Societies, such as True Friends, African-American entrepreneurship, African-American Farmers, African-American Landowners, African -American Homeowners, African -American Veterans, African-American Educators and an African -American Middle Class contributing to the Social Uplift of African-Americans, Inclusive of Mardi Gras Indians, Inclusive of Community Center Carnival parade in New Roads, LA started by James Boudreaux , Inclusive of the Baby Dolls (New Orleans), Inclusive of St. Augustine High School, New Orleans, Inclusive of McKinley High School, Baton Rouge, Inclusive of Southern Demonstration School (Southern Laboratory School), Inclusive of Southern Law School, Inclusive of Xavier Prep, Inclusive of the March for Bogalusa to Baton Rouge, the role of Dooky Chase and Leah Chase in Civil Rights Movement, etc. , Inclusive of Dr. Raphael Baranco, Inclusive of the Great Migration, Inclusive of</li> </ol>	
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	<p>Corrine (Lindy) Claiborne Boggs, Inclusive of Oretta Castle Haley</p> <ol style="list-style-type: none"> <li>4. "Analyze beliefs, experiences, and contributions of various groups in Louisiana during the period 1877 to 1975. Including but not limited to Louis Armstrong, Huey P. Long, Andrew Higgins, Ruby Bridges, Homer Plessy and Madam CJ Walker."*</li> <li>5. Delete: "perspectives" Add: "beliefs" Delete: "groups and" Delete: "the Coushatta"*</li> <li>6. Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1877 to 1975. Including but not limited to the Coushatta, Louis Armstrong, Huey P. Long, Andrew Higgins, Ruby Bridges, Homer Plessy and Madam CJ Walker. ADDITION RECOMMENDED: Review the establishment, growth and impact of Historically Black Colleges and Universities in Louisiana. The review will include the histories of Dillard, Grambling State University, Xavier University and the Southern University system</li> </ol>	
<p>8.C.1 Explain the role of government actions, processes, legislation, executive orders, and laws in U.S. history from 1877 to 1975.</p>		<p>0.00%</p>
<p>8.C.2 Analyze the origins, purposes, and impact of proclamations, policies, treaties, and international agreements relating to foreign policy in the United States of America from 1877 to 1975. Including but not limited to the Open Door policy, "Big</p>	<ol style="list-style-type: none"> <li>1. Replace with: "Analyze the origins, purposes, and effect of proclamations, policies, treaties, and international agreements relating to foreign policy in the United States of America from 1877 to 1975. Including but not limited to the Open Door policy, the annexation of the Philippines, "Big Stick Diplomacy", Dollar Diplomacy, the Treaty of Versailles, the Good Neighbor Policy, the Yalta Conference, the Potsdam Agreement, the Truman Doctrine, the Marshall Plan, NATO, Alliance for Progress, General Agreement on Trade and Tariffs, Mutually Assured Destruction, and Detente."*</li> <li>2. are completely new standards not important to government of Louisiana</li> <li>3. "Analyze the origins, purposes, and effect of proclamations, policies, treaties, and</li> </ol>	<p>3.31%</p>

<p>Stick Diplomacy" and Roosevelt Corollary to the Monroe Doctrine, Treaty of Versailles, Yalta Conference, and the Potsdam Agreement.</p>	<p>international agreements relating to foreign policy in the United States of America from 1877 to 1975. Including but not limited to the Open Door policy, the annexation of the Philippines, "Big Stick Diplomacy", Dollar Diplomacy, the Treaty of Versailles, the Good Neighbor Policy, the Yalta Conference, the Potsdam Agreement, the Truman Doctrine, the Marshall Plan, NATO, Alliance for Progress, General Agreement on Trade and Tariffs, Mutually Assured Destruction, and Detente."*</p> <p>4. Delete: "Impact" Add: "effect" Add: (Open Door policy,) "the annexation of the Philippines," "Dollar Diplomacy" Delete: 'Roosevelt Corollary to the Monroe Doctrine," Add: "the" (Treaty of Versailles,) Add: "the Good Neighbor Policy, the" Add: "the Truman Doctrine, the Marshall Plan, NATO, Alliance for Progress, General Agreement on Trade and Tariffs, Mutually Assured Destruction, and Detente."*</p> <p>5. Analyze the origins, purposes, and impact of proclamations, policies, treaties, and international agreements relating to foreign policy in the United States of America from 1877 to 1975. Including but not limited to the Open Door policy, "Big Stick Diplomacy" and Roosevelt Corollary to the Monroe Doctrine, Treaty of Versailles, Yalta Conference, the Potsdam Agreement, the Marshall Plan, NATO, General Agreement on Trade and Tariffs, and the SALT agreement between the US and the USSR.</p>	
<p>8.C.3 Analyze the effects of cultural and social movements on society in the United States of America from 1877 to 1975. Including but not limited to the Harlem Renaissance, women's suffrage movement, the Civil Rights movement.</p>	<p>1. Replace with: "Analyze the effects of cultural and social movements on society in the United States of America from 1877 to 1975. Including but not limited to Tin Pan Alley, Hollywood, the Harlem Renaissance, Southern Agrarians, evangelical revivalism, the women's suffrage movement, unionization, the Civil Rights movement, and the New Right."*</p> <p>2. "Analyze the effects of cultural and social movements on society in the United States of America from 1877 to 1975. Including but not limited to Tin Pan Alley, Hollywood, the Harlem Renaissance, Southern Agrarians, evangelical revivalism, the women's suffrage movement, unionization, the Civil Rights movement, and the New Right."*</p>	<p>2.65%</p>

	<ol style="list-style-type: none"> <li>3. Add: (but not limited to) "Tin Pan Alley, Hollywood, (Harlem Renaissance,) "Southern Agrarians, evangelical revivalism, the" (women's suffrage ....) "unionization," (the Civil.....movement,) "and the New Right."*</li> <li>4. Analyze the effects of cultural and social movements on society in the United States of America from 1877 to 1975. Including but not limited to Tin Pan Alley, Hollywood, the Harlem Renaissance, Southern Agrarians, evangelical revivalism, the women's suffrage movement, unionization, the Civil Rights movement, and the New Right.*</li> </ol>	
<p>8.C.4 Explain the reasons for and responses to political corruption from 1877 to 1975. Including but not limited to the spoils system, political machines during the Gilded Age, and the Teapot Dome Scandal.</p>	<ol style="list-style-type: none"> <li>1. Replace with: "Explain the reasons for and responses to political corruption from 1877 to 1975. Including but not limited to the spoils system, political machines during the Gilded Age, and the Teapot Dome Scandal, Richard Daley, Chappaquiddick, and Watergate."*</li> <li>2. "Explain the reasons for and responses to political corruption from 1877 to 1975. Including but not limited to the spoils system, political machines during the Gilded Age, and the Teapot Dome Scandal, Richard Daley, Chappaquiddick, and Watergate."*</li> <li>3. Add: (Dome Scandal,) "Richard Daley, Chappaquiddick, and Watergate."*</li> <li>4. Explain the reasons for and responses to political corruption from 1877 to 1975. Including but not limited to the spoils system, political machines during the Gilded Age, the Teapot Dome Scandal, Richard Daley, Chappaquiddick, the Church hearings and Watergate.</li> </ol>	2.65%
<p>8.C.5 Analyze the role of political violence in the development of the United States of America from 1877 to 1975.</p>	<ol style="list-style-type: none"> <li>1. 8.H.2, as emended in my comments elsewhere, provides coverage. Delete and do not replace.*</li> <li>2. Delete this standard. The material is covered in 8.H.2*</li> <li>3. Because of this standard's potential volatility, there needs to be some clarification to stakeholders. Which examples of political violence will be taught to students?</li> <li>4. 8.H.2, as emended, provides coverage. Delete and do not replace.*</li> <li>5. Will the specific groups be provided here - violence by whom?</li> <li>6. Delete: "8.C.5. "Analyze the role of political violence in the development of the</li> </ol>	4.64%

	<p>United States of America from 1877 to 1975." Note: 8.H.2, as emended, provides coverage. Delete and do not replace.</p> <p>7. Analyze the role of political violence in the development of the United States of America from 1877 to 1975, including but not limited to the rise of Ku Klux Klan and its relationship to the Democratic Party, violence perpetuated by labor unions, anti-war movements in the 1960s and 70s.</p>	
<p>8.C.6 Explain the origins, consequences, and legacies of genocides that occurred in world history and their influence on U.S. foreign policy from 1877 to 1975. Including but not limited to the Armenian genocide and the Holocaust.</p>	<ol style="list-style-type: none"> <li>1. Replace with: "Explain the origins, consequences, and legacies of genocides that occurred in world history and their influence on U.S. foreign policy from 1877 to 1975. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, and the Tibetan genocide." Note: Radical activists now refer to American assimilation policies as "cultural genocide." Louisiana should retain this item only if it carefully defines "genocide" as "the deliberate murder of a large portion of an entire nation."*</li> <li>2. It looks like a lot of leading to connect things of the past to things today to justify.</li> <li>3. "Explain the origins, consequences, and legacies of genocides that occurred in world history and their influence on U.S. foreign policy from 1877 to 1975. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, and the Holocaust, and the Tibetan genocide." Note: Radical activists now refer to American assimilation policies as "cultural genocide." Louisiana should retain this item only if it carefully defines "genocide" as "the deliberate murder of a large portion of an entire nation."*</li> <li>4. Add: (...genocide,) "the Holodomor," Delete: (.....Massacre,) "and" Add: "and the Tibetan genocide." Note: LA should carefully define "genocide" as the "deliberate murder of a large portion of an entire nation."*</li> <li>5. Excellent item.</li> </ol>	<p>3.31%</p>
<p>8.C.7 Compare how individual rights, freedoms, and responsibilities have</p>	<ol style="list-style-type: none"> <li>1. Replace with: "Analyze the expansion and restriction of individual rights, freedoms, and responsibilities from 1877 to 1975. Including but not limited to the New Deal, the Administrative Procedure Act, and the Civil Rights Act."*</li> <li>2. "Analyze the expansion and restriction of individual rights, freedoms, and</li> </ol>	<p>2.65%</p>

<p>evolved over time from 1877 to 1975.</p>	<p>responsibilities from 1877 to 1975. Including but not limited to the New Deal, the Administrative Procedure Act, and the Civil Rights Act.”*</p> <p>3. Delete: “Compare how individual rights, freedoms, and responsibilities have evolved over time from 1877 to 1975. Add: "Analyze the expansion and restriction of individual rights, freedoms, and responsibilities from 1877 to 1975. Including but not limited to the New Deal, the Administrative Procedure Act, and the Civil Rights Act.”*</p> <p>4. Analyze the expansion and restriction of individual rights, freedoms, and responsibilities from 1877 to 1975. Including but not limited to the New Deal, the Administrative Procedure Act, and the Civil Rights Act.*</p>	
<p>8.C.8 Evaluate the social, political, and economic changes that have impacted the interpretation and application of the Constitution and evolution of law from 1877 to 1975. Including but not limited to Plessy v. Ferguson (1896), Brown v. Board of Education (1954), the Eighteenth and Nineteenth Amendments.</p>	<p>1. Instead of focusing on the oppression of the Black community, focus on the many achievements they have contributed to make America the great Nation that it has become because of what their intellect and entrepreneurial spirit has given us. Build them up and do not dwell on the negative. That goes for all people, Black White, Asian and any peoples that have succeeded.</p> <p>2. Replace with: “Evaluate the social, political, and economic changes that have affected the interpretation and application of the Constitution and evolution of law from 1877 to 1975. Including but not limited to Santa Clara County v. Southern Pacific Railroad (1886), Plessy v. Ferguson (1896), Brown v. Board of Education (1954), the Eighteenth and Nineteenth Amendments, and Roe v. Wade (1973).”*</p> <p>3. Including but not limited to Garner v. Louisiana (1961), the First and Fourteenth Amendments and Hall v. Decuir (1878) Inclusive of Cox v. Louisiana (1961), Taylor v. Louisiana (1962), Lombard vs. Louisiana (1963) Brown v. Louisiana (1966) all U.S. Supreme Court Cases originating from Louisiana after Garner v. Louisiana, because Garner v. Louisiana was not being enforced as law by the State of Louisiana and the establishment, Inclusive of Comite des Citoyens, as well as Murray v. Louisiana</p> <p>4. “Evaluate the social, political, and economic changes that have affected the interpretation and application of the Constitution and evolution of law from 1877 to 1975. Including but not limited to Santa Clara County v. Southern Pacific Railroad</p>	<p>3.97%</p>

	(1886), Plessy v. Ferguson (1896), Brown v. Board of Education (1954), the Eighteenth and Nineteenth Amendments, and Roe v. Wade (1973)."* 5. Delete: "impacted" Add: " affected" Add:(not limited to) "Santa Clara County v. Southern Pacific Railroad (1886)," Add: "and Roe v. Wade (1973)." "*	
8.C.9 Describe the process and requirements to become a U.S. citizen. Including but not limited to the naturalization process, and birthright citizenship.	1. Good item!	0.66%
8.C.10 Explain the role of public sentiment and technology during conflicts involving the United States of America from 1877 to 1975. Including but not limited to liberty bonds, rationing, and nuclear weapons.	1. ADDITION RECOMMENDED: Review and analyze the Louisiana Constitutions of 1898 and 1974 and the impact of non-unanimous juries on the state.	0.66%
8.C.11 Analyze how Louisiana and U.S. politics and government influenced one another from 1877 to 1975.		0.00%
8.E.1 Evaluate the impact of technology, science, and innovation on the	1. 8.H.5, as emended in comments elsewhere, provides coverage. Delete and do not replace.* 2. 8.H.5, as emended, provides coverage. Delete and do not replace.*	1.99%



economy and culture of the United States of America from 1877 to 1975. Including but not limited to consumerism and assembly line production.	3. Delete: "Evaluate the impact of technology, science, and innovation on the economy and culture of the United States of America from 1877 to 1975. Including but not limited to consumerism, and assembly line production." Note: 8.H.5, as emended, provides coverage. Delete and do not replace.*	
8.E.2 Analyze multiple factors that have impacted the U.S. economy from 1877 to 1975. Including but not limited to inflation, labor, monetary policy, resources, trade, and unemployment.	<ol style="list-style-type: none"> <li>1. Replace "impacted" with "affected"*</li> <li>2. "Analyze multiple factors that have affected the U.S. economy from 1877 to 1975. Including but not limited to inflation, labor, monetary policy, resources, trade, and unemployment."*</li> <li>3. Analyze multiple factors that have affected the U.S. economy from 1877 to 1975. Including but not limited to inflation, labor, monetary policy, resources, trade, and unemployment.*</li> </ol>	1.99%
8.E.3 Analyze the effects of policies and actions of the U.S. government on the economy of the United States of America from 1877 until 1975.	1. Every topic for each grade appears to promote an opinion, a debate. Why not just teach history. Basic facts. Simply use books written closer to the time of activity. I have American history books from 1920 to get a more accurate view of American history. Each topic mentioned in the document says nothing about the actual details of the trachers opinions. If teachers cant understand accurate data without opinion, just bring back the old books.	0.66%
8.E.4 Evaluate the role of economic interdependence and international trade in events in U.S. history from 1877 to 1975.		0.00%
8.E.5 Evaluate economic	1. Inclusive of the Industrial Tax Exemption Program and current issues involving the	1.32%

<p>issues in Louisiana from 1877 to 1975. Including but not limited to the oil crisis, tariffs, scarcity of natural resources, and specialization.</p>	<p>Industrial Tax Exemption Program</p> <p>2. Add: "the" (Spanish....) Delete: "and" (World War ) Add: "I, and World War II."</p>	
<p>8.E.6 Analyze historical factors influencing the economic growth, interdependence, and development of Louisiana. Including but not limited to the Great Depression, and the Great Flood of 1927.</p>	<p>1. I teach 7th and 8th grade social studies. While I agree that their is a disconnect in the course outline for elementary grades to the middle school level, I do not agree with the correction. Eliminating Louisiana history as a course and "integrating" throughout several courses will be detrimental to the understanding of the unique story of Louisiana. I am afraid that conflating our state's history with the rest of US history will deprive students of the understanding of our special and diverse history. I will be very sad to lose the opportunity to teach this special subject in isolation with the deference and integrity that it deserves. Our history is not one to be lumped in with the rest of the country. We stand out and we should have a subject that stands out too.</p> <p>2. no mention of the development of the oil industry in Louisiana?</p>	<p>1.32%</p>
<p>8.G.1 Create and use geographic representations to analyze the environmental, cultural, and political changes in the United States of America from 1877 to 1975. Including but not limited to international time zones, the Great Migration, the Dust Bowl, and the</p>	<p>1. The political impacts of the electoral college are going to feel outdated and irrelevant to students in the 8th grade. Most grown adults cannot comprehend this process adequately, much less teenagers.</p> <p>2. A great amount of the geography section doesnt talk about louisiana history and it rather talks about US history geography</p> <p>3. My students won't have any understanding of a real map. We don't at present make</p>	<p>1.99%</p>

Electoral College.		
8.G.2 Use maps and other geographic representations to analyze the relationship between the United States of America and the world from 1877 to 1975. Including but not limited to the acquisition of territories, and involvement in foreign wars.		0.00%
8.G.3 Use maps to identify the absolute location, latitude and longitude, of places in the United States of America and the world.		0.00%
8.G.4 Analyze and explain the physical and environmental characteristics of places and regions in the United States of America from 1877 to 1975 and how these affected people who lived here.		0.00%
8.G.5 Explain the	1. Replace with: "Explain the significance of natural resources in national and	1.99%

<p>significance of natural resources in national and international conflict. Including but not limited to the American Indian Wars, Spanish American War, and World War I.</p>	<p>international conflict. Including but not limited to the American Indian Wars, the Spanish American War, and World War I, and World War II.”*</p> <ol style="list-style-type: none"> <li>2. “Explain the significance of natural resources in national and international conflict. Including but not limited to the American Indian Wars, the Spanish American War, World War I, and World War II.”*</li> <li>3. World War II should be included in this list, as should the Arab-Israeli Wars of 1967 and 1972 Explain the significance of natural resources in national and international conflict. Including but not limited to the American Indian Wars, Spanish American War, World War I, World War II, and the Arab-Israeli Wars.</li> </ol>	
<p>8.G.6 Analyze political, economic, environmental effects of natural and man-made disasters in the history of the United States of America. Including but not limited to the 1900 Hurricane in Galveston, the Dust Bowl, the Great Flood of 1927, and Hurricane Audrey.</p>	<ol style="list-style-type: none"> <li>1. The natural and man made disasters should include a discussion on globing warming irrespective of whether there is a debate on what is causing it. Resources and specificity on what should be taught about Galveston, the Dust Bowl and hurricane Audrey. The inclusion of Hurricane Katrina may be a better example of economic effects after a hurricane considering the loss of life, property and migration of citizens from Louisiana</li> <li>2. Delete "and man-made"*</li> <li>3. Keep politics out of school! Remember why you are in these seats and stop with all the politics in our schools please!! Some of the things my child is expected to learn and read in your schools is horrible. One foot out the door. No students and you won't have a need to be in those seats!</li> <li>4. “Analyze political, economic, environmental effects of natural disasters in the history of the United States of America. Including but not limited to the 1900 Hurricane in Galveston, the Dust Bowl, the Great Flood of 1927, and Hurricane Audrey.”*</li> <li>5. Delete: "and mandmade"*</li> <li>6. CONCERN: No man-made disasters are listed in this item Analyze political, economic, environmental effects of natural disasters in the history of the United States of America. Including but not limited to the 1900 Hurricane in Galveston, the Dust Bowl, the Great Flood of 1927, and Hurricane Audrey.</li> </ol>	<p>3.97%</p>

<p>8.G.7 Evaluate the purposes and efficacy of U.S. government environmental policies, regulations, and actions from 1877 to 1975. Including to but limited to the conservation of natural lands under Theodore Roosevelt.</p>	<ol style="list-style-type: none"> <li>1. Replace with: "Evaluate the purposes and efficacy of U.S. government environmental policies, regulations, and actions from 1877 to 1975. Including but not limited to the conservation of natural lands under Theodore Roosevelt, the Civilian Conservation Corps under Franklin Delano Roosevelt, and the Nixon Administration's creation of the Environmental Protection Agency."*</li> <li>2. "Evaluate the purposes and efficacy of U.S. government environmental policies, regulations, and actions from 1877 to 1975. Including but not limited to the conservation of natural lands under Theodore Roosevelt, the Civilian Conservation Corps under Franklin Delano Roosevelt, and the Nixon Administration's creation of the Environmental Protection Agency."*</li> <li>3. Delete: "to" Add: (but) "not" Add: "the Civilian Conservation Corps under Franklin Delano Roosevelt, and the Nixon Administration's creation of the Environmental Protection Agency."*</li> <li>4. Add the EPA---for good or for bad, it has had an enormous impact on our country and state Evaluate the purposes and efficacy of U.S. government environmental policies, regulations, and actions from 1877 to 1975. Including to but limited to the conservation of natural lands under Theodore Roosevelt and the creation of the Environmental Protection Agency in the Nixon Administration.</li> </ol>	<p>2.65%</p>
<p>8.G.8 Analyze causes and effects of migration to and within the United States of America and Louisiana from 1877 to 1975. Including but not limited to increases in European immigration in the late 19th and early 20th centuries and the Great Migration.</p>	<ol style="list-style-type: none"> <li>1. 8.H.4, as emended in comments elsewhere, provides coverage. Delete and do not replace.*</li> <li>2. 8.H.4, as emended, provides coverage. Delete and do not replace.*</li> <li>3. 8.H.4, as emended, provides coverage. Delete and do not replace.*</li> <li>4. Delete, do not replace*</li> <li>5. 8.H.4, as emended, provides coverage. Delete and do not replace.*</li> <li>6. Delete: the entire standard. Note: 8.H.4, as emended, provides coverage. Do not replace.*</li> </ol>	<p>3.97%</p>

<p>8.G.9 Evaluate ways people have adapted to the natural environment in Louisiana from 1877 to 1975. Including but not limited to the creation of the levee system.</p>	<ol style="list-style-type: none"> <li>1. The levee system is an important piece of Louisiana that students need to understand. Once a levee is built it causes changes good &amp; bad to the environment around the location.</li> <li>2. We should focus on ways people have adapted to the natural environment in Louisiana, but we should also make special note of the way the environment has changed because of people which includes land loss in southern Louisiana. This has mainly happened in the last 100 years because of the levee systems so it definitely needs to be covered!</li> <li>3. 8.G.9 is the only Louisiana Geography related Standard</li> <li>4. Evaluate ways people have adapted to the natural environment in Louisiana from 1877 to 1975. Including but not limited to the creation of the levee system and the diversion of the Mississippi River and possible effects on Louisiana's coast.</li> <li>5. This should be taught as a stand-alone subject which would allow students to have a basic understanding of Louisiana's history, economy, government, and culture. Once a basic understanding has been established, scaffolding in upper grades can occur.</li> <li>6. Omit "evaluate." Replace with "Describe" Again, the answer is open to subjectivity.</li> <li>7. No correction.</li> </ol>	<p>4.64%</p>
<p><b>Totals</b></p>	<p>151</p>	<p>100.00%</p>
<p>*Duplicate comments counted as one unique comment.</p>		